ADMINISTRATIVE PROCEDURES MANUAL

Living Waters Catholic Separate School Division

March 2020
PREFACE

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

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

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

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

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

Gaps in the numbering sequence facilitate the insertion of additional administrative procedures that may be developed at a future time.

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

Background

Planning in education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing citizens. Planning ensures resources for education are used in the best possible ways to meet the educational needs of Alberta’s young people.

The Division plan outlines priorities for student learning in the Division, guides budget development, and forms the basis for reporting on progress and achievement.

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

Procedures

1. System Planning Guidelines

1.1 The vision, mission, values, motto, educational philosophy, and goals and objectives of the Division will provide overall direction for system planning.

1.2 The planning process will recognize any corporate priorities identified by the Board.

1.3 The actions and endeavors of the Division and its schools must be guided by sound planning processes. The planning process must provide ample opportunity for input and meaningful involvement by persons from stakeholder groups. Formal processes for the system and its schools to develop, revise and extend Three-Year Education Plans that identify priorities, along with predetermined courses of action, outcomes, measures, strategies and timelines for task completion will be developed each year.

2. Three-Year Education Plan

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

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

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

2.4 The plan will be improvement focused and will identify areas/priorities for improvement each year.
2.5 The plan will include the provincially mandated priority areas with strategies and measures.

2.6 The plan may include other strategies and measures reflecting local needs.

2.7 The plan will outline the deployment of resources and be consistent with the provincial funding framework.

3. The Superintendent will:

3.1 Submit the plan in conjunction with the Annual Education Results Report to the Board for approval each year;

3.2 Ensure that the Division Three-Year Education Plan/Annual Education Results Report is submitted to Alberta Education in a form and at a time that meets requirements;

3.3 Prepare a news release advertising the initiatives to be undertaken during the upcoming school year;

3.4 Make provision for distribution of the Three-Year Education Plan/Annual Education Results Report and its placement on the Division website; and

3.5 Present progress reports including areas of success and areas for improvement on the Division Three-Year Education Plan to the Board in accordance with the annual Board Work Plan and as deemed necessary.

Reference: Section 22, 39, 43, 60, 61, 77, 78, 113 School Act
       Section 16 Government Accountability Act
       Guide to Education ECS to Grade 12
       Policy and Requirements for School Board Planning and Reporting
       School Authority Planning and Reporting Reference Guide
ANNUAL EDUCATION RESULTS REPORT

Background

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

The Division will keep its school communities and the public informed of the overall results achieved in the Division through publishing and distributing an Annual Education Results Report.

Procedures

1. The Superintendent will develop an Annual Education Results Report in accordance with Alberta Education policy and regulations, and submit a draft to the Board by the last meeting in October and a final document to the Board by the last meeting of November for approval.

2. The Annual Education Results Report will incorporate annual reports submitted by principals and will contain information regarding progress toward meeting the goals and objectives established by the Division in the Three-Year Education Plan.

3. The Annual Education Results Report shall contain the results on mandatory and optional measures gathered through the year from such activities as ongoing reviews, evaluations, surveys, planning sessions and workshops.

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

5. The Three-Year Plan/Annual Education Results Report shall be posted on the Division website. Copies will be available in schools and Division office upon request.

6. Feedback from the public will be used to judge the accessibility of, and the appropriateness of, the information in the Annual Education Results Report.

7. The Division shall use the Annual Education Results Report for information in the planning and policymaking cycle and make adjustments to its goals as necessary.

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

Background

Continuous improvement is expected of all schools. Planning and reporting processes at the school level are essential for focusing efforts to improve the quality of education provided to students.

Procedures

1. All plans and results reports must satisfy provincial requirements.

2. School plans must align with the goals and priorities of the Division and may also reflect local priorities.

3. School plans, results reports, and budgets must be prepared by the Principal in consultation with staff, School Council, and, where appropriate, students.

4. School plans aligned with the Division plan and school results reports based on the school’s plan are to be submitted in document form to the Superintendent by October 31 of each year.

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

Background

The Division supports the practice of a systematic thorough evaluation of schools. Schools benefit from regular, comprehensive evaluations of school operational procedures and curriculum implementation. The Division supports the evaluation of schools for the purpose of improving and enhancing the quality of education offered to students within the goals of the school, Division, and the requirements of Alberta Education.

The Superintendent has the responsibility for ensuring that school evaluations are conducted by appropriate personnel as deemed necessary.

Procedures

1. The Superintendent will collaboratively develop and implement a school evaluation model.
2. The Principal of a school and/or staff can request that an evaluation of their school be conducted.
3. School and community personnel shall be made aware of the purpose and process of the evaluation.
4. Evaluations are to be conducted in an atmosphere of trust and cooperation.
5. The components and criteria of a school evaluation shall be identified and established in a written format.
6. Evaluations may utilize appropriate document analysis, interview, and observation processes.
7. A final report shall be presented to the Board and made available to the public upon receipt.
8. Valuative statements, including commendations and recommendations for improvement, shall be identified in the final report.
9. The Principal shall be responsible for the development of a management system for the implementation of the evaluation report.
10. Concerns regarding the performance of any individuals will not be addressed in the school evaluation report. Should any personnel concerns arise during the school evaluation, the Superintendent shall be notified. The Superintendent, in turn, shall initiate appropriate evaluation procedures.
11. A school shall participate in an evaluation program when deemed necessary by the Superintendent, after consultation with the Principal and Central Office Leadership Team.

12. Each evaluation shall be conducted by an Evaluation Team appointed by the Superintendent.

12.1 The Superintendent shall name three (3) people to serve as a Steering Committee for the Evaluation Team.

13. Prior to the evaluation, the Chair of the Evaluation Team will:

13.1 Meet with the Principal to define the purpose and the process of the evaluation.

13.2 Meet with the Principal, staff, and interested community members to explain the process.

14. Prior to the commencement of the evaluation, the Chair of the Evaluation Team will provide an opportunity for the clarification of specialized needs unique to the school, to be addressed through the evaluation.

14.1 This clarification process may include the participation of, Division personnel, trustees, parents, students, community members or anyone who is perceived to have a role to play in identifying and clarifying the unique needs.

14.2 Upon completion of the clarification process, the Chair of the Evaluation Team shall review and clarify with the Steering Committee the following:

14.2.1 The evaluation purposes, process, and criteria.

14.2.2 The time line for completion of the evaluation.

14.2.3 Criteria established for each of the evaluation components will form the basis of the evaluation and will be made known to those affected prior to the commencement of the evaluation.

15. The Evaluation Team will gather data relative to the program components and criteria utilizing appropriate data collection procedures and techniques.

15.1 The sequence, scope, and process of data collection will be made available by the Evaluation Team prior to the evaluation in sufficient time to allow for adequate system preparation.

15.2 The data collection process of document analysis may include a review of divisional program policies, teacher plan books, instructional timetables, attendance records, curriculum documents, resource materials, and other data sources as required.

15.3 The data collection process of observation may include selected school and classroom observations and onsite inspections as well as other data sources as required.

15.4 The data collection process of surveying may take the form of questionnaires, interviews, community meetings, or other techniques as required and may include community members, students, staff, or other sources as required.

16. The Evaluation Team shall summarize its study procedures, findings, conclusions, and recommendations in a final report.
16.1 The Chair of the Evaluation Team will arrange to discuss the draft of the complete report with the Superintendent and the Steering Committee for the purpose of sharing and verifying the information prior to the writing of the final report.

16.2 The final evaluation report shall include:
   16.2.1 An explanation of the evaluation process conducted;
   16.2.2 An assessment of the suitability of the program objectives, the efficiency of the delivery system in achieving the stated objectives, and the achievement of the objectives;
   16.2.3 Both commendations and non-prescriptive recommendations which will assist in determining the appropriateness and achievement of program objectives.

17. The final report shall be received by the Board who shall:
   17.1 Make it available to the public:
   17.1.1 Sufficient copies shall be distributed to the Principal, staff and other interested parties as requested.
   17.1.2 Copies shall be available to the general public upon request.

18. The final report shall provide commendations and recommendations for improvement within each component and the school operation as a whole.
   18.1 Prior to making a recommendation, the evaluation team shall consider economic and the organizational feasibility of implementation.
   18.2 The Superintendent shall ensure the recommendations are addressed by appropriate personnel.
   18.3 During the subsequent school year(s), the Superintendent shall report to the Board the degree to which recommendations have been addressed.

Reference:  Section 20, 60, 61, 113 School Act  
Section 16 Government Accountability Act  
Guide to Education ECS to Grade 12  
Policy and Requirements for School Board Planning and Reporting  
School Authority Planning and Reporting Reference Guide
COLLABORATIVE SITE-BASED DECISION-MAKING

Background

Major decisions about procedures, instructional programs and services, and the allocation of funds to support them must be made in consultation with the persons most directly affected by the decisions. The Division endorses the implementation of collaborative site-based decision making and will continue to develop, modify, and refine this initiative.

Governance and operation of schools within the Division is shared by the Board and the Government of Alberta. School Councils provide advice to the Board and to the principals of each school.

The Board shall establish the vision, mission and goals for the Division. Each site administrator is expected to facilitate a process at the site to establish goals consistent with the Division’s goals. Each Principal shall establish a consultative decision-making process that includes the School Council which includes: annually establishing school goals; developing strategies to achieve the goals; and evaluating and measuring the achievement of the goals.

Goals, strategies, and evaluations at each site shall be in harmony with the educational and fiscal goals, and school operation expectations established by the Division and the Government of Alberta.

The integrity of the learning environment for students is the paramount consideration of site-based decision-making. The intents of site-based decision-making are that:

- Those affected by educational decisions will be actively involved in making them;
- Maximum resources will be directed to the classroom; and
- There will be communication and team building within the school community.

Procedures

1. The majority of the funds contained within the Instructional Block shall be disbursed to schools each budget year, with responsibility and accountability for budgeting and spending within the amounts allocated being lodged with the Principal;

2. Site-based budget development practices shall:
   2.1 Include School Councils as consultative partners;
   2.2 Ensure that the Board’s priorities and the school’s priorities are met;
   2.3 Include strategies to attain both the Board’s and the school’s priorities; and
   2.4 Include funding for professional development for staff and School Council members, if funds are available.
3. Site level decisions include:

3.1 Determining school priorities on an assessment of the educational needs of the students.

3.2 Establishing site-based budget priorities that enable students to meet the educational objectives established by the Division and the school.

3.3 Advising Division Office administration on staffing patterns to best meet the educational needs of the students.

3.4 Developing instructional methods that will be the most effective in helping students achieve the Division’s and the school’s objectives.

3.5 Developing and implementing programs to meet the needs of the students in the school.

3.6 Determining the best use of instructional space in the school.

3.7 Selecting instructional materials most appropriate to the needs of the students in the school.

3.8 Establishing relationships with parents and members of the surrounding community.

Reference: Section 20, 22, 60, 61, 113 School Act
School Councils Regulation AR 113/2007
http://education.alberta.ca/media/615090/school_cou_handbook.pdf
SCHOOL COUNCILS – CATHOLICITY

Background

In order to protect the integrity of Catholic education over the long term, the Division maintains that, all members of the School Council executive must support and adhere to the Catholic Mission of the school.

Procedures

1. While each School Council is responsible for establishing its own goals and objectives that adhere to the stated mission statement and subject to Section 55 of the current Education Act, it is anticipated that the following guidelines will be followed:

   1.1 The above background statement shall be incorporated into the constitution and by-laws of the School Council being established.

   1.2 Members of the School Council must be made aware of this background statement by the Principal before they let their name stand for a position on the executive.

2. A list of all School Council’s executive members must be filed with the Superintendent within one (1) week of elections having taken place.

Reference:  
Section 33, 52, 53, 55, 197, 222, 251 Education Act  
School Councils Regulation AR 94/2019  
http://education.alberta.ca/media/615090/school_cou_handbook.pdf
Administrative Procedure 110

SCHOOL COUNCILS

Background

The Division supports the establishment of a School Council for each school.

Procedures

1. Purpose

1.1 While each School Council will be responsible for establishing its own goals and objectives, subject to Section 55 of the Education Act, it is anticipated that the following may be among the primary roles of a School Council:

1.1.1 Act as an advisory body to the Principal and to the Board on school-related matters;

1.1.2 Communicate and assist the school in achieving the mission statement by helping to create local goals, priorities, and school plans;

1.1.3 Provide a means of communicating and a channel for disseminating and interpreting information between the school and the community; and

1.1.4 Provide guidance and assistance with school-sponsored activities.

2. Establishment of School Councils

2.1 The Principal shall initiate establishment of a School Council in accordance with the School Councils Regulation, A.R. 94/2019, before September 30 of each year.

2.2 If parents choose not to establish a School Council, the Principal shall establish a school advisory committee which shall serve the function of the School Council until the next establishment meeting.

2.3 The School Council may make bylaws.

3. Liaison with the Board

3.1 A trustee shall be designated to act as a liaison between the School Council and the Board.

3.2 The trustee shall meet with the School Council at least quarterly to discuss items of mutual interest.

3.3 The trustee appointed as liaison shall act as the channel of communication between the Board and the School Council. However, an elected member of the School Council executive and the Principal may jointly present reports and/or recommendations to the Board on behalf of the School Council.
3.4 The Board will refer the School Council reports and/or recommendations to the Superintendent. (The Superintendent will prepare recommendations regarding Division policies, needs, and priorities.)

4. Reporting

4.1 The Division requires the School Council to submit to the Superintendent by November 30 of each year, for the preceding school year, copies of:

4.1.1 Financial statements of any money handled by the School Council,
4.1.2 A report outlining the activities of the School Council; and
4.1.3 Minutes of each meeting (unless previously provided).

4.2 The Division encourages School Councils to contribute, through the Principal, to jurisdiction newsletters and the annual report by submitting articles outlining:

4.2.1 Significant accomplishments at the school;
4.2.2 Major events or projects at the school; and
4.2.3 Results of studies undertaken.

5. Conflict Resolution and Appeals

5.1 School Councils are encouraged to develop a conflict resolution policy to be used to resolve conflict situations between School Council members and parents as it relates to School Council operations. The School Councils Conflict Resolution Policy may provide for mediation if the School Council chooses, and may request that the Superintendent appoint a mediator to assist in resolving the conflict situation.

5.2 Differences between the School Council and the Principal shall be resolved by the Superintendent or designate.

5.3 If either party is unwilling to accept the recommendation of the Superintendent, then the Superintendent’s actions can be appealed to the Board.

5.4 Upon hearing the dispute, the Board will make a decision that is final. The decision may be a directive to the Superintendent or the School Council, or both.

6. School Councils and Principals

6.1 The Principal is responsible and accountable to the Superintendent for all activities within the school. However, the Superintendent requires the Principal to seek support and advice from the community through the School Council. School Council advice is valued in the following areas:

6.1.1 Creating an atmosphere in which community members are encouraged to share their ideas with school staff.
6.1.2 Contributing to the curricular program by sharing their knowledge, expertise, and skills with students and staff.
6.1.3 Creating a school context for student learning such as providing input relative to:

6.1.3.1 School philosophy;
6.1.3.2 School climate;
6.1.3.3 School rules.
6.1.4 Identifying services in the community to enhance student learning, including:
6.1.4.1 Use of community resources (speakers, materials, sites for visits, or partnerships);
6.1.4.2 Counselling;
6.1.4.3 Enhancement of programs;
6.1.4.4 Specialized services.
6.1.5 Identifying priorities for use of school facilities and equipment. The Division will seek input from School Councils whenever plans are being made to modernize or build schools.
6.1.6 Offering suggestions for priorities for educational programs within the context of Division vision, mission and mandate and meeting the minimum requirements of Alberta Education.
6.1.7 Offering suggestions on school budget priorities, expenditure allocations, and fees that the school or Division may establish.
6.1.8 Identifying student fundraising activities that would be acceptable to the community and making those recommendations to an appropriate fundraising entity.
6.1.9 Reviewing and making recommendations relative to the local selection of learning materials.
6.1.10 Recruiting volunteers for activities in support of schools.
6.1.11 Advising on a variety of school committees.

6.2 Financial Reporting Requirements
6.2.1 The Division requires the Principal to provide the School Council with periodic financial statements on a schedule of dates agreed to by the Principal and the School Council. The Principal shall ensure that all financial statements are made in accordance with any requirements imposed by the Superintendent.

6.3 Education Standards
6.3.1 The Division requires the Principal to solicit input from the School Council regarding ways to improve education at the school level. The Principal shall provide the School Council with a summary of data of:
6.3.1.1 Results of achievement tests; and
6.3.1.2 Results of diploma examinations.
6.3.2 The Principal shall make available to the Superintendent a written report containing recommendations and feedback regarding the summary of local test results and any community concerns respecting the results.
6.3.3 The School Council may consult with the Principal regarding the school programs and opportunities of meeting the standards of education set by the Minister.

6.4 Pursuant to their role, School Councils do not deliberate specific or individual personnel or student issues.

7. Dissolution

7.1 The Board may request the Minister to dissolve a School Council if one (1) of the following negative conditions prevail:

7.1.1 Fraudulent, criminal or unethical behaviour;

7.1.2 Internal dissension affecting morale;

7.1.3 Adversarial relationships with staff;

7.1.4 Refusal to follow the policies of the Board or to carry out its responsibilities in accordance with the Education Act and School Council Regulation A.R. 94/2019;

7.1.5 Disruption of the educational climate; or

7.1.6 Unresolved disputes between the School Council and the Principal.

8. Advisory Committee

8.1 The Division requires the Principal to take all reasonable steps to establish an advisory committee for the school if the School Council is dissolved, suspended or if establishment is unsuccessful, in accordance with School Council Regulation A.R. 94/2019.

8.2 Membership of the advisory committee shall include:

8.2.1 The Principal;

8.2.2 A parent; and

8.2.3 A teacher in the school.

8.2.4 If the school includes a senior high program, a student from the High School.

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

8.3.1 Meeting dates and locations;

8.3.2 Meeting procedures; and

8.3.3 Officers.

8.4 The advisory committee shall assume duties and functions delegated by the Division to School Councils for the remainder of the school year.

Reference: Section 33, 52, 53, 55, 197, 222, 251 Education Act
School Councils Regulation AR 928/2019
School Councils Resources Manual (2007)
Policy and Administrative Procedures Declaration

I, _________________________________ understand that I am responsible for being aware of my responsibilities including; regularly reviewing, being aware of, and carrying out, Board Policy and Divisional Administrative Procedures. I understand that I should request further information from Senior Central Office Administration if I am unclear about anything in these policies, procedures, or the regulations/acts that they refer to.

I understand that it is my professional responsibility to refer back to these materials and that I can find them on the Divisional website.

I hereby confirm the above and that I am aware of my obligations, and that I will read it and ask any questions that I need clarified.

______________________________
Signature

______________________________
Date
POLICY AND PROCEDURES DISSEMINATION

Background

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

Procedures

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

2. It shall be the responsibility of principals and Central Office Leadership Team to:
   2.1 Convey to and interpret policies and administrative procedures to their respective staffs.
   2.2 Orient new staff members with regard to policies and procedures of particular significance to the staff member.

3. All school administrators are to annually complete the Board Policy/Administrative Procedures Declaration Form (Form 120-1) confirming they have reviewed and are aware of all Board policies and Division administrative procedures.

Reference: Section 20, 60, 61, 96, 113, 116, 117 School Act
DEVELOPMENT AND REVIEW OF ADMINISTRATIVE PROCEDURES

Background

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

Procedures

1. A review of all administrative procedures will be carried out through the Office of the Superintendent on an annual basis.
   1.1 A general call will be provided by May 1 in any year.
   1.2 Any forthcoming revisions will be discussed at the June administrators’ meeting.

2. The annual review of administrative procedures shall solicit input from teachers, support staff, Division Office personnel, School Councils, and administrators.

3. Development or review of a specific administrative procedure may be initiated at any time by a formal request from the Board, a School Council, or a staff member who is personally affected by that procedure. The request for development or review shall detail the issues and concerns associated with the administrative procedure and, if possible in the case of review, offer suggestions for revision.

4. The Superintendent shall determine an appropriate process for reviewing a specific administrative procedure when requested to ensure that fair and reasonable consideration is given to the request. It is expected that, in most instances, such a review will be carried out by the Superintendent, a Division office administrator with direct responsibility in that area, and a school-based administrator selected by the Superintendent.

5. Any decisions arising from a review of administrative procedures will be communicated expeditiously to all affected stakeholders.

Reference: Section 20, 22, 60, 61, 96, 113, 116, 117 School Act
Administrative Procedure 130

SCHOOL YEAR

Background

The Board is responsible for setting the school year based on the requirements of the School Act and the Guide to Education ECS to Grade 12.

Definitions

School Calendar describes days when students are able to access instruction.

Standard School Year normally falls between August 25 and June 30.

Instructional Day is a day during the school year when students receive instruction as stipulated by the Guide to Education ECS to Grade 12. All students must have access to an instructional program when determining instructional days.

Instructional Time is the time scheduled for the purpose of instruction, examinations and other student activities where direct student-teacher interaction and supervision are maintained.

Instructional Time does not include:

- Teachers’ Convention
- Teacher Professional Development days
- Parent-Teacher Interview days
- Staff Meetings
- Statutory and local school authority declared holidays
- Lunch breaks
- Recesses
- Breaks between classes
- Extra-curricular activities

Guiding Principle of Equity:

In developing the School Year across the Division, a key principle is that of equity. Students must have equitable access to teachers and staff must have equitable time required of them to complete their work. This principle should be in applied within Wards as well as in relation to schools in the Division with schools in Public Board within our jurisdictional boundaries.

- Teacher assigned time across the Division must be equitable.
- Operational Days within the Division must be equitable.
- Instructional days should be equitable amongst Public Boards and Division schools within a Ward.
Prescribed Hours of Instruction:

Instructional time is prescribed as follows:

- ECS 475 hours
- Elementary 950 hours
- Junior High 950 hours
- Senior High 1000 hours or 500 hours/semester

*Non-Instructional Day* is a day when teachers have duties assigned by the Division but schools are not open for instruction to students.

*Operational Day* is a day on which teachers provide instruction and/or have other duties assigned by the Division (non-instructional days).

*Non-Operational Day* is a day when teachers have no duties assigned by the Division.

**Procedures**

1. The Board will approve preliminary school year calendars for a one (1) year period.

2. The Board shall, by the June meeting of each year, provide final approval for a school year calendar for the coming school year.

3. The standard school year shall meet the requirements as set out in the School Act and provide for:
   3.1 A fixed spring break;
   3.2 Up to three (3) days per school year for school professional development activities approved by the Superintendent or designate; and
   3.3 Up to two (2) days (or equivalent) for parent-teacher interviews or student-lead Conferences.

4. The school year for kindergarten students will be formulated through consultation with Division Office administration and principals. It will generally follow the elementary school year but will be adjusted to meet hours of instruction as required by Alberta Education.

5. The following shall be non-operational days:
   5.1 Labour Day
   5.2 Thanksgiving Day
   5.3 Remembrance Day (as per Collective Agreement)
   5.4 Alberta Family Day
   5.5 Good Friday
   5.6 Easter Monday
5.7 Victoria Day
5.8 Winter Recess (Christmas Holidays)
5.9 Spring Recess (Easter Holidays)
5.10 Summer Holidays

6. The following are operational days:
6.1 At least two (2) days at the beginning of the year prior to students returning to school;
6.2 One (1) day at the end of the school year;
6.3 At least sixty (60) hours per school year granted to each school for professional
development activities approved by the Superintendent or designate;
   6.3.1 One (1) day is assigned as a Division professional development day.
   6.3.2 One (1) day is assigned as a faith based professional day which may be at
the community level.
   6.3.3 Additional days may be prescribed by the Superintendent.
6.4 One (1) day to facilitate semester change (if required);
6.5 Up to two (2) days (or equivalent) to facilitate parent-teacher interviews or student- lead
conferences; and
6.6 Two (2) days on which a teachers’ convention authorized by the ATA is held (and up to
an additional (1/2) one half day for travel to such a convention should schools be in
excess of 250 Km of the convention).

7. If in applying the operational days, as noted in clause 6, creates a shortfall in the required
hours of instruction or days of operation, the Division will vary the prescribed outline of the
school year to meet the requirements of Alberta Education.

8. School Operational Calendars
8.1 Principals, in consultation with their staff, student and parent councils, shall create
and submit to the Superintendent or designate an operational calendar, for their
schools, based on the approved school year calendar by June 1 for the subsequent
school year specifying:
   8.1.1 Operational time shall be 200 days per year unless otherwise directed by the
Superintendent.
   8.1.1.1 The total operational days in each community (Ward) shall be same.
8.1.2 The opening and closing times during the day;
8.1.3 The noon and recess times;
8.1.4 Professional development days, including specific school and district staff
development activities;
8.1.5 Parent/teacher interview dates and times (including days and dates of time
provided in –lieu if applicable); and
8.1.6 Hours of instruction, along with teacher assigned and instructional time.

8.2 In considering the school's operational calendar or proposed changes for the next school year the Principal shall ensure that:

8.2.1 The proposed changes have been discussed with the Superintendent or designate, and with the Corporate Secretary with regards to transportation;

8.2.2 The parents of the community are informed about the reasons for any proposed change;

8.2.3 The School Council and parents have the opportunity to respond to the proposed changes through a questionnaire and a parent meeting; and

8.2.4 The circumstances of students in the school are considered and reviewed.

9. A Modified School Year Calendar

9.1 The proposal for an atypical school year calendar must:

9.1.1 Provide equal or better opportunities for students,

9.1.2 Be economically feasible’ and

9.1.3 Include direct consultation with the communities, community agencies and other sites affected, particularly School Council(s) and transportation.

9.2 Any approval will be for a pilot period of three (3) years.

9.3 Any consideration of request for an atypical school year calendar shall be considered no later than at the Board meeting in March of each year.

9.4 The calendar must accommodate one (1) common Division professional development day and two (2) days for a teachers’ convention.

9.5 Any proposal for an atypical school year calendar must be a joint proposal of the Principal and School Council, and require fifty-one percent (51%) or more of parental support as obtained through a school community survey.

9.6 If a school receives approval to operate an atypical school calendar during July and August, then Canada Day and the August Civic Holiday will be deemed non-operational days.

9.7 All requirements of the School Act, Guide to Education ECS to Grade 12, and the Board must be met.

10. Proposed school year calendars will be distributed to principals, site managers, the ATA, School Councils and neighbouring public systems for reaction.

11. Copies of the approved calendar will be distributed within the Division, to Alberta Education and to neighbouring school jurisdictions.

Reference: Section 56, 60, 61, 97, 113 School Act
Guide to Education ECS to Grade 12
Funding Manual for School Authorities
Collective Agreement
Staff Time Allocation Forms
EMERGENCY CLOSURES

Background
Emergency situations may arise which may force closure or evacuation of a school or Central Office. These emergency situations may occur in relation to mechanical failure, inclement weather, acts of vandalism, or bomb threats.

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

Procedures
1. The Superintendent may declare all schools in the Division closed for the day.
   
   1.1 In the case of internal emergencies, the Principal has the authority to make the final decision regarding school evacuations and closures.
   
   1.1.1 The Principal will notify all staff members as early as possible of the decision to close the school.
   
   1.2 Provided that time allows, before determining what action to take, the Principal may contact the Superintendent, or the appropriate agency – e.g. R.C.M.P., Health Unit, etc.
   
   1.2.1 In the event of a break-in and extreme damage, the RCMP, the Principal or Assistant Principal, and the maintenance personnel or custodian are to be contacted.
   
   1.2.1.1 Nothing is to be touched to avoid disturbing possible evidence until the police have finished their investigation
   
   1.2.1.2 The Principal shall attempt to list missing articles.

2. When the municipality declares a state of local emergency, the Municipal Disaster Plan will be implemented and emergency operations coordinated through the Town manager or designate.

3. When external emergencies have been declared, the responsibility for evacuating schools will rest with the Superintendent and/or appropriate civil authorities.

4. When possible, all actions pertinent to school closure are to be taken between 6:30 and 7:00 am.

5. During emergency situations involving the school, all communications with the media shall be coordinated by the Superintendent or designate.

6. In the event of school closure, students shall not attend school. Teachers and other staff, however, shall report for work if the roads are passable and if the school building is safe.
7. Principals must ensure that they provide for the supervision of any student who inadvertently comes to school during a school closure.

8. If an emergency necessitates the evacuation of a school, it shall be done in accordance with Admin Procedure 165 – School Evacuation.

Reference: Section 18, 19, 33, 51, 52, 53, 60, 205, 222 Education Act
Section 115, 116, 117, 118 Occupational Health & Safety Act
Employment Standards Act
ACCEPTABLE USE AGREEMENT - STAFF

Living Waters Catholic Schools recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. Living Waters also recognizes the importance of upholding all Catholic moral imperatives, especially with respect to people being treated with dignity and respect. To this end Living Waters Catholic Schools encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of Living Waters Catholic Schools.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, Living Waters Catholic Schools adopts this agreement governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on jurisdiction-owned equipment.

Living Waters Catholic Schools Rights and Responsibilities

It is the policy of Living Waters Catholic Schools to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this agreement for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general agreement, Living Waters Catholic Schools recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, Living Waters Catholic Schools retains the following rights and recognizes the following obligations:

1. To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
2. To remove a user account on the network – including an email account.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to jurisdiction-owned equipment and, specifically, to exclude those who do not abide by the Living Waters Catholic Schools’ acceptable use agreement or other policies governing the use of school facilities, equipment, and materials. Living Waters Catholic Schools reserves the right to restrict online destinations through software or other means.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

Staff Responsibilities

1. Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of the Living Waters Catholic Schools.
2. Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.
User Responsibilities

1. Use of the electronic media provided by Living Waters Catholic Schools is a privilege that offers a wealth of information and resources for research and learning. Where it is available, this resource is offered to staff, students, and other patrons at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this agreement.

Acceptable Use

1. All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of Living Waters Catholic Schools.
2. Proper codes of conduct in electronic communication must be used. In news groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.
3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
4. All communications and information accessible via the network should be assumed to be private property.
5. Subscriptions to mailing lists and bulletin boards must be reported to the system administrator. Prior approval for such subscriptions is required for students and staff.
6. Mailing list subscriptions will be monitored and maintained, and files will be deleted from the personal mail directories to avoid excessive use of fileserver hard-disk space.
7. Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
8. Living Waters Catholic Schools will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

Unacceptable Use

1. Giving out personal information about another person, including home address and phone number, is strictly prohibited.
2. Any use of the network for commercial or for-profit purposes is prohibited.
3. Excessive use of the network for personal business shall be cause for disciplinary action.
4. Any use of the network for product advertisement or political lobbying is prohibited.
5. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
6. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
7. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
8. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
9. The unauthorized installation of any software, including shareware and freeware, for use on jurisdiction owned computers is prohibited.
10. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
11. Living Waters Catholic Schools’ network may not be used for downloading entertainment software or other files not related to the mission and objectives of Living Waters Catholic Schools for transfer to a user’s home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of Living Waters Catholic Schools.

12. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Copyright Law.

13. Use of the network for any unlawful purpose is prohibited.

14. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.

15. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.

16. Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.

17. The use of personal or jurisdictional electronic devices to record voice and/or video of a staff member(s) or student(s) without their express permission is prohibited.

18. The use of any proxy avoidance software, web sites or hardware devices whose intent is to circumvent the division firewall and filter systems is prohibited.

19. Connecting to the wired networks with personal devices.

20. Peer-to-peer software use is prohibited on the jurisdictions wireless network.

21. Student owned devices are to be used only with the permission of a staff member.

Definitions:

Network - to be defined as any method of electronic information access either through wired, wireless or cellular connection while either in a division building or utilizing division owned hardware.

File server space - to be defined as any data or file storage resource made available to students or staff. This includes site file servers and cloud resources obtained through the division.

Disclaimer

1. Living Waters Catholic Schools cannot be held accountable for the information that is retrieved via the network.

2. Living Waters Catholic Schools will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.

3. Living Waters Catholic Schools makes no warranties (expressed or implied) with respect to:
   - the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and
   - any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.

4. Living Waters Catholic Schools reserves the right to change its policies and rules at any time.

5. Living Waters Catholic Schools is not responsible for the loss, theft, or damage of any personal devices. Responsibility for personally owned devices remains with the owner of the device at all times.
**User Agreement (to be signed by all staff members)**

I have read, understand, and will abide by the above Acceptable Use Agreement when using computer and other electronic resources owned, leased, or operated by the Living Waters Catholic Schools, including accessing the jurisdictional network via personally owned devices. I understand school and district staff members may access my personal devices if there are reasonable grounds to believe there has been a breach of school rules, the Code of Conduct, or the Law and that a search of the device would reveal evidence of the breach. This may include, but is not limited to, audio and video recordings, photographs, etc. taken on school property that violate said polices. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

________________________________
User Name (please print)

________________________________
User Signature

________________________________
Date
Administrative Procedure 140 - Form 140 A

ACCEPTABLE USE AGREEMENT - STUDENT

Living Waters Catholic Schools recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. Living Waters also recognizes the importance of upholding all Catholic moral imperatives, especially with respect to people being treated with dignity and respect. To this end Living Waters Catholic Schools encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of Living Waters Catholic Schools.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, Living Waters Catholic Schools adopts this agreement governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on jurisdiction-owned equipment.

Living Waters Catholic Schools Rights and Responsibilities

It is the policy of Living Waters Catholic Schools to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this agreement for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general agreement, Living Waters Catholic Schools recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, Living Waters Catholic Schools retains the following rights and recognizes the following obligations:

1. To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
2. To remove a user account on the network – including an email account.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to jurisdiction-owned equipment and, specifically, to exclude those who do not abide by the Living Waters Catholic Schools’ acceptable use agreement or other policies governing the use of school facilities, equipment, and materials. Living Waters Catholic Schools reserves the right to restrict online destinations through software or other means.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

Staff Responsibilities

1. Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of the Living Waters Catholic Schools.
2. Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.
User Responsibilities

1. Use of the electronic media provided by Living Waters Catholic Schools is a privilege that offers a wealth of information and resources for research and learning. Where it is available, this resource is offered to staff, students, and other patrons at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this agreement.

Acceptable Use

1. All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of Living Waters Catholic Schools.
2. Good codes of conduct in electronic communication must be used. In news groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.
3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
4. All communications and information accessible via the network should be assumed to be private property.
5. Subscriptions to mailing lists and bulletin boards must be reported to the system administrator. Prior approval for such subscriptions is required for students and staff.
6. Mailing list subscriptions will be monitored and maintained, and files will be deleted from the personal mail directories to avoid excessive use of fileserver hard-disk space.
7. Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
8. Living Waters Catholic Schools will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

Unacceptable Use

1. Giving out personal information about another person, including home address and phone number, is strictly prohibited.
2. Any use of the network for commercial or for-profit purposes is prohibited.
3. Excessive use of the network for personal business shall be cause for disciplinary action.
4. Any use of the network for product advertisement or political lobbying is prohibited.
5. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
6. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
7. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
8. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
9. The unauthorized installation of any software, including shareware and freeware, for use on jurisdiction owned computers is prohibited.
10. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.

11. Living Waters Catholic Schools’ network may not be used for downloading entertainment software or other files not related to the mission and objectives of Living Waters Catholic Schools for transfer to a user’s home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of Living Waters Catholic Schools.

12. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Copyright Law.

13. Use of the network for any unlawful purpose is prohibited.

14. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.

15. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.

16. Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.

17. The use of personal or jurisdictional electronic devices to record voice and/or video of a staff member(s) or student(s) without their express permission is prohibited.

18. The use of any proxy avoidance software, web sites or hardware devices whose intent is to circumvent the division firewall and filter systems is prohibited.

19. Connecting to the wired networks with personal devices.

20. Peer-to-peer software use is prohibited on the jurisdictions wireless network.

21. Student owned devices are to be used only with the permission of a staff member.

Definitions:

Network - to be defined as any method of electronic information access either through wired, wireless or cellular connection while either in a division building or utilizing division owned hardware.

File server space - to be defined as any data or file storage resource made available to students or staff. This includes site file servers and cloud resources obtained through the division.

Disclaimer

1. Living Waters Catholic Schools cannot be held accountable for the information that is retrieved via the network.

2. Living Waters Catholic Schools will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.

3. Living Waters Catholic Schools makes no warranties (expressed or implied) with respect to:
   - the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and
   - any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
4. Living Waters Catholic Schools reserves the right to change its policies and rules at any time.
5. Living Waters Catholic Schools is not responsible for the loss, theft, or damage of any personal devices. Responsibility for personally owned devices remains with the owner of the device at all times.

**User Agreement (to be signed by all adult users and student users above grade 5)**

I have read, understand, and will abide by the above Acceptable Use Agreement when using computer and other electronic resources owned, leased, or operated by the Living Waters Catholic Schools, including accessing the jurisdictional network via personally owned devices. I understand school and district staff members may access my personal devices if there are reasonable grounds to believe there has been a breach of school rules, the Code of Conduct, or the Law and that a search of the device would reveal evidence of the breach. This may include, but is not limited to, audio and video recordings, photographs, etc. taken on school property that violate said polices. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

________________________
User Name (please print)

________________________
User Signature

________________________
Date

**Parent Agreement (to be signed by parents of all student users under the age of eighteen)**

As parent or guardian of [please print name of student] __________________________, I have read the Acceptable Use Agreement. I understand that this access is designed for educational purposes. Living Waters Catholic Schools has taken reasonable steps to control access to the Internet, but cannot guarantee that all controversial information will be inaccessible to student users. I agree that I will not hold Living Waters Catholic Schools responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child’s use is not in a school setting. I hereby give permission for my child to use network resources, including the Internet, that are available through Living Waters Catholic Schools.

________________________
Parent Name (please print)

________________________
Parent Signature

________________________
Date
ACCEPTABLE USE OF TECHNOLOGY

Background

The increasing reliance on computer systems for educational and administrative purposes makes protection of the Division’s computer technology and the information they contain of vital importance. The Division network system is composed of local and wide areas networks of computers which have communication, file storage, retrieval and sharing, electronic mail and message capabilities, and access to external public networks.

The Division recognizes that information security and control to access of information is essential to appropriate business and management practices. To this end, the Division has endorsed the use of technology to support teaching and learning, and the installation of a Division computer network that links schools together and also provides access to public networks (i.e., internet, SchoolNet, etc). The Division also believes that computer security cannot be achieved by school staff alone; computer security is an individual responsibility that requires commitment, dependability, and involvement of everyone dealing with information.

The use of the Division’s network is solely for the purpose of enhancing and supporting teaching and learning by facilitating the exchange if information to further communication, education, administration and research that is consistent with the vision, mission and values of the Division.

Procedures

1. Network
   1.1 The network system and the messages transmitted and documents created on it are the property of the Division.
   1.2 The Division has the right to supervise the use of such property.
   1.3 Each person who is to access the Division network system must complete an authorization form (Form 140-1).
   1.4 Use of the Division network for private or business use, or for political purposes is not permitted.
   1.5 Any use of the Division network for illegal activity is prohibited.
   1.6 Any use of the Division network to access obscene or pornographic material is prohibited.
   1.7 Sending material likely to be offensive or objectionable to recipients is prohibited.
   1.8 Using programs that harass Division users or infiltrate a computing system and/or damage the software components is prohibited.
   1.9 Users are to make the most efficient use of network resources to minimize interference with others.
1.10 Any use of the Division network that accesses outside resources must conform to the Acceptable Use of Technology administrative procedure.

1.11 Subscriptions to Listservs, Bulletin Boards, and on-line services must be pre-approved by the Principal or designate.

1.12 Principals shall be responsible for authorizing and removing access for each staff member.

2. Security

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

2.2 Users may not share their accounts and/or passwords with anyone or leave the accounts open or unattended.

2.3 Users will keep all accounts and passwords confidential and not accessible to others.

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

2.5 Users are responsible for making back-up copies of the documents critical to themselves. Back-ups of approved accounts shall be stored in a secure and appropriate location.

2.6 Accounts of staff members who leave the employ of the Division shall be immediately terminated. Student accounts are the responsibility of the enrolling school, and student access and/or account shall be immediately terminated when the student is no longer enrolled or registered in the school.

2.7 Upon strike or lock-out all affected employees should have their access withdrawn.

3. Software

3.1 Users are responsible to take precautions to prevent viruses on their own equipment and the Division’s equipment. Software piracy and the illegal use or possession of copyrighted software is strictly prohibited.

4. Copyrighted Software

4.1 The illegal installation of copyrighted software or files for use on Division computers is prohibited.

4.2 Users of software shall abide by the software licensing agreements between the Division and the vendors. Without notice, any equipment on the Division’s property may be audited for compliance.

5. Site Licensed Software

5.1 Site-licensed software is software which can be used on any equipment at the site for which the software was purchased.

5.2 This software can be copied legally by anyone to any equipment at the site belonging to the licensee.

5.3 Unless permitted by the license, it shall not be copied to equipment not owned by the licensee.
5.4 Before equipment is moved from one site to another, any site-licensed software shall be removed.

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

7. Concurrent Use Software
   7.1 Procedures for use are the same as for network use software except that concurrent use software can be copied to workstations, if regulated by a metering program.

8. Single License Software
   8.1 Single license software can be owned by a school, a department, or sub organization within the Division.
   8.2 Such software shall not be copied to multiple machines or media in violation of the license agreement.
   8.3 Such software owned by individuals in the Division may be brought in to the Division under the following conditions:
       8.3.1 The user can prove ownership,
       8.3.2 The user adheres to the licensing agreement,
       8.3.3 The user has registered software with the software company, and
       8.3.4 The user has registered the software with the Principal or department head.

9. Email
   9.1 Division email is provided for the purpose of exchanging information consistent with the mission of the Division. Internet email use within the Division is subject to these procedures.
   9.2 Division email cannot be used for private or commercial offerings of products or services for sale, to solicit products or services, or for political purposes.
   9.3 Division email use is subject to Division review at any time.

10. Property Rights
    10.1 The Division has the right to specify who uses its equipment and the information contained therein, under what circumstances, and to what purpose.
    10.2 Equipment purchased by the Division belongs only to the Division and no employees, volunteers, or students in the Division have ownership rights to any equipment loaned to them by the Division.
    10.3 Extensive use of Division equipment and software for private or personal business is strictly prohibited and will subject the violator to disciplinary action.
11. Data Security

11.1 The Division assumes no responsibility or liability if documents stored on Division equipment are lost or damaged, nor will the Division be responsible for security violations beyond the proper consequence for those persons involved in such violations.

11.2 Persons identified in violations are subject to the discipline procedures of the Division.

12. False Entry/Alteration

12.1 No student, volunteer, or Division employee shall make any false entry or alteration of any document, either paper or electronic, used or intended to be used in connection with the operation of any school within the Division nor shall any student open or alter official school documents or private documents, either paper or electronic.

13. Enforcement

13.1 The Division shall rigorously uphold laws pertaining to the use of technological equipment and the information contained in them and/or generated by its use.

13.2 Anyone found to be violating such laws shall be subject to suit for civil damages as well as prosecution by the Division to the full extent of the law.

13.3 All student users of Division networks shall sign an Access Release and Authorization Form – Students (Form 140-1).

13.3.1 Parents/Guardians of students under the age of eighteen (18) shall read and sign the Division agreement along with their child.

13.3.2 Any violations of the agreement will be subject to disciplinary action, such disciplinary action ranging from minor interventions to the loss of access privileges, suspension or expulsion from schools, dependent upon the severity of the violation.

13.4 All employee users shall read and sign the Access Release and Authorization Form – Staff (Form 140-2).

13.5 The Principal is responsible for ensuring compliance with this procedure at his/her school site.

Reference:
Section 12, 18, 20, 60, 61, 113, 116 School Act
Freedom of Information and Protection of Privacy Act
Canadian Charter of Rights and Freedoms
Canadian Criminal Code
Copyright Act
A.T.A. Code of Professional Conduct
PORTABLE TECHNOLOGY SECURITY

Background

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

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

Procedures

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

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

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

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

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

Reference:
- Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
- Freedom of Information and Protection of Privacy Act
- Canadian Charter of Rights and Freedoms
- Canadian Criminal Code
- Copyright Act
- A.T.A. Code of Professional Conduct
USE OF PERSONAL COMMUNICATION DEVICES (PCDs)

Background

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

Procedures

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

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

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

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

5. Staff who bring PCDs to school shall comply with Administrative Procedure 140 – Acceptable Use of Technology and Administrative Procedure 141 - Portable Technology Security.
   5.1 They must not access during assigned work time and ensure their device is in 'silent' mode.

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

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

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

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

Reference: Section 31, 33, 52, 53,196, 197, 222 Education Act
            Freedom of Information and Protection of Privacy Act
            Canadian Charter of Rights and Freedoms
            Canadian Criminal Code
            Copyright Act
            A.T.A. Code of Professional Conduct
SOCIAL MEDIA GUIDELINES

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

1. Staff Guidelines

1.1 Copyright and Fair Use

1.1.1 Respect copyright and fair use guidelines.

1.1.2 It is recommended that blogs be licensed under a Creative Commons Attribution 2.5 Canada License.

1.1.3 Use sites such as Creative Commons for both using and sharing multimedia.

1.2 Personal Use of Social Media such as Facebook, Twitter, etc.

1.2.1 Division employees are personally responsible for all comments/information they publish online. Be mindful that what you publish will be public for a long time—protect your privacy.

1.2.2 Your online behaviour is to reflect the same standards of honesty, respect, and consideration that you use face-to-face, and be in accordance with the highest professional standards. When using social media, the world is your classroom. Speak as if you were speaking to students.

1.2.3 “Friending” students or parents on Facebook is not encouraged. With that being said, using Facebook Groups or Fan Pages is a great way to connect with students in this space without having to ‘friend’ them.

1.2.4 By posting your comments and having online conversations etc. on social media sites you are broadcasting to the world, be aware that even with the strictest privacy settings what you ‘say’ online is to be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a ‘private conversation’ may still end up being shared into a more public domain, even with privacy settings on maximum.

1.2.5 Comments related to the Division or a school are to always meet the highest standards of professional discretion. When posting, even on the strictest settings, staff are to act on the assumption that all postings are in the public domain.

1.2.6 Before posting photographs and videos, permission is to be sought from the subject where possible. This is especially the case where photographs of professional colleagues are concerned.
1.2.7 Before posting personal photographs, thought is to be given as to whether the images reflect on your professionalism.

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

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

1.2.10 Remember that blogs, wikis and podcasts are an extension of your classroom. What is inappropriate in your classroom is to be deemed inappropriate online.

1.2.11 When contributing online do not post confidential student information.

2. Student Guidelines

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

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

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

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

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

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

2.7 How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else’s identity.

2.8 Blog and wiki posts are to be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else’s work be sure it is in the spirit of improving the writing.
2.9 If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher right away.

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

Reference: Section 12, 18, 20, 45, 45.1, 60, 61, 113 School Act Freedom of Information and Protection of Privacy Act Personal Information Protection Act Canadian Charter of Rights and Freedoms Canadian Criminal Code Copyright Act ATA Code of Professional Conduct
Administrative Procedure 146

SOCIAL MEDIA

Background

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

Definitions

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

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

- Treating others with dignity and respect,
- Respecting the privacy of others,
- Respecting others by refraining from sharing information about them without their knowledge or consent,
- Respecting others by refraining from using profane or abusive language,
- Respecting others by refraining from posting or storing any content that contains sexual, racial, religious, or ethnic slurs, any other form of abuse, or that contains threatening or otherwise offensive language or pictures,
- Protecting your own personal information from unknown or non-understood online environments, agencies or individuals,
- Only engaging in online financial transactions with known agencies, and only then via secure means,
- Respecting others by refraining from actions that are malicious or harmful to them,
- Respecting copyright,
- Respecting and abiding by Canadian law, whether federal, provincial, municipal or other statute,
- Respecting the laws or rules of any other state, international agency or organization with whom you interact,
- Ensuring you are authorized to access resources either inside or outside of the Division’s network prior to accessing them,
• Refraining from sending files or messages designed to disrupt other computer systems or networks.

For a comprehensive overview of nine identified elements of Digital Citizenship please see http://digitalcitizenship.net/Nine_Elements.html

**Procedures**

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

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

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

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

Reference:  Section 12, 18, 20, 45, 45.1, 60, 61, 113 School Act  
Freedom of Information and Protection of Privacy Act  
Personal Information Protection Act  
Canadian Charter of Rights and Freedoms  
Canadian Criminal Code  
Copyright Act  
ATA Code of Professional Conduct
COMMERCIAL ELECTRONIC MESSAGES (ANTI-SPAM)

Background

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

Procedures

1. The Principal will advise parents through the registration form (Form 300-1) and a posting to the website that the Division and school communicates essential information electronically to parents and students.
   1.1 Parents/guardians will be asked to provide an email address, which the Division will understand, is express consent to send Commercial Electronic Messages (CEMs).
   1.2 Parents will be provided with an email address, school phone number and contact name, to unsubscribe at any time.
   1.3 The registration form will also state that explicit consent to send CEMs continues until the parent/guardian unsubscribes, or two (2) years after the child is no longer a student in the Division – whichever comes first.

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

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

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

5. All CEMs from staff, or on behalf of the Division, and/or using the Division email system, must contain the unsubscribe notice.
   I would like to unsubscribe from receiving:
   a. All messages from Living Waters Catholic Regional Division No. 42.
   b. All promotional messages from Living Waters Catholic Regional Division No. 42. I will continue to receive notification consisting of information about the programs, events and activities.

Reference: Section 18, 20, 22, 60, 61, 113 School Act
Canada Anti-Spam Act
MEDIA RELATIONS

Background

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

Procedures

1. Information releases, which accurately communicate the Board’s business to the public, may only be issued by persons authorized by the Board.

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

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

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

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

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

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

Reference: Section 20, 27, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
DIVISION COMMUNICATIONS PLAN
PUBLIC INFORMATION PROGRAM

Background

The Division is committed to the principle of open, two-way communication with its internal and external publics. In accordance with this commitment, the Superintendent has established an ongoing communications program which has the following goals:

- Opportunities for meaningful involvement of students, parents and the community in decisions that affect them;
- Access to information about the operation of the Division and the schools except for information about individual employees or students;
- Opportunities for all staff to play a role in community relations;
- Promotion of public interest and participation in the Division;
- Sensitivity to public attitudes toward Division activities;
- Provision of objective, continuous and comprehensive information about the Division.

Procedures

1. Every employee within the Division has the responsibility for encouraging and maintaining effective communication as called for by the scope of their respective duties and areas of responsibility.

2. The Division will incorporate strategies within its communication plan that ensures all educational stakeholders can participate in a meaningful way in shaping education directions and initiatives of the Division.

3. The Division will maintain a unified corporate image, in its style, presentation, and direction as outlined in the Three-Year Education Plan. This unified approach will serve as the basis of communication activities to be planned and implemented at the school/community level.

4. School and department personnel within the Division are to be familiar with the Division’s communication plan and play a role in building awareness, understanding, and support of the Division’s goals, objectives, and activities amongst the Division’s numerous publics.

5. All sites will ensure sufficient resources are allocated to permit effective two-way communication with their local stakeholders.

6. Regular evaluations will be conducted to assess the effectiveness of the Division’s communication to provide directions for continuing improvements.

Reference:  Section 18, 20, 27, 60, 61, 96, 113, 116, 117 School Act
Freedom of Information and Protection of Privacy Act
DISPUTE RESOLUTION

Background

The Division supports the right of parents to make inquiries into the conduct of operations at schools and within the Division. In the interests of open communication, the Superintendent believes inquiries must first be directed to the professional staff members most directly involved in the operations in question. If the parents are not satisfied with the response at that level, they are to be encouraged to follow the channels of resolution.

Procedures

1. In making a formal inquiry, the individual must be prepared to address their concern in person or in writing to the person or persons involved.

2. Normally complaints concerning operations can be resolved with the parties most directly involved. On occasion, the Superintendent or a trustee may receive a request to intervene in school affairs. In this event the complaint will be resolved according to the following:

   2.1 The Superintendent will, as appropriate in the circumstance, refer a complaint or request for intervention to the Principal, supervisor or other staff. The Superintendent or designate may engage in mediation, conduct or refer an inquiry.

   2.2 The Superintendent or designate will ensure, in cooperation with principals, that parents are provided with the opportunity to express their complaints and be heard fairly by school-based and/or Division administrators.

   2.3 The trustee, as per Board Policy 3, Role of the Trustee, upon receiving an inquiry will refer the parent back to the school and inform the Superintendent of the complaint. The complaint will then be dealt with as outlined above.

3. Upon receiving an inquiry, the Superintendent or designate will ascertain if all local avenues for resolution have been considered. If not, the individual will be advised to do so as the first means of achieving resolution.

4. If the individual feels their concern has not been adequately addressed by the person against whom the complaint has been lodged, the concerns are to be taken to that person’s immediate supervisor.

5. If all local avenues have been exhausted, the Superintendent or designate will meet with the individual and involved staff member in an attempt to resolve the issue.

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

Reference: Section 31, 32, 33, 34, 41, 42, 196, 197, 222 Education Act
ADMINISTERING, DISTRIBUTION, AND MERCHANDISING IN AND THROUGH SCHOOLS

Background

It is in the best interests of students and their learning for the Division to cooperate with community businesses and organizations in bringing worthwhile information and opportunities to students and their parents. The advertising, distribution and/or sale in schools of non-school activities, services, information and/or products shall occur only if they enhance the ongoing educational program in the school. The Principal has the responsibility for approving these activities in accordance with these procedures.

Procedures

1. Advertising of community activities is permitted if approved by the Principal, with the exception of:
   1.1 Activities sponsored by alcohol or tobacco companies;
   1.2 Activities with a clear profit motive and no educational value to students.

2. The advertising of products or services by a commercial business, organization, or agency is permitted at the discretion of the Principal, provided that it contributes to the social or educational benefit of students or their families, with the exception of advertising for unlicensed child care services.

3. The advertising and sale of school-related services such as school photos, yearbooks, calendars, agendas, school clothing, and jewellery are permitted at the discretion of the Principal.

4. The advertising of educational products or services aimed at staff by a commercial business is permitted if the products or services may be of interest to staff and the Principal approves the specific print material. Such advertisements shall be restricted to the daybook, staff room, or staff mailboxes.

5. Advertising in school publications such as newsletters and yearbooks shall be at the discretion of the Principal.

6. Unsolicited advertisements of non-school commercial activities, products, or services will not be sent home with students. However, teachers may choose to offer participation in book clubs or incentive programs on the approval of the Principal.

7. Sometimes business firms or organizations produce materials, products, websites, etc. which are of considerable value for school use, the production of which is designed to create general goodwill for the producer rather than to encourage directly the sale of a specific
product or service. Such materials may be accepted for use in schools if all of the following conditions are met:

7.1 The materials are judged by the Superintendent and Principal to have sufficient educational or other value to justify their being used in schools;

7.2 The advertising is inconspicuous; and

7.3 The conditions of their use within the schools are determined solely by the Principal and are not imposed by any outside agency.

8. The distribution of materials relative to fund raising for or in conjunction with community organizations or businesses, school or school-related fund raising shall be at the discretion of the Principal, subject to the following:

8.1 All fundraising activities shall comply with the provisions of Administrative Procedure 520 – School Fundraising.

8.2 Release of lists of names and addresses of staff or students to any outside individual, company, or organization is prohibited.

8.3 The sale or distribution for sale of tickets or goods, canvassing of, and the taking of collections from students within the schools or on Division property by or on behalf of any outside individual or organization without the express permission of the Superintendent is prohibited.

8.4 The distribution of free admission tickets to students where the purchase of an adult’s ticket is required as a condition of use is prohibited.

8.5 Any promotion, advertising, distribution of materials, goods or services by which any individual staff member might accrue any financial gain is prohibited.

9. Authorization for the distribution of all other materials and/or products is left to the discretion of the Superintendent.

10. The distribution of material addressed in this procedure through the Division without the prior approval of the Superintendent is prohibited.

11. Contractual arrangements for school use of specific products and/or team or activity sponsorship is possible with the approval of the Principal or designate.

12. Agreements for use of school space must:

12.1 Comply with the provisions of Administrative Procedure 570 – Community Use of School Facilities;

12.2 Be approved by the Principal; and

12.3 Comply with the provisions of any Joint Use Agreement in place.

Reference: Section 20, 22, 27, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Canada Anti-Spam Act
POLITICAL ELECTIONEERING

Background

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

Procedures

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

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

3. Political campaign materials and political literature in general may not be distributed through the school or sent home to parents although it may be used directly with those students attending meetings described in clause 1.3 above.

4. Political candidates and/or their representatives shall not have access, during school hours, to school classes or assemblies on behalf of their candidacy or on behalf of their party/constituency for the purpose of solicitation of support.

5. The Principal shall report to the Superintendent any unusual circumstances that may originate from these procedures.
6. The Superintendent may be requested to rule on extraordinary requests within the parameters of these administrative procedures. Any such occurrence will be reported to the Board as information.

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

Treaty 6
We would like to acknowledge that where we are today is within the boundaries of Treaty 6, which was first signed at Fort Carlton, Saskatchewan in 1876. Treaty 6 is a vast area covering large portions of Central Alberta and Saskatchewan, and encompasses the reserve lands of eighteen First Nations bands. Along with the Plains Cree First Nations, Treaty 6 also includes the traditional territories of the Nakoda, Saulteaux and Denesuline First Nations and Metis people. We would also like to acknowledge the traditional knowledge holders and elders who are still with us today and those who have gone before us.

Treaty 7
We would like to acknowledge that where we are today is within the boundaries of Treaty 7, signed at Blackfoot Crossing in 1877. It is the traditional territory of the Blackfoot Confederacy, which consists of three First Nations: Kainai (gai-nah) or Blood, Piikani (peekah=nee) or Peigan, and Sikskia (seeg-see-kah) or Blackfoot. Along with the three First Nations of the Blackfoot Confederacy, Treaty 7 also includes the Tsuu T’ina (soo-ten-ah) or Sarcee, and Stoney Nakoda (nah-koh-dah) First Nations and Metis people.

We would also like to acknowledge the traditional knowledge holders and elders who are still with us today and those who have gone before us.

Treaty 8
We would like to acknowledge that where we are today is located within the boundaries of Treaty 8, first signed at Lesser Slave Lake in 1899 and now encompasses the reserve lands of twenty-four First Nations. Treaty 8 is the traditional territories of the Cree, Denesuline (denay soong-lin-ay) or Chipewyan, Dunne’za (de-nay-zah) or Beaver, and Dene Tha’ (de-nay that) or Slavey people and Metis people.

We would also like acknowledge the traditional knowledge holders and elders who are still with us today and those who have gone before us.
EVENT PROTOCOL

Background

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

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

Procedures

1. When organizing a public event at which dignitaries are present, introduce/acknowledge the most senior dignitaries first:
   1.1 The Bishop
   1.2 Elders
   1.3 Members of the Senate representing Alberta
   1.4 MP’s (cabinet members first)
   1.5 MLA’s (cabinet members first)
   1.6 Board Chair
   1.7 Trustees
   1.8 Mayors and Reeves
   1.9 Councillors
   1.10 Division senior administrators
   1.11 Heads of other organizations
   1.12 Prominent community members

2. When organizing an event within the schools of the Division, the introductions will take place in the following order:
   2.1 Board Chair
   2.2 Vice-Chair
   2.3 Trustees in attendance
   2.4 Superintendent, Deputy Superintendent, Associate Superintendent
   2.5 Principal, Assistant Principal
3. When organizing the order of speakers, protocols dictate that the most senior dignitary speaks first.

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

5. Trustees will be introduced at all times.

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

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

8. Invitations to trustees will be issued by an individual invitation to the Division Office. The role and expectation will be defined in the invitation.

9. Provisions for parking will be made for dignitaries and trustees.

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

11. Every opportunity to engage the Trustees with school communities will be maximized. School Principals should invite Trustees to all school events such as Open Houses, Faith Days, major extra-curricular events, Literacy Days, Education Week activities and so forth.

12. The Superintendent will be contacted if a speaker is required at the Board or Division level.

13. The trustee invitation and Division Office notice will indicate who will serve as the Master of Ceremonies (MC).

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

15. All events with members of the public in attendance, shall begin with acknowledging the traditional treaty territory in which the event is being held (Treaty 6, 7 & 8).

16. Please ensure proper FOIP protocols, releases, and copyright approvals are obtained for all pictures, images, video, music, stories, etc. used at events.

17. For assistance, the Office of the Superintendent may be contacted.

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

Background

Visitors are always welcome to our schools. We encourage parents, in particular, to visit their children's school. The school staff, for their part, are expected to welcome parents and visitors to the school. Although schools are public places, they are not public in the same sense as a park, roadways, or malls. The education and safety of the children in the Division has priority. Someone visiting a school and creating a disturbance can be banned from school property by the Principal or Superintendent.

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

Procedures

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

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

3. General Visits
   3.1 All visitors to a school are expected to make their presence known to the Principal or designate, and display visitor identification at all times.
3.2 Signs indicating this expectation, and the direction to the school office, are to be posted at each unlocked entrance, and at other visible points in the school.

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

3.4 The teacher may withhold permission to visit his/her classroom if in his/her judgment, the visitor would disrupt the class or in any way interfere with the proper conduct of the classroom.

3.4.1 Parents do not have unfettered rights to visit the school or their child’s classroom.

Reference: Section 18, 20, 27, 60, 61, 113 School Act
Provincial Government Protocol
Federal Government Protocol
FLAG PROTOCOL

Background

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

Procedures

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

2. The Principal shall:
   2.1 Purchase flags, as required, for the school.
   2.2 Display the Canadian and Alberta Flags in accordance with this procedure.
   Principals may display flags in other areas within the school at his/her discretion.

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

4. Flags shall be flown at half-mast:
   4.1 At all Division/school sites upon the death of a current student, staff member or trustee;
   4.2 At the local school site upon the death of someone who is an integral part of the school community (this could include retired staff);
   4.3 At the direction of the Superintendent upon the death of a prominent citizen not associated with the Division;
4.4 For a period commencing at notification of the death, up to and including the day of the funeral, at the site(s) where the deceased was closely associated or connected; and

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

5. Current ‘Rules for Flying the Flag’ can be found at:

Reference: Section 20, 26, 50, 60, 61, 113 School Act
Ministerial Order 001/2013 – Student Learning
DIVISION PROMOTIONAL MATERIALS

Background

Items using the Division logo may be made available. These items may be for personal and/or promotional purposes.

Procedures

1. Various items may be acquired by the Division in order to promote its image.

2. The cost of clothing or other items intended for personal use will be covered by the individual(s) acquiring the item(s).

Reference: Section 20, 60, 61, 113, 116 School Act
WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS FOR STUDENTS AND STAFF

Background

In Living Waters Catholic Separate School Division our mission states: “Our goal is that every child who enters our doors will graduate from a faith-filled safe and caring environment prepared for future success.”

In alignment with our mission statement and the Education Act, the Division is committed to ensuring that each student enrolled in a school operated by the Division and each Division employee is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. This administrative procedure meets the Education Act’s requirement to establish, implement, and maintain a policy to provide a welcoming, caring, respectful, and safe learning environment for all staff and students. The Division’s policy is this Administrative Procedure together with the Council of Catholic School Superintendents of Alberta (CCSSA) LIFE Framework. The Education Act also requires the Division to establish a student code of conduct that addresses bullying behaviour. The Division’s student code of conduct is Administrative Procedure 350.

Definitions

For the purposes of this Administrative Procedure:

“Bullying” - has the same meaning as under the Education Act;

“Division” - means the Living Waters Catholic Separate School Division; and

“Parent” - includes legal guardian.

Procedures

1 Division responsibilities and bullying

1.1 Each Division employee must ensure that his or her conduct contributes to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging.

1.2 The Division and each school operated by the District must provide support for students who are impacted by and who engage in bullying behaviour.

1.3 Each school operated by the Division must:

1.3.1 Promote awareness and understanding of bullying and its consequences in the school community throughout the school year.
2. Support for student organizations

2.1. Each Division employee must comply with all provisions under the Education Act respecting support for student organizations.

2.2 Each Division employee must also consult the CCSSA LIFE Framework as amended from time to time.

3. Student Code of Conduct: The Division must establish a Division-wide student code of conduct that complies with:

3.1 All provisions under the Education Act respecting student codes of conduct.

3.2 Each school operated by the Division must:

3.2.1 Create a school-specific student code of conduct that supplements the Division student code of conduct with statements about school-specific unacceptable behaviours; and

3.2.2 Reproduce both the Division-wide student code of conduct and the school-specific student code of conduct in student handbooks, agendas, or similar items or documents that the school provides to students at the start of the school year.

4. Availability of Code of Conduct:

The Division must:

4.1 Do all the following with respect to the Division-wide student code of conduct;

4.1.1 Make it publically available;

4.1.2 Review it every year; and

4.1.3 Provide it to Division employees, students and students’ parents.

References: Education Act, RS 2012, c E-0.3
UNIVERSAL PRECAUTIONS

Background

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

Procedures

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

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

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

4. Appropriate disinfectants shall be used in cleaning body fluids from floors, walls and clothing. Alberta Health Services can be contacted if there is doubt as to which disinfectants or cleansers are to be used.

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

6. All disposable articles soiled with body fluids are to be placed in a plastic container.

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

Reference: Section 33, 52, 53, 196, 197, 222 Education Act
Occupational Health and Safety Act
Occupational Health and Safety Code
Workers’ Compensation Act Communicable Diseases Regulation Occupational Health and Safety Act Regulation
HEALTH AND SAFETY OF STUDENTS AND STAFF

Background

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

Procedures

1. Under the Occupational Health and Safety Act and its regulations, all staff members have the responsibility to ensure the health and safety of students, themselves and their colleagues.
   1.1 All Division administrators, staff and contractors shall comply with Health and Safety legislation.
   1.2 All Division personnel and contractors shall comply with WHMIS (Workplace Hazardous Materials Information System) standards as well as standards outlined in AEPEA (Alberta Environment Protection Enhancement Act).
   1.3 All Division personnel and contractors who, as a part of their duties, either use or may be exposed to hazardous chemicals shall take a WHMIS and a Transportation of Dangerous Goods (TDG) training session.
   1.4 All students in laboratory courses shall have a safety training session.

2. The establishment and maintenance of safe learning and working conditions is to be a primary consideration for supervisors and staff.
   2.1 Each Principal shall develop procedures and guidelines that prescribe the rules of safe operation of all areas within the school. Such procedures shall address:
      2.1.1 Safe and secure storage, annual checking and disposal, where needed, of chemicals;
      2.1.2 WHMIS labelling of all chemicals;
      2.1.3 Safe and secure storage and use of equipment and chemicals;
      2.1.4 Safe use of natural gas and security when gas is not in use;
      2.1.5 Appropriate teacher supervision of students in all laboratory activities;
      2.1.6 The training of students and staff in the use and maintenance of safety equipment, and the use and hazards of any equipment or chemicals they may use as well as the safety requirements of any procedure or activity they may use;
      2.1.7 The training of students and staff in any safety procedures relevant to the work they are doing; and
      2.1.8 Any other measures required to ensure the safety of students and staff in any school laboratory.
3. The development and implementation of safety and accident prevention programs is mandatory in order to develop a learning and working environment that promotes health and safety.

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

4.1 In order to ensure that there are staff members proficient in administering First Aid, the Division encourages staff members to take a standard First Aid course.

4.2 Upon approval and the successful completion of a standard First Aid course, the school/site will reimburse the staff member’s registration fee.

4.3 Any staff member covered by workers’ compensation who is injured while carrying out his/her duties to the Division shall, within the specified time, fill out any forms required under workers’ compensation.

4.4 Any staff member not covered under workers’ compensation shall report to their immediate supervisor any injury caused by an accident while carrying out their duties to the Division. The supervisor shall report such accident injury to the Superintendent.

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

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

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

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

4.9 Principals shall ensure that procedures are developed for the application of Universal Precautions in the school environment.

Reference: Section 33, 52, 53, 196, 197, 222 Education Act
Occupational Health and Safety Act
Workers’ Compensation Act
Communicable Diseases Regulation
Occupational Health and Safety Code
Occupational Health and Safety Act Regulation
Administrative Procedure 544
LIST OF COMMUNICABLE DISEASES

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Reference: Section 33, 52, 53, 196, 197, 222 Education Act
Emergency Medical Aid Act
Freedom of Information and Protection of Privacy Act
Health Information Act
Occupational Health and Safety Act
Personal Information Protection Act
Public Health Act
Communicable Disease Regulation 238/1985
Ministerial Directive 4.1.1 – HIV / AIDS in Educational Settings
COMMUNICABLE DISEASES

Background

The existence of numerous communicable diseases requires Divisions to establish procedures with regard to the management of infected students and staff. Such procedures reflect both the preservation of the public interest as well as the protection of individual rights and freedoms.

The Division is committed to the humane treatment of students and staff infected with communicable diseases within an environment that protects the health and safety of all students and staff. As a Catholic institution, the Division will be characterized by the same compassion, love and support for the suffering that is typified in the ministry of Jesus.

Procedures

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

2. Children/students with a communicable disease shall be allowed to attend school programs in an unrestricted setting unless, in the opinion of the local Medical Health Officer, special circumstances dictate otherwise.

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

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

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

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

   5.2 The job of the employee requires that the employee be free from any communicable diseases.

6. The right of infected employees to privacy will be respected and their identity will remain confidential.
7. Employees who are unable to continue their duties as a result of having a communicable
disease shall have full access to sick leave, long term disability and other medical benefits
provided for by the various collective agreements and benefit plans.

8. Procedures for dealing with employees who may be exposed to HIV (AIDS virus) will be
consistent with Occupational Health and Safety requirements as outlined in Administrative
Procedure 161 Appendix – Universal Precautions.

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

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

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

12. If more than 10% of staff or students are out due to illness. Principals shall notify the
Superintendent as well as Alberta Health Services.

Reference: Section 33, 52, 53, 196, 197, 222 Education Act
Emergency Medical Aid Act
Freedom of Information and Protection of Privacy Act
Health Information Act
Occupational Health and Safety Act
Public Health Act
Communicable Disease Regulation (AR 81/2019)
Ministerial Directive 4.1.1 – HIV / AIDS in Educational Settings
SMUDGING/PIPE CEREMONIES

Background

The Division recognizes the spiritual needs of the Indigenous community. The Division recognizes that smudging and the use of herbs and tobacco are a part of the Indigenous traditional way of life and are, therefore, permitted in Division schools, subject to proper safety measures.

Definition

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

Procedures

1. If smudging is to take place in a Division building, principals/supervisors must ensure staff understand the associated protocols and importance of smudging and pipe ceremonies as part of the Indigenous traditional way of life.

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

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

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

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

6. When smudging ceremonies are completed the materials must fully extinguished and disposed of in an appropriate manner.

   6.1 Smoking or warm smudging materials need to burn out on their own.
   6.2 Smudge remnants and matches are to be placed in a tin can and saved.
   6.3 Smudge remnants are never to be placed in trash receptacle.

7. Tobacco, or other herbs, is used in pipe ceremonies and only by a knowledge keeper or someone approved by an Elder.

Reference: Section 31, 32, 33, 52, 53, 68, 197, 204, 222, 225 Education Act
SMOKE/TOBACCO FREE ENVIRONMENT

Background

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

Definition

Tobacco is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and other smoking product, and spit tobacco, also known as smokeless dip, chew, and snuff, in any form. It does not include marijuana or cannabis used for medical purposes and authorized by a medical document, as contemplated by the Access to Cannabis for Medical Purposes Regulation (as amended, repealed and replaced from time to time).

Procedures

1. All Division buildings, vehicles and grounds are designated smoke/tobacco-free.
   1.1 No student or staff member is permitted to use tobacco products at any time, including non-school hours.
      1.1.1 In any building, facility, or vehicle owned, leased, rented or chartered by the Division/school;
      1.1.2 On school grounds, athletic grounds or parking lots.
   1.2 Students are not allowed to use tobacco products at any school-sponsored event off campus.
   1.3 Staff/supervisors are not allowed to use tobacco products while in direct supervision of students.

2. The Principal shall ensure that all students, staff, parents, visitors and community user-groups are made aware of the smoke/tobacco-free requirement.
   2.1 Appropriate signs will be placed in conspicuous places in all Division facilities and properties, and suitable notification will be made in all student handbooks.
   2.2 Community groups utilizing Division facilities shall be advised of the use of tobacco products prohibition and usage shall be subject to cancellation for contravention.

3. Supervisors shall inform their staff members that the use of tobacco is prohibited in or on Division-owned property.
   3.1 New employees shall be advised of the prohibition at the time of hiring.
4. Any student or staff member that is in violation of these procedures will be dealt with in accordance with the disciplinary practices established within the Division.

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

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

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

Reference:
Section 31, 32, 33, 52, 53, 68, 197, 204, 222, 225 Education Act
Prevention of Youth Tobacco Use Act Tobacco Reduction Act
Prevention of Youth Tobacco Use Regulation AR 13/2003
Access to Cannabis for Medical Purposes Regulation
ALCOHOL CONSUMPTION ON SCHOOL PREMISES

Background

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

Procedures

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

2. The Superintendent may approve the consumption of alcohol in school buildings for school-based staff functions that occur outside of normal operational hours.
   2.1 The Principal must submit all requests regarding the consumption of alcohol for school-based staff functions.

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

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

Reference: Section 20, 60, 61, 113 School Act
THREAT ASSESSMENT PROTOCOL

Background

The Division is committed to creating and maintaining an environment in schools where students, staff, parents and others feel safe. To this end, the following Violent Threat/Risk Assessment (VTRA) protocol shall be used for responding to student threats/high-risk behaviours.

Definitions

1. High-risk behaviours include, but are not limited to, possession of weapons, bomb threats, threats to kill or injure others and fire setting. Threats may be written, verbal, posted on the internet or made by gesture. They may be direct, indirect, conditional or veiled. All high-risk student behaviours, as defined, shall be reported to the Principal, who will consult with the multi-disciplinary team and determine whether to activate the protocol for the Level I Violent Threat/Risk Assessment. High-risk behaviours of a student twelve (12) years of age and older who is believed to have contravened Section 264.1(1) of the Criminal Code of Canada, which states that a person "who in any manner, knowingly utters, conveys or causes any person to receive a threat to cause death or bodily harm" has committed an offense.

2. Immediate risk situations are those situations involving high risk that require immediate police intervention and a protective school response. An example would be when a student is making a threat and is in possession of a weapon.

3. Worrisome behaviours are those that cause concern for members of the school system indicating that a student is moving toward a greater risk of violent behaviour. This may include drawing pictures, writing stories or making vague statements that do not, of themselves, constitute "uttering threats" as defined by law but are causing concern for some members of the school community because of their violent content.

4. The Level 1 Violent Threat/Risk Assessment Team (VTRA Team) is composed of the Principal, the family school liaison counsellor and a police officer and may also include the classroom teacher and/or consulting teacher when involving a student with special needs. The primary purpose of the Level I VTRA Team is data collection and immediate risk reduction interventions.

5. A Level II VTRA Team is recommended by the Level 1 Team when a more comprehensive response including risk evaluation, long-term intervention and treatment planning are needed. The Deputy Superintendent will be contacted to initiate expansion of the team to include mental health services professionals, physicians, child protection staff and others.
Procedures

1. Reporting
   1.1 Any person in a school having knowledge of high-risk student behaviour, or having reasonable grounds to believe there is a potential for high-risk behaviour, shall immediately report the information to the Principal and/or designate.
   1.2 No action shall be taken against a person who makes a report unless it is made maliciously or without reasonable grounds.
   1.3 In cases where a report is made maliciously, the person shall be dealt with according to Division procedure and the law, where applicable.

2. Fair Notice
   2.1 Prior to any threat assessment protocol being implemented, all students, staff and parents shall be provided with information about the protocol and procedures so that “fair notice” is given that threat behaviour will not be tolerated.
   2.2 The Deputy Superintendent shall take the lead to ensure that students, staff and parents are aware of the protocol and that a consistent message is given regarding the use of the protocol.

3. Duty to Respond
   3.1 Schools shall respond to all high-risk/threat-related behaviours. All high-risk behaviours shall be taken seriously and assessed accordingly.
   3.2 The Principal shall lead the Level 1 VTRA Team.
   3.3 The family school liaison counsellor shall coordinate the preparation of the assessment and any associated documentation.

4. Immediate Risk Procedures
   4.1 These are matters for immediate police intervention.
   4.2 The Principal or designate shall contact the police immediately and take steps to ensure the safety of all those in the school by activating established procedures such as school evacuation or school security (lockdown).
   4.3 The Principal shall notify the Superintendent as soon as possible following the initial police contact.

5. High-Risk Behaviours
   5.1 Upon receiving a report of high-risk behaviour, the Principal or designate shall initiate the protocol for the Level I response of the VTRA Team composed of the Principal, family school liaison counsellor and police in order to assess the high-risk behaviour.
   5.2 In cases where it is believed a Criminal Code violation has occurred, the police officer assigned to the VTRA Team will determine whether or not charges will be laid.
   5.3 If the police choose not to lay initial charges, the VTRA Team shall continue to conduct a risk assessment and determine follow-up recommendations.
5.4 Although there is ongoing collaboration among VTRA Team members, each team member has his/her own “jurisdiction.”

5.5 The Principal shall notify the parent(s) of the student making the threat at the earliest opportunity, as well as the parents of those students against whom the threat was made. Parents become an integral part of the initial risk assessment process.

5.6 When information collected as part of the Level I response suggests that a student who has displayed high-risk behaviour poses a significant risk/threat, the Level 2 VTRA membership would be requested through the office of the Deputy Superintendent.

5.7 In order to protect others and/or the threat maker, students may be suspended from school by the Principal during the assessment period. (A suspension may create the necessary context for the high-risk student who is already struggling with suicidal or homicidal ideation. When a suspension occurs, a key question beyond “when to suspend” is “where to suspend.” The isolation and disconnection felt by high-risk students during a suspension may be exacerbated if steps are not taken to keep the student connected to healthy supports.)

5.8 The VTRA Team (Level I and/or Level II) shall guide the process from initial assessment to planning interventions to decrease risk, to plans for re-entry to school where a suspension has occurred.

5.9 If circumstances warrant, and following the completion of necessary assessments, team members may work with the student(s) and their parent(s) to develop a re-entry plan for school that becomes a signed contract by all participants.

6. Duty to Victim and Others

6.1 The family school liaison counsellor shall ensure that appropriate support is provided to those against whom threats have been made.

6.2 The Principal shall notify all school staff and parents, if necessary, within a reasonable time period when the protocol has been activated as a result of high-risk behaviour.

7. Students Requiring Special Consideration

7.1 When dealing with students under 12 years of age, students with special needs or other exceptional students, accountability/maturation issues and cognitive abilities shall be taken into consideration.

7.2 Since these students can still pose a risk, the Deputy Superintendent shall be consulted.

7.3 The Principal and the Deputy Superintendent shall determine police involvement. (Some of these students may benefit from police involvement as a way to provide a “teaching moment” for the child.)

8. Worrisome Behaviours

8.1 School staff shall communicate all worrisome behaviours to the Principal for consultation. They may also consult with the family school liaison counsellor based on the Principal’s recommendation.

8.2 School staff, subsequent to consultation with the family school liaison counsellor, shall contact parents when worrisome behaviour is observed.
8.3 The Principal shall consult with the Office of the Superintendent, family school liaison

counsellor and other appropriate staff in determining whether or not the VTRA protocol

must be activated. The Deputy Superintendent may be a member of the team, as

necessary.

8.4 The police may be consulted, but it is generally not done as a formal complaint.


9.1 The Principal shall be responsible for completing a Violent Threat/Risk Assessment

Report, which shall be kept in the student’s confidential file. A copy shall be forwarded to

the Deputy Superintendent.

9.2 The Violent Threat/Risk Summary will be provided to the parent or guardian.

9.3 The notification of a completed Violent Threat/Risk Assessment will be placed in the

student’s cumulative file.

Reference: Section 12, 18, 20, 45, 45.1, 60, 61, 96, 113, 117 School Act

Section 264.1(1) Criminal Code of Canada
CRITICAL INCIDENT HANDBOOK

MISSION AND VALUES

Inherent in that mission statement is an understanding that the physical environments in which students and staff operate will be places that are caring and safe for everyone. Indeed, these attributes of caring and safety may well be considered as fundamental rights of every child and adult within our schools, and a cornerstone of our concern for the well-being of one another. Our success in providing this type of environment will shape and determine our success in meeting all of our educational objectives.

To ensure that our schools are safe and caring places requires the focused efforts of the whole school community. While contingency plans preparing for unexpected critical incidents are necessary, these plans must be solidly embedded in a process that emphasizes prevention through creating healthy and safe schools. This demands a commitment by students, staff, parents and the community-at-large to the Christ centered philosophy of caring and respect and the development of school and community environments that encourage trust and belonging.

The suggestions and instructions contained in this handbook are meant to assist schools and their communities in the promotion, development and maintenance of schools that are safe and caring.

INTRODUCTION

Welcoming, Caring, Respectful and Safe Schools

It is a requirement of the School Act that schools in this province take the necessary steps to ensure that they are welcoming, caring, respectful and safe places. Such schools are physically, emotionally, and psychologically safe and provide an environment wherein all are accorded respect and dignity, and their safety and well-being are paramount considerations.

The task of creating a welcoming, caring, respectful and safe school environment requires that schools focus on four key areas:

Prevention – factors that promote an environment of caring, trust and personal safety while reducing areas of risk;

Early Intervention – an understanding of risk factors and a systematic program for identification and early response to prevent a critical incident from occurring;

Incident Management – contingency planning to deal with emergency situations and to provide for the safety, security and emotional well-being of students and staff;
Recovery – planning to ensure that all those involved in a critical incident have the necessary support to return to normal functioning as soon as possible.

Research indicates that welcoming, caring, respectful and safe schools have a strong academic focus and promote safety and socially appropriate behaviour. They have committed parent and community involvement and programs that foster prevention and early and rapid interventions.

However, no matter how safe we consider our schools to be, we need to always be vigilant regarding the potential for violence in schools. The reality is that the violence that is part of our society is now finding its way into our schools. While this is clearly part of a much larger social issue, schools will need to be far more attentive and active in preventing violence.

In order to ensure that our schools are welcoming, caring, respectful and safe places, we must understand the factors at work in our society and our children. We must ensure that our schools respond to these factors in a proactive manner through the development of strategies to prevent and diffuse potential critical incidents. This in turn requires well-developed and rehearsed strategies for early intervention and response to critical incidence. Since our schools cannot function in isolation, effective planning and response processes depend on a solid base of parental and community support and involvement.

This handbook is designed to assist schools and their communities in creating schools that are welcoming, caring, respectful and safe for all. While the handbook provides explicit instructions for dealing with critical incidents, it is important to note that the true emphasis is on prevention and early intervention. Through the creation of welcoming, caring, respectful and safe environments we will reduce the potential for critical incidents to develop.

The Legal Framework

The School Act of the Province of Alberta provides the legislative base for creating welcoming, caring, respectful and safe learning environments.

The School Act clearly indicates that the responsibility for development and maintenance of school environments that are welcoming, caring, respectful and safe is shared. Boards, staff and students are all accountable.

Students

Under Section 12 of the School Act, students are responsible for adhering to a code of conduct that requires respect, co-operation and compliance with school rules.

Section 12 Students

A student shall conduct him/herself so as to reasonably comply with the following code of conduct:
- Be diligent in pursuing his/her studies;
- Attend school regularly and punctually;
- Co-operate fully with everyone authorized by the Board to provide education programs and other services;
- Comply with the rules of the school;
- Account to his/her teachers for his/her conduct;
- Respect the rights of others;
- ensure that the student’s conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
- positively contribute to the student’s school and community

Section 12 provides principals with the authority to enforce codes of conduct that will assist students in learning and practicing appropriate social behaviours that help create physically and emotionally safe settings.

**Boards**

The legal basis for Boards to act in providing a welcoming, caring, respectful and safe learning environment for their students is given under Section 45.1 (1) and (2) of the School Act. Under this section students have a right to expect a learning environment that is secure and responsive to their needs.

45.1(1) A board has the responsibility to ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

(2) A board shall establish, implement and maintain a policy respecting the board’s obligation under subsection (1) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.

Under this section of the Act, Boards are primarily responsible for developing and implementing policies and procedures that assist and support the efforts of schools in providing appropriate settings. The Division has addressed this responsibility in its Mission Statement and Statements of Beliefs and Values, which establishes an underlying philosophy of Division operations. Building on these statements, the Division has developed a policy with respect to safe and caring schools (Administrative Procedure 160).

**SECTION 1 – DIVISION RESPONSIBILITIES**

1. **Role**

   Principals must have plans in place to prevent and respond to critical incidents. The Division, as part of the wider school community, provides assistance and support in this process through:
Developing Board policies that address both prevention and intervention for children-at-risk and other potential risk situations;

Ensuring that all critical incident prevention and response plans include the whole school community in development, implementation, and review;

Training school staff in recognizing the early warning signs for children-at-risk;

Implementing school procedures which encourage staff, students, and parents to share concerns about children who show early warning signs;

Implementing procedures to ensure rapid response to concerns about at-risk children;

Providing of support to ensure assistance for children who are at-risk. (Adapted from: "Early Warning, Timely Response: U.S. Departments of Education & Justice).

1.1 Planning:

To provide this support in an effective and efficient manner, the Division requires a comprehensive critical incident prevention and response plan – a Division safety plan.

The Division Safety Plan includes:

1.1.1 Division policy to create and maintain welcoming, caring, respectful and safe schools;

1.1.2 A Division Safety Team, with specified responsibilities, to provide leadership and direction in prevention and response;

1.1.3 Defined procedures and guidelines for managing a critical incident, from inception through the recovery phase;

1.1.4 Individual school critical incident management procedures that coordinate with Division procedures.

**Division Safety Team**

**Membership**

The Division Safety Team is a key component of the critical incident prevention and management plan.

This team, in co-operation with school based critical incident prevention and management teams, provides leadership in the development of effective school and Division plans and direct assistance to schools in responding to critical incidents and ensures that appropriate actions are taken for recovery.

The team is composed of:

- Superintendent of Schools
- Deputy Superintendent
- Associate Superintendent of Learning
- Trustee
- Corporate Secretary
- Clinical Team Leader
- Student Services Supervisor
Corporate Treasurer

*see specific role descriptions and responsibilities

Responsibilities

The Division Safety Team is responsible for ensuring that policies and procedures exist which promote the concept and development of caring schools and allow staff members and students to enjoy a safe and secure learning setting. This is accomplished through the process of ongoing review of policies and procedures, ensuring compliance, providing required support and expert assistance to schools, and the maintenance of effective community and agency relations.

Specifically, the Safety Team will:

- Ensure that comprehensive policies and procedures exist that promote safe and caring schools. These are to focus on both prevention and response;
- Review Division policies and protocols on a regular basis to identify areas where changes are required to maintain safe and caring schools;
- Ensure compliance by principals with all policies and protocols;
- Collect and disseminate information on best practices;
- Advise and assist principals in developing effective and comprehensive prevention and management plans;
- Assist staff in identifying and treating potential risks;
- Review incident reports to determine additional needs and possible action;
- Provide backup information on school facilities, plans, etc.;
- Establish and maintain liaison with the Taber Suicide Intervention Committee and other community response services;
- Develop, implement, assess, and revise the complete Division safety plan ensuring its compliance with municipal emergency plans and Disaster Services;
- Assist principals in a critical incident through the provision of expert leadership in cooperation with school critical incident prevention and response teams;
- Assume leadership in a critical incident that involves more than one school;
- Ensure principals have the resources necessary to respond to critical incidents;
- Respond to media and community requests for information about a critical incident;
- Provide ongoing assistance to principals through the recovery phase.

Managing a Critical Incident

Successful management of critical incidents requires:

- Knowledgeable responders utilizing well-defined procedures and guidelines for specific incident management;
• An efficient communications plan which provides for both internal communications and media/public relations;
• Aftermath and recovery support plan to assist the incident site and community to return to normal.

Responders

When a critical incident occurs, it is essential that members of the Division Safety Team are knowledgeable about their role. Individuals may need to respond quickly to rapidly changing circumstances. Team members are to be familiar with their functions and rehearse procedures to ensure efficiency and effectiveness.

See Safety Team Roles and Responsibilities guidelines for each member of the Safety Team.

In the event of a critical incident, the primary function of the Division Safety Team and its individual members is to provide immediate assistance to the school site experiencing the critical incident. The school’s critical incident prevention and management team will be the first responders to the incident and will take charge of managing the incident. The school team is responsible for informing both the Division Safety Team (through the Superintendent) and emergency service responders, when necessary.

When emergency responders (fire, police, etc.) have been called in, the school team, together with emergency responders and Division Safety Team members, will form an ad hoc Incident Response Team.

Direction of this team will be under the lead emergency response service (e.g. police, fire) for the duration of the active situation. School and Division personnel are to provide support to the emergency responders and maintain a primary focus on the safety and security of students and staff.

See Section 4 – Instructions for Responding to Specific Incidents.

Communications

Effective communication is a key component in successfully dealing with critical incidents. The Division must ensure that schools and Division personnel have the means available to communicate during the course of a critical incident and that systems are in place to provide for rapid communication with all staff as soon as possible.

Division personnel will often be required to deal with the media and the concerns of the public in the course of a critical incident. While attention may focus on the individual school as the site of the incident, the media will seek the views of both senior Division administrators and elected trustees. Problems can arise when individuals respond in a reactive manner. This may produce mixed messages from the Division leadership and lead to confusion. It is essential that all communications be channeled through designated spokespersons and that strategies exist to deal with the media and public in an orderly fashion.
Effectively handling communications during a critical incident requires careful preplanning and the development of a crisis communication plan designed to ensure orderly, consistent and clear communication.

At the Division level, the communications plan is to identify:

- The senior administrative spokesperson
- The Board spokesperson
- Target audiences
- Internal communications procedures
- The procedures for handling media and public communication

As well, it is essential that the Division plan co-ordinates effectively with school plans to complement these and avoid confusion.

See the guidelines for dealing with the media.

See The Division internal communications plan.

**Aftermath and Recovery**

The successful management of a critical incident is only complete when full recovery is achieved. This requires the Division to ensure an ongoing level of support and assistance to the school and individuals affected by the crisis. The Clinical Team Leader will assume a leadership role with the school in the recovery phase and will, in cooperation with school personnel, ensure that the required supports are available and are utilized appropriately. Planning for recovery must include the entire school community.

Principals may need assistance in providing for debriefing and counselling immediately following an incident and for dealing with longer-term stress reactions, anniversary and recurring issues, and follow-up planning.

**Debriefing and Counselling**

Depending on the nature and extent of the critical incident, the school and/or the Division may provide these services directly. Where further supports are needed, beyond the Division’s capacity, the Clinical Team Leader will ensure that these are available.

Debriefing is a structured, formal process usually targeted at a group. It are to be provided, in the immediate aftermath of critical incident, for all those who have been involved. The purpose is to help people come to terms with a critical incident and its consequences and to manage these in order to recover fully. The process usually involves talking about the incident, attempting to understand it, sharing personal experiences and endeavoring to bring about some degree of personal closure.

Individual counselling is to be provided for any individual who is identified as being at-risk following the critical incident. Counselling is also to be provided for all individuals
who express the need for this service. Individual counselling provides the opportunity to work through the natural grief process on a one-to-one basis.

Post-trauma Stress

The individual response to any critical incident is subject to wide variation. For some people, recovery is relatively rapid, for others, the time span may be longer and the post-crisis stress much higher. In some individuals, the stress levels remain high over time and in fact may increase. This can result in impaired levels of functioning that interfere with the normal activities of life. There may be marked changes in behaviour or personality and difficulties concentrating and performing routine work. Depression and anxiety are common.

Members of the Division Safety Team are to provide assistance to schools in monitoring the reaction of individuals over time and providing the necessary supports.

Anniversaries and Other Recurring Events

Stress arising from a critical incident is often reactivated by events that tend to dramatically recall the original incident. These events may include: the anniversary date of the critical incident; the start of court proceedings against perpetrators; similar incidents elsewhere; delayed death of a victim; and repetition of preceding events. The Division, through the Safety Team, is to provide assistance to the Principal in understanding and planning for these occasions.

Recovery Timeline

The timeline for recovery following a critical incident will vary considerably depending on the circumstances of the event. While people may appear to recover within a few weeks or months following the incident, stress reactions (some quite severe) will often occur in the months following. The first year or two after the event is a critical period, with full recovery often delayed for many years. The Division has a responsibility to continue monitoring the site during this period to assist school personnel in identifying areas of concern and to provide supports to the staff and students as needed.

Follow-up Planning

Following a critical incident, it is essential that all personnel involved, both at the school and the Division, review the management of the incident. This is the time to determine what was learned and what needs to change.

- Review the incident (what did we learn?).
- Review the response plans – are they appropriate? Did they work as needed?
- Review assistance provided – timely, appropriate, supportive.
- Suggest and implement modifications; preventative measures.
- Thank community agencies and others for their assistance.
Responding to a Critical Incident

Directory

Safety Team Members:

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<th>Role</th>
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<th>Cellular</th>
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<td>Student Services Supervisor</td>
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Communications

1. Internal

In order of availability, the initial call is to be directed to:

1.1 Superintendent of Schools – Carol Lemay
1.2 Deputy Superintendent of Schools – Jo-Anne Lanctot
1.3 Clinical Team Leader

It is the responsibility of the Superintendent (or others acting in the Superintendent’s absence) to inform other members of the Division Safety Team.

If necessary, the Superintendent will inform other principals, and, if necessary, the members of the Board. If necessary, principals will inform their staff and, if appropriate, students and the Chair of the local School Council. If appropriate, a press conference will be conducted under the direction of the Superintendent who will designate any other spokespersons.

In all interactions with the media the Superintendent will speak for the Division as a whole, the Board Chair or designate will speak for the trustees, the Principal for the school, the local School Council Chair for parents and, if appropriate, the Student’ Council President for students.

2. Media and Public Relations

Note: The media and public have a real interest in school matters. A critical incident will likely provoke media attention. While this will initially focus on the school
involved, the media will seek a response from the senior officials of the Division and will also likely seek input from elected trustees. Assistance with public relations and the media is available from Alberta Public Affairs. Tel: 310-0000

2.1 The Division has designated the Superintendent as its spokesperson during a critical incident and its aftermath. The trustee representative to the Safety Team will assist the Superintendent.

2.2 All communications from the Division Office and the Board will be channeled through the Superintendent.

2.3 Upon notification of a critical incident:

2.3.1 Alert all members of the Safety Team and ensure that internal communications are open;

2.3.2 Obtain all factual information available about the critical incident;

2.3.3 Prepare a preliminary fact sheet, including the Division response for use with the media if this is appropriate;

2.3.4 Co-ordinate where possible with emergency responders;

2.3.5 Take media calls – be positive and co-operative – provide factual data only;

2.3.6 Establish a time and place for a formal news conference – invite all local media.

2.4 Do not:

2.4.1 Refuse comment – rather indicate that the information is not available at the time or refer to Division spokesperson;

2.4.2 Make comments that imply blame or fault.

2.5 Do:

2.5.1 Provide assurances that the safety and well-being of staff and students is the prime concern;

2.5.2 Indicate the supports being provided to the school and the steps being taken to stabilize the situation and to return things to normal;

2.5.3 Request the media’s help if needed.

2.6 Hold a formal press conference:

2.6.1 Co-ordinate with emergency responders and school personnel;

2.6.2 Identify site and time – invite all local media;

2.6.3 Provide appropriate facilities – tables, chairs, podium;

2.6.4 Provide refreshments;

2.6.5 Prepare and provide a news release;

2.6.6 Answer questions honestly and provide all factual information.

2.7 Develop a communications plan for the critical incident, in coordination with the school communication plan:
2.7.1 Identify target audiences – include school staff, students, parents, and community;

2.7.2 Determine what is to be communicated – facts, supports for staff and students, recovery plans, Division safety planning;

2.7.3 Determine the most appropriate methods for communicating;

2.7.4 Ensure that the Division has direct contact with any victims (families);

2.7.5 Ensure that all responders are thanked for their assistance.

2.8 Hold a press conference following the critical incident:

2.8.1 Co-ordinate with school personnel and emergency responders;

2.8.2 Focus on recovery plans – supports and Division follow-up;

2.8.3 Indicate that response plans will be reviewed and modified if required;

2.8.4 Thank community, parents, students for their support;

2.8.5 Provide reassurances on Board’s focus on school safety and security.

**Alternate School Locations**

List a primary and secondary alternate location for each school in the Division.

**Facility Plans**

School and Division facilities floor plans are to be kept up-to-date and maintained on file – locations to be recorded here and copies also provided to community emergency responders.

**Safety Team Roles and Responsibilities**

1. **Trustee**

   **Selection:**

   At its annual organizational meeting, the Board will appoint one of its members to sit on the Division Safety Team for a specified term. The Board will also select an alternate to serve in the absence of the designated trustee.

   **Role and Responsibilities – General**

   The Division trustee sitting as a member of the Safety Team, in cooperation with other members, will carry out the specified functions of the team and will assist the team in providing leadership to the Division in the development and maintenance of safe and caring learning environments.

   The Trustee representative will ensure that effective communications are maintained between the Board and the Safety Team and that community involvement is an integral aspect of all review and planning processes.
Critical Incident Management Functions:

1.1 To act as spokesperson for the Board (with the Superintendent).

1.2 To provide for ongoing communications between Safety Team and Board, to ensure that up-to-date information is made available to all members.

1.3 To provide a Board presence at the incident scene to reassure staff, students and school community.

2. Superintendent

Role and Responsibilities – General

The Superintendent will lead the Division Safety Team and, in cooperation with other members, will carry out the specified functions of the team and will ensure the provision of effective and responsive leadership to the Division in the development and maintenance of safe and caring learning environments.

The Superintendent is responsible for ensuring compliance with Division safety policies and will act as the primary divisional spokesperson with respect to safety issues.

Critical Incident Management Functions:

2.1 The Superintendent will be notified of all critical incidents impacting or with the potential to impact on the Division.

2.2 The Superintendent will inform other safety team members of the critical incident.

2.3 The Superintendent may assign safety team members to specified functions.

2.4 The Superintendent may call the safety team together to plan Divisional response to the critical incident.

2.5 The Superintendent will act as the primary spokesperson for the Division with respect to the media (jointly with the trustee representative) and will ensure that media guidelines are followed.

2.6 In the event of a school evacuation, the Superintendent (as the Emergency Public Information Manager) will, in consultation with the school, prepare and circulate a news release that will inform parents and guardians of the evacuation and provide instructions for reuniting families.

2.7 The Superintendent will ensure that the required resources are made available to schools to provide for the aftermath of an incident and the recovery period.

3. Deputy Superintendent

Roles and Responsibilities:

The Deputy Superintendent will assist the Superintendent in leading the Division Safety Team and, in cooperation with the other members, will carry out the specified functions of the team and will ensure the provision of effective and responsive leadership to the Division in the development and maintenance of safe and caring learning environments.
Together with the Superintendent, the Deputy is responsible for ensuring compliance with Division safety policies and will act as the primary divisional spokesperson with respect to safety issues.

In the absence of the Superintendent, the Deputy will carry out those functions specified.

**Critical Management Functions**: As assigned by the Superintendent.

4. Corporate Secretary

Roles and Responsibilities – General

The Corporate Secretary, sitting as a member of the Safety Team, in co-operation with the other members, will carry out the specified functions of the team and will assist the team in providing leadership to the Division in the development and maintenance of safe and caring learning environments.

The Corporate Secretary will facilitate internal communications as directed by the Superintendent and Trustee member of the Team.

**Critical Incident Management Functions**: As assigned by the Superintendent.

5. Corporate Treasurer

Roles and Responsibilities – General

The Corporate Treasurer, sitting as a member of the Safety Team, in cooperation with the other members, will carry out the specified functions of the team and will assist the team in providing leadership to the Division in the development and maintenance of safe and caring learning environments.

The Corporate Treasurer will ensure that principals maintain emergency supplies as required and maintain these in operational order.

The Corporate Treasurer serves as the Division Disaster Plan Manager, Transportation Manager and Emergency Communications Manager.

**Critical Incident Management Functions**:

5.1 The Disaster Plan Manager will ensure disaster plans are developed and maintained for the Division and each school within the Division.

5.2 The Emergency Transportation Manager will provide vehicles to transport students and staff in the event of a school evacuation.

5.3 The Emergency Communications Manager will establish and maintain telephone communications systems with the school Emergency Administration Centre.

5.4 The Emergency Communications Manager will arrange for the Division Office to be used as an alternative emergency communications center if necessary.

6. Clinical Team Leader

Role and Responsibilities – General

The Clinical Team Leader is responsible for the Division counselling program and for the professional supervision of school counsellors. The Clinical Team Leader
occupies a unique and central role in the Division’s safety plan. As a member of the Safety Team, the Clinical Team Leader, in co-operation with other team members, will carry out the specified functions of the team and will assist the team in providing leadership to the Division in the development and maintenance of safe and caring learning environments.

The Clinical Team Leader will provide an in-house expertise in the human factors of critical incidents and will maintain ongoing liaison with community psychosocial support and response agencies.

Critical Incident Management Functions:

6.1 The Clinical Team Leader is the designated contact person in case of a high-risk behaviour incident. The Clinical Team Leader will:

6.1.1 Carry a pager for immediate incident notification by principals;
6.1.2 Will, at all times, when not available, designate an alternate;
6.1.3 Will inform the Superintendent of the response to the incident.

6.2 Upon notification of a critical incident, the Clinical Team Leader will respond immediately and will conduct a preliminary assessment of potential school needs. Note: in case of a Threat – the Clinical Team Leader will conduct a threat assessment, following Division procedures.

6.3 As a member of the Safety Team, the Clinical Team Leader will co-operate with emergency responders and will help determine a plan for managing the incident.

6.4 When the critical incident has stabilized, the Clinical Team Leader will, in co-operation with the Safety Team and others, including school personnel, determine the aftermath and recovery needs.

6.5 The Clinical Team Leader will arrange for debriefing and counselling as required and will ensure that referral services are available.

6.6 The Clinical Team Leader is responsible for determining the need for community agency assistance with a critical incident and will engage and direct the use of such community support services as: the Alberta Mental Health Board; F.C.S.S.

6.7 The Clinical Team Leader will assist school personnel in the planning for recovery and will ensure that necessary support services remain available to staff and students.

7. Student Services Supervisor

Role and Responsibilities – General

The Student Services Supervisor, sitting as a member of the Safety Team, in cooperation with the other members, will carry out the specified functions of the team and will assist the team in providing leadership to the Division in the development and maintenance of safe and caring learning environments.

Critical Incident Management Functions: As assigned by the Superintendent.
Section 2 - School Responsibilities

School Responsibilities

Role:
In accordance with the School Act and Division policy and procedures, principals are required to develop individual school plans to facilitate the development and maintenance of a safe and caring learning environment. These plans must include:

- Strategies to create and maintain a safe and caring school environment;
- A plan for dealing with critical incidents that includes: preventative measures, strategies for early identification of students at risk, management plans for specified risks, recovery plans and follow up approaches;
- Identification of a school critical incident prevention and management team;
- Coordination with the local school community and with community critical incident response;
- Training and practice with staff and students.

School Plan

Introduction:
The school critical incident prevention and management plan outlines and details how the school promotes a safe and caring learning environment. It must reflect the unique needs of the local community while coordinating with local response agencies, the local Municipal Emergency Plan and the Division safety plan. School plans are developed to assist all members of the school community in working together to identify issues and safety concerns and determine how they will respond to these concerns. The school plan incorporates the school disaster plan.

School plans are to include strategies for:

1. A positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self esteem, anger management and conflict resolution;
2. Discipline, including behavioural expectations and consequences for violations of school rules;
3. Safe and Caring Schools curriculum and other programs and curriculum that emphasizes prevention and alternatives to violence, such as Lion’s Quest, multicultural education, character education, media analysis skills, conflict resolution and community service learning;
4. Parent involvement, including strategies to help ensure that parents support and reinforce school rules and to increase the number of adults at school;
5. Intervention, which might identify possible critical incidents, detail necessary tasks, assign staff responsibility for each task, include an evacuation plan, provide for communications to staff, students, parents, community and media, and identify and implement follow up activities after an incident, such as counselling;
6. Prevention of the access and use of drugs and alcohol;
7. Collaboration among local and provincial agencies, law enforcement, the judicial system and the schools to develop a set of common goals and community wide strategies for violence prevention;
8. Assessment of the school’s physical environment and development of safety measures;

Critical incident prevention and management plans are to be developed through a process that involves all members of the school community. Students, parents and the wider community have a very real stake in maintaining safe schools. As well, principals are to solicit the involvement of agencies and services that are key responders to critical incident. Through broad participation in the planning and development stages, the safety plan is more likely to receive cooperation and support in implementation.

The school critical incident prevention and management plan includes:
- A school critical incident prevention and response team;
- Strategies for prevention;
- Critical incident response strategies;
- Critical Incident recovery strategies.

The components of a comprehensive school plan are outlined on the following pages. This chart is taken from the Alberta Learning document, Supporting Safe, Secure and Caring Schools in Alberta (Alberta Learning, 1999).

Developing a Comprehensive Critical Incident Management Plan

1. Gather preliminary data:
   1.1 Audits, surveys
   1.2 Environmental scan
   1.3 Site maps
   1.4 Transportation means and routes

2. Develop preventative measures in response to data collection
   2.1 Physical facilities
   2.2 Security and supervision
   2.3 Curricular and extra-curricular activity
   2.4 Discipline procedures
3. Establish communications
   3.1 Internal
      3.1.1 Notification of crisis
      3.1.2 Information dissemination
      3.1.3 Coded messages
   3.2 External
      3.2.1 Notification to parents
      3.2.2 Use of media
      3.2.3 Response to media
   3.3 Command center
      3.3.1 Who is in charge
      3.3.2 Where is it located
      3.3.3 When is it in operation
   3.4 Roles and responsibilities
      3.4.1 Administration
      3.4.2 Teachers
      3.4.3 Support staff and School Council

4. Determine community support agency cooperation and resources:
   4.1 Police
   4.2 Disaster services
   4.3 Social services
   4.4 Health care services
   4.5 Mental health agencies
   4.6 Service clubs
   4.7 Town or city services
   4.8 Others (depending on community)

5. Plan intervention strategies:
   5.1 Appropriate crisis intervention teams
   5.2 Preferred strategies identified
   5.3 Acceptable alternative actions
   5.4 Legal recourses (criminal, civil)

6. Set appropriate consequences:
   6.1 In-school
6.2 Out-of-school
6.3 Alternative programs
6.4 Legal recourses (criminal, civil)

7. Develop debriefing and reporting procedures:
   7.1 Ensuring accuracy of data
   7.2 Completing records and reports
   7.3 Informing and involving authorities as necessary

8. Establish follow-up programs and services to rebuild trust and confidence in the system, and a sense of safety and security:
   8.1 For victims
   8.2 For witnesses (all those affected by the crisis)
   8.3 For the perpetrators
   8.4 For the members of the school community

**School Team**

The School Team has the primary responsibility for overseeing the preparation and implementation of the school safety plan. The Team will assist the Principal in planning and in managing critical incidents in the school.

**Membership**

Membership on the School Team is to include:

- Principal
- Assistant Principal
- School Counsellor
- School Secretary
- Staff Member(s)

Note: It is anticipated that when the School Team is engaged in planning activities, the Team membership will be augmented, and shall include:

- Student Council representative (as appropriate)
- School Council representative
- Others as appropriate to the school

As well, assistance may be obtained from community emergency response services (police, fire, disaster services, mental health, etc.) and from the Division Safety Team as required.

**Responsibilities**
1. Develop a school safety plan;

2. Organize practice drills to test aspects of the plan;

3. Provide staff development and training as required;

4. Coordinate with local emergency response services:
   4.1 Liaise with agencies and support services;
   4.2 Secure agreements for additional resources when the plan requires;
   4.3 Secure agreement for use of alternate school facility;
   4.4 Establish agreement for school use as Reception Centre.

5. Assist the Principal in all aspects of the implementation of critical incident response.

Note: See Appendix #4 – Checklists for School Team role descriptions regarding:
- School evacuation
- Emergency reception
- Off-site emergency

**Prevention Planning**

**Introduction**

A focus on prevention is a major component of the school safety plan. Directing resources toward the creation of safe and caring environments minimizes the possibility of critical incidents and reduces their effects.

Comprehensive prevention programs and activities must address the physical environment of the school and its facilities as well as the social – emotional – psychological environment that students and staff inhabit. Principals have experience in attempting to eliminate or minimize physical hazards and in developing plans to address physical environmental concerns. They must now be prepared to deal in a similar fashion with the factors that give rise to emotional and psychological concerns, creating personal and social hazards in the learning environment.

Prevention requires the efforts and support of the entire school community. The Principal needs to assume a leadership role in bringing together community resources such as emergency services, church and youth groups, social service and mental health agencies, business and government. Together, they will develop and implement programs and responses that provide for consistent and healthy models of appropriate behaviour.

School prevention plans are to include:

1. Desired outcome indicators;
2. Risk assessment;
3. Development of partnerships and collaboration;
4. Effective programs to reduce risks;
5. Early intervention.

Outcome Indicators

A knowledge of the outcome indicators for safe and caring schools is a good starting point for determining the needs of a school. Knowing intended outcomes also allows schools to develop appropriate programs and assess their impact and effectiveness. Alberta Learning developed a set of outcomes that can provide this guidance to schools (“Supporting Safe, Secure and Caring Schools”, Alberta Learning, 1999).

A. Caring and Respectful Environment
   - parents and students regard the school as a caring and inviting place
   - staff members care about students and celebrate their successes
   - students and staff treat each other with respect
   - staff identify and deal appropriately with all incidents of bullying and harassment
   - the school is a clean, well-maintained and welcoming place
   - students are given leadership roles on a regular basis

B. Safe and Secure Environment
   - student records and files are secure against unauthorized access
   - school buildings and grounds are adequately supervised
   - regular safety audits are completed of school facilities and grounds
   - effective prevention and intervention minimize thefts and/or acts of vandalism
   - staff receive emergency office support when needed
   - staff receive information about potentially violent students on a need-to-know basis

C. Effective Discipline Procedures
   - the students’ code of conduct is effective
   - teachers are consistent and fair in their handling of student misbehaviours
   - students who are removed from classrooms are adequately supervised
   - students receive a fair hearing if accused of misbehaviour
   - teachers use a range of consequences appropriate to individual student misbehaviours
• parents and students are involved in developing and reviewing the student code of conduct

D. Focus on Teaching and Learning
• teachers focus on teaching excellence
• students with special needs receive individualized attention
• teachers set high expectations for student learning
• teachers promote student reading competencies
• teachers respond to the different learning styles, talent, abilities and interests of students

E. Equity, Fairness and Tolerance
• students are treated with dignity and respect
• the same standard of conduct applies equally to all students
• students understand the school norms
• community leaders are consulted on student conduct matters
• jokes reflecting negatively on other individuals or groups are not tolerated
• diverse cultures are respected and valued

F. Supportive Strategies Used
• a student mentorship program is in place
• the school’s code of conduct is understood by students
• students with special needs receive the programs and services they require
• student and staff team spirit is developed
• students receive counselling when needed
• the school accesses community agencies to support students as needed

G. Behaviour and Skills Development
• students are taught how to behave appropriately
• students demonstrate positive social skills
• students with emotional/behavioural difficulties receive programs and services
• students with problems are referred for consultation and/or assessment
• students use problem-solving skills
• discipline focuses on student learning and on teaching appropriate skill development

H. Staff Development, Roles and Relationships
• teachers and support staff access professional development opportunities
• staff members model appropriate attitudes and behaviours
• leadership is provided by administrators in promoting a safe and caring environment
• all contributions of staff members are valued
• staff care about each other and work as a team

I. Positive School-Community Relationships
• school staff have an effective working relationship with community agencies
• an active public relations program is in place
• members of the community are involved in reviewing school discipline policies and procedures
• the school’s emergency response plans are coordinated with the municipality
• school staff participate in the larger school community
• community involvement in the school is ongoing

Risk Assessment

Risk assessment involves a determination of the strengths and needs of a school, its staff and students, as a preliminary step in the development of prevention programs and activities. Risk assessment requires a sound knowledge of the components of safe and caring environments. Both the physical and the emotional/psychological aspects of the environment are to be assessed.

1. Physical Environment

“Prevention starts with making sure that the school campus is a safe and caring place.” (“Guide to Preventing and Responding to School Violence”, International Association of Chiefs of Police)

The physical environment of the school must be considered in assessing risks and enhancing the emotional, social and physical safety of staff and students. School buildings and grounds should be free from hazards and conform to all facility codes. The location of the school may have safety implications, ranging from industrial hazards to neighborhood and business concerns that need to be addressed. Buildings and grounds are to be secure, attractive, well lit and adequately supervised. There are to be no unsafe areas for any person in the school. Procedures for dealing with graffiti and vandalism are to ensure that disciplinary actions are taken and that clean up and repairs are rapid.

Preventative, security measures are to be in place. Signs are to be posted at all entrances directing visitors to the office. Staff are to routinely escort visitors to the office. As well, schools may wish to examine the need for increasing security through such measures as: controlled access; closed circuit television cameras located at entrance and in hallways; and the use of visitor passes.
Principals are to seek assistance from the Division Safety Team and local law enforcement and emergency services in conducting a complete physical audit of the school environment.

Experts suggest that schools can enhance physical safety by:

- Supervising access to the buildings and ground
- Adjusting scheduling to minimize time in hallways or in potentially dangerous locations. Traffic flow can be modified to limit potential altercations
- Conducting a building safety audit;
- Arranging supervision at critical times (e.g.: hallways between classes) and having a plan to deploy staff to areas where incidents are likely to occur;
- Discouraging students from congregating in areas where they are likely to engage in rule-breaking or intimidating or aggressive behaviours;
- Having adults visibly present throughout the school building;
- Monitoring the school grounds – including landscaping, parking lots, and bus stops;
- Coordinating with local police to ensure that there are safe routes to and from school;
- Identifying safe areas where students and staff can go in the event of a critical incident. (Adapted from: “Early Warning, Timely Response – A Guide to Safe Schools” U.S. Departments of Education and Justice)

2. The psycho-social environment

An understanding of the psycho-social characteristics of the school is necessary to determine strengths and risk factors. One method of doing this is through an environmental scan. The Safe and Caring School Scan, from the Alberta Learning document, Supporting Safe, Caring and Secure Schools in Alberta, is reproduced in Appendix #1 – Safe And Caring School Environmental Scan. It is suggested that principals use this scan in a formal review of their school environment to obtain the data necessary for the development of preventative measures.

Principals must make every effort to reduce or eliminate the conditions that give rise to violence, bullying, harassment and aggression.

**Partnerships and Collaboration**

Creating safe and caring school environments requires a collaborative approach with the entire community that includes students, families, teachers, administrators, support staff, public and mental health professionals, law enforcement, emergency response personnel, school board members, parents, and the business community. Principals and assistant principals are to take the lead in bringing these individuals and groups together to help plan the strategies appropriate to their school.

In this process, parents are crucial to the success of preventative programs. Their support, and willingness to provide consistency with school rules and expectations, is necessary to create a solid base for the development of appropriate standards and
behaviours. However, parents themselves may require support for their endeavors and are to have assistance available through the school and other agencies.

Teachers must also be directly involved and supported in all stages of developing and implementing preventative programs. They often form the first line of school safety since they have the most direct contact with students and have a real insight into potential problems and realistic solutions.

**Prevention Programs**

Following an assessment of the school needs, decisions are required regarding the implementation of programs designed to prevent anti-social behaviours and to teach alternate, more appropriate behaviours. It is often desirable to implement highly focused programs targeted at specific behaviours or specific groups of students with identified needs. Many schools have experienced success with specific anti-bullying programs, peer mediation programs, social skills training, self-esteem building, conflict resolution, etc.

School counsellors are in an excellent position to provide some small group programs, targeted at specific behaviours and/or specific student needs. They can also provide full-class interventions and presentations.

Classroom teachers may want to provide more integrated instruction on a class basis where they have identified active concerns. School counsellors can assist in the selection of appropriate materials and resources for these activities.

Other programs are available with a wider mandate that seeks to develop appropriate social behaviours throughout the curriculum and facilitate complementary programs in the community. The Division has approved two such programs for use in its schools – the Lion’s Quest program and the A.T.A. curriculum resource, Toward a Safe and Caring Curriculum – ATA Resources for Integration: ECS to Grade 6. These resources will serve to provide a curriculum focus on violence prevention throughout the Division.

**Early Intervention**

A key component of effective preventative programs is the school’s ability to intervene at an early stage of concern. Early intervention is a proactive strategy which will increase the potential for tapping into resiliency and may:

- Reduce the severity of the risk
- Reduce the severity of the problem
- Reduce the potential damage to a student
- Reduce the time required to deal with a problem

Early intervention requires an awareness of potential risk factors (indicators) a willingness and ability to address concerns, and support services follow up.

1. **Indicators of Students at Risk:**
While there is no foolproof system for identifying potentially dangerous students who may harm themselves and/or others, this checklist provides a starting point. These characteristics are to serve to alert school administrators, teachers, and support staff to address needs of troubled students. Further, such behaviour is also to provide an early warning signal that safe school plans and crisis prevention/intervention procedures must be in place to protect all students and staff so that schools remain safe havens for learning.

These signs simply mean that a child appears to be troubled, and violence might be one of the possible outcomes of this distress. Other warning signs may also exist. Consequently, this list is not to be considered all-inclusive, and certain items and combinations may be far more indicative of a potential problem than others. Remember, it would be inappropriate—and potentially harmful—to use the early warning signs as a checklist against which to match or label individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help.

A good rule of thumb is to assume that these early signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

Students who exhibit these behaviours are to be referred to the school counsellor and parents contacted.

**Indicators of Risk**

The warning signs, while not presented in order of significance include:

- Has witnessed or been a victim of abuse or neglect in the home;
- Has little or no supervision and support from parents or a caring adult;
- History of discipline problems at school and in the community;
- History of violent and aggressive behaviour;
- Early and persistent antisocial behaviour;
- Has displayed cruelty to animals;
- Low school interest and poor academic performance;
- Has previously been truant, suspended, or expelled from school;
- Reflects anger, frustration and the dark side of life in writings and drawings;
- Seeks to be preoccupied with TV programs, movies, video games, reading materials or music expressing violent themes or acts;
- Dwells on perceived slights or mistreatment by others and feels picked on or persecuted;
- Has been bullied and/or bullies or intimidates peers and younger children;
- Tends to blame others for difficulties and problems created by self;
- Low impulse control;
- Resorts to name calling, cursing or abusive language;
• Has uncontrolled tantrums and angry outbursts;
• Makes threats when angry;
• Serious threats of violence;
• Pays no attention to the feelings or rights of others;
• Intolerance for differences and prejudicial attitudes;
• Excessive feelings of isolation and being alone;
• Excessive feelings of rejection;
• Is involved with a gang or an antisocial group with few or no close friends;
• Background of drug or alcohol abuse or dependency;
• Seems depressed or withdrawn and has exhibited severe mood or behavioural swings or has threatened or attempted suicide or acts of self-mutilation;
• Seems preoccupied with weapons and/or explosives or has inappropriate access to, possession of, and use of firearms;
• Has experienced trauma or loss in their home or in the community.

Managing Critical Incidents

Overview

The primary objective of critical incident intervention planning is to ensure the personal safety of all individuals in the schools.

An effective plan is to include:

• The establishment of the school prevention and response team;
• Development of a comprehensive communications plan;
• School evacuation, security (lock down), and crowd/traffic control procedures – including training and practice;
• Specific incident response planning;
• Recovery procedures, including identification of those affected by the incident, debriefing, counselling, support and follow up.

1. Communications:

Effective communications are of key importance in dealing with a critical incident. In order to ensure that communications happen as they should, schools require a comprehensive plan and practice in its implementation.

The communications plan is to include:

1.1 An ongoing public relations program to communicate positive messages to the public, media, parents, staff, community, and Board;
1.2 A plan for setting up an Emergency Administration Centre in the event of a crisis;
1.3 An internal communications plan for critical incidents – including: a telephone fan-out system; school emergency codes; backup systems for the P.A. system; and silent communication methods;

1.4 A systematic approach to communicating with emergency responders that is rapid, gives accurate and sufficient information to provide the appropriate response, and ensures that communication channels remain open;

1.5 A method for communicating with parents in a crisis – including a telephone fan-out system and use of alternate school site;

1.6 A media communications plan to provide required information with a minimum of disruption.

2. General Guidelines

Procedures for dealing with general aspects of the critical incident management are given on pages 31-34. Principals are cautioned that these procedures must be reviewed and modified where necessary to meet local needs. As well, Appendix #4 – Checklists – School Team Role Descriptions are to be reviewed and must be complete with local information. All procedures in this section require annual review.

Procedures include:

- Division Safety Team Directory
- Emergency Services Directory
- Internal Communications Plan
- School Communications Network
- Division Emergency Codes
- School Facilities Plan
- School Evacuation Procedures *
- School Security (Lock Down) Procedures 
- Off-site Emergency Procedures
- Emergency School Closure Procedures
- Emergency Reception Procedures
- Media and Public Relations Procedures
- Emergency Supplies List

- Principals must arrange an alternate site to:
  - Provide emergency shelter during a critical incident;
  - Serve as the assembly point for students/staff evacuated;
  - Provide parents with a predetermined pick up point;
  - Provide site for media and parents to gather.

- Principals shall ensure proper training and practice for these procedures.
Critical incident response:

Procedures for dealing with the management of specific critical incidents are given in Section 3 – Emergency Procedures. Principals are cautioned that these procedures must be reviewed and modified where necessary to meet local need.

The procedures for dealing with critical incidents are grouped under three areas:

- Incidence of violence, toward self or others, within the school community;
- Incidents involving a death, natural or otherwise;
- Emergencies and disasters, natural or man-made.

Plan Activation:

The decision to activate the school critical incident (disaster) plan is made by the Principal or designate when:

- The safety of students and staff is at risk;
- Directed by the Superintendent or designate;
- Directed by a law enforcement officer;
- Recommended by the Disaster Services for the municipality.

Critical Incident Recovery

The successful management of a critical incident depends both upon the school’s ability to take the required actions during the course of the critical incident and to provide support to those affected after a critical incident. Generally, this support will require that provision be made for debriefing and counselling immediately following the incident. It must also include provision for dealing with long-term post-trauma stress and anniversary issues.

Critical incidents may significantly impact all those who are involved in them, including individuals who appear to be only peripherally involved. Often the most significant impact comes from the sudden realization that there are events in life that cannot be predicted and controlled. Critical events may also provide the impetus and model for unstable individuals to act or copy the event. Planning for effective critical incident recovery requires:

- A knowledge of natural stress reactions
- An understanding of how different individuals may respond to crisis
- Self-management strategies that facilitate recovery
- Support to those who have experienced trauma

1. School Plan:

School plans for critical incident recovery are to include substantial assistance from the Alberta Mental Health Board and T.S.I.C. Individuals who are at risk for severe
stress reactions are to have assistance available from trained mental health professionals. The Division Safety Team, through the Clinical Team Leader will provide advice and ongoing assistance to schools following a critical incident, to ensure that the expert assistance required for recovery is available and utilized appropriately.

The school recovery plan is to include the following provisions:

1.1 Help parents and students understand children’s reaction to critical incident. Children may experience unrealistic fears of the future, have difficulty sleeping, become physically ill, be easily distracted;

1.2 Help staff members deal with their reactions to the critical incident. Staff members require debriefing and counselling services;

1.3 Help students and families adjust after the critical incident. Provide short and long-term mental health counselling;

1.4 Help victims and family members of victims re-enter the school environment. The school community is to design a plan to help victims and classmates adjust;

1.5 Help students and staff address the return of a removed student. The school plan needs to incorporate methods to ease this transition. (Adapted from “Early Warning, Timely Response” U.S. Departments of Education and Justice)

2. Debriefing and Counselling

Debriefing is a structured, formal process usually targeted at a group. The purpose is to help people come to terms with the critical incident and its consequences and to manage these in order to return to a normal level of functioning. The process involves talking about the incident, attempting to understand it, sharing personal experiences and endeavoring to bring about some degree of personal closure.

Debriefing, for staff and students involved in an incident, should be included in school plans for crisis management. This process is led by trained counsellors and is designed to support staff and students by allowing each person to go through the incident and to understand and manage their own reactions. It is a form of short-term group counselling. The process of debriefing will also allow trained counsellors to identify staff members and students who require further counselling as a result of their stress reaction or potential for risk.

Individual counselling is to be provided for any individual who is identified as being at-risk following the critical incident. Such individuals may be at-risk because of prior circumstances, close ties or identification with the victims, or reaction to the stress. Information regarding risk factors can be found on page 24-26 of this handbook. Staff members are to be familiar with these. Counselling is also to be provided for all individuals who express the need for this service. Individual counselling provides the opportunity to work through the natural grief process on a one-to-one basis.

Post-trauma Stress:

The individual response to any critical incident is subject to wide variation. For some people, recovery is relatively rapid, for others, the time span may be longer and the post-traumatic stress much higher. In some individuals, the stress levels remain high
over time and in fact may increase. This can result in impaired levels of functioning that interfere with the normal activities of life. There may be marked changes in behaviour or personality and difficulties concentrating and performing routine work. Depression and anxiety are common.

It is important to understand that this range of reaction is common. School staff are to be on the alert for staff or students who may be exhibiting signs of extreme stress. These individuals are to be referred to mental health counsellors qualified to deal with post-traumatic stress.

**Anniversaries and Other Recurring Events:**

Stress arising from a critical incident is often reactivated by events that tend to dramatically recall the original incident. These events may include: the anniversary date of the critical incident; the start of court proceedings against perpetrators; similar incidents elsewhere; delayed death of a victim; and repetition of precedent events. School personnel are to be aware of such potential recurrences and that precautionary measures are called for at these times. Individual reactions can vary greatly and may include depression and anxiety. The potential is also greater at these times for copycat situations to develop. Principals are to work with community agencies to anticipate and develop plans for dealing with these possible recurring events.

3. Recovering Timeline:

The timeline for recovery following a critical incident will tend to vary considerably depending on the circumstances of the event. The guidelines below are for reference purposes only and deal with the primary concerns. Schools are to consult these when developing their individual plans.

**Immediate Aftermath (1 to 3 days)**

- Attempt to determine all relevant facts about the incident
- Make arrangements for the operation of the school
- Establish plans for recovery
- Develop a communications plan for the aftermath to ensure all are informed
- Manage media coverage
- Provide opportunities for staff and students to debrief
- Identify students and staff who may be at-risk
- Provide individual counselling for those in need
- Make arrangements for students and staff to attend funerals/memorials
- Restore normal school operations as soon as possible

**The First Month**

- Maintain communications to ensure staff, students and parents remain informed
- Meet with parents to discuss events and school response
• Provide opportunities for staff and students to discuss the incident and their feelings
• Arrange a memorial service, if appropriate
• Monitor students and staff for signs of stress or risk factors

Long Term
• Monitor staff and students for behavioural signs of post-trauma stress and refer to Clinical Team Leader.
• Where warranted, include grief as a topic in health classes
• Develop plan, with staff, students and community, for dealing with
• Anniversary or other recurring events

4. Follow-up Planning:
Following a critical incident, it is essential that all personnel involved, both at the school and the Division, review the management of the incident. This is the time to determine what was learned and what needs to change.
• Review the incident (what did we learn?)
• Review the response plans – are they appropriate, did they work as needed?
• Review assistance provided – timely, appropriate, supportive
• Suggest and implement modifications; preventative measures
• Thank community agencies and others for their assistance

Responding to a Critical Incident

Directories

1. Division Safety Team Directory

Safety Team Members:

<table>
<thead>
<tr>
<th></th>
<th>Day</th>
<th>Evening</th>
<th>Cellular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>778-5666</td>
<td>778-8435</td>
<td>706-4826</td>
</tr>
<tr>
<td>Deputy Superintendent</td>
<td>778-5666</td>
<td>779-4987</td>
<td>779-3777</td>
</tr>
<tr>
<td>Associate Superintendent</td>
<td>778-5666</td>
<td></td>
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<tr>
<td>of Learning</td>
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<tr>
<td>Trustee</td>
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<tr>
<td>Clinical Team Leader</td>
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<tr>
<td>Corporate Treasurer</td>
<td>778-5666</td>
<td>706-3344</td>
<td>706-1721</td>
</tr>
</tbody>
</table>
2. Emergency Services Directory:

Emergency 9-1-1 (if available)
Police
Fire
Ambulance
Division Safety Team
School Transportation
Sun Country Child and Family Services
Alberta Mental Health Board
Chinook Health Region Authority
Poison Control Centre
Utility Companies

**Communications**

1. Internal Communications Plan:

   Schools must determine procedures for contacting staff, students, volunteer and other adults in the school in case of an emergency situation. Procedures are to include: the establishment of a school Emergency Administration Centre; an effective alternative system for use if P.A. is not available; and silent communication methods.

   The plan is to include a list of emergency equipment (megaphones, cell phones, radios, computers); a process for maintaining these in working order (replace batteries with time changes) and the location of these communication supplies.

2. School Communications Network:

   Note: The purpose of a school network is to make certain that all adults who have responsibilities in the school (teachers, support staff, custodians, assistants and volunteers) are made aware of a critical incident prior to their arrival at school. This is normally done through a fan-out system of telephone calls.

   2.1 A designated member of the School Team will be responsible for developing the communications network and revising it annually:

      2.1.1 Keep the number of individual calls limited – time may be short;

      2.1.2 Individuals with supervisory responsibilities are to contact those they supervise;

      2.1.3 Provide for failure to contact primary numbers.

   2.2 Copies of the network plan will be given to all staff members and one copy
will be attached here and be part of the emergency equipment.

2.3 A similar fan-out procedure is to be developed to communicate with parents and families in case of a critical incident.

3. Media and Public Relations:

Note: Responding to the media and public concerns are important components of managing a critical incident. While co-operation is necessary, the emphasis are to be on appropriate management so as to lessen the disruption to staff, students and responders. Assistance with public relations and the media is available from the Division and Alberta Public Affairs at 310-0000.

3.1 The Principal is to endeavor to establish a relationship with local media by inviting them to cover positive stories about the school throughout the year.

3.2 The Principal will be the spokesperson for the school during a critical incident.

3.3 All formal communications with the media will be through the designated spokesperson to avoid confusion and ensure consistency of information.

3.4 Do not permit interviews with students or staff on the school premises during an incident. Staff, students and volunteers are to be made aware that they do not have to speak to the media. Filming inside the building is to be restricted as determined by the Principal.

3.5 Upon notification of a critical incident:

3.5.1 Alert all members of the School Team and ensure that internal communications are open.

3.5.2 Alert Superintendent;

3.5.3 Coordinate where possible with emergency responders;

3.5.4 Obtain all factual information available about the incident;

3.5.5 Prepare a preliminary fact sheet for responding to telephone inquiries;

3.5.6 Take media calls – be positive and cooperative – provide factual data only;

3.5.7 Establish a time and place for a formal news conference – invite all local media.

3.6 Do not:

3.6.1 Refuse comment – rather indicate that the information is not available at this time or refer to Division spokesperson;

3.6.2 Make comments that imply blame or fault.

3.7 Do:

3.7.1 Provide assurances that the safety and well-being of staff and students is the prime concern;

3.7.2 Indicate the supports being provided to the school and the steps being taken to stabilize the situation and to return things to normal;
3.7.3 Request the media’s help if needed.

3.8 Hold a formal press conference in a timely manner:
3.8.1 Coordinate with emergency responders and the Division spokesperson;
3.8.2 Identify site and time – invite all local media;
3.8.3 Provide an appropriate facility;
3.8.4 Provide refreshments, if appropriate;
3.8.5 Prepare and provide a news release – focus on factual data – avoid making assumptions – provide reassurances of focus on safety – emphasize actions by the Principal and Division to resolve the crisis;
3.8.6 Answer questions honestly and provide all factual information;
3.8.7 Respond in a professional manner.

3.9 Develop a communications plan for the critical incident, in coordination with the Division communications plan:
3.9.1 Identify target audiences – include school staff, students, parents, and community;
3.9.2 Determine what is to be communicated – facts, supports for staff and students, recovery plans, Division safety planning;
3.9.3 Determine the most appropriate methods for communicating;
3.9.4 Ensure that school personnel visit directly with any victims (families);
3.9.5 Ensure that all responders are thanked for their assistance.

3.10 Hold a news conference following the incident:
3.10.1 Coordinate with Division and emergency responders;
3.10.2 Focus on recovery plans – supports, school and division follow-up;
3.10.3 Indicate that critical incident response plans will be reviewed and modified if required;
3.10.4 Thank community, parents, students for their support;
3.10.5 Provide reassurances of school’s focus on safety and security.

**School Facility Plans**

(attach plans here or clearly indicate where stored and who is responsible)

**SECTION 3 – EMERGENCY PROCEDURES**

**Fire**
1. Engage the fire alarm and inform school office of location and extent of fire.
2. Commence evacuation procedures.
3. Call Emergency Services 9-1-1 if available, or Fire Services ____________ inform them of the nature, location and extent of the fire and direct to appropriate school entrance.

4. Staff are to be familiar with the location and operation of fire extinguishers, including fire hoses, in the building. These may be used at staff discretion in an emergency.

5. Assemble students and staff in previously determined places well away from the fire (at least 60 feet from the building), leaving fire routes clear. Use predetermined alternate facility if required.

6. Re-enter building only after fire services have declared it safe.

7. Convene school incident prevention and response team. Follow procedures as specified in Check Sheet #1 – School Evacuation - Principal Designate, Check Sheet #2 - School Evacuation – School Secretary, Check Sheet #3 – School Evacuation Assistant Principal or Designate. Retrieve disaster supplies box; Emergency Supplies List, and take it to the emergency administration center.

8. Determine whether crisis counselling services are required and to what extent.


10. Debrief critical incident response team and plan follow up.


**School Evacuation**

1. If an immediate emergency, engage fire alarm and follow fire evacuation procedures as specified on pages 34-35.

2. If evacuation is not immediately required, convene school incident prevention and response team. Follow procedures as specified Check Sheet #13 – School Evacuation - Senior First Aider. Retrieve disaster supplies box; Emergency Supplies List, and take it to the emergency administration center.

3. Commence evacuation procedures.

4. Inform Division Safety Team.

5. Ensure that traffic control and security functions are carried out by the designated staff member and that additional support is available.

6. Teachers with a classroom next to a washroom or other unsupervised space will check this to pick up any unsupervised students.

7. Close all windows and doors and turn off lights in each room as leaving. Designate a student to lead the class. Teachers leave last, checking for stray students.

8. Close all files and secure school records. Ensure that attendance records, health records and any other essential records are collected and taken to the assembly area.

9. Close all school doors.

10. The Principal will ensure that the school’s physical plant is ‘shut down’.

11. Establish emergency administration center and initiate emergency communication
12. Use predetermined alternate facility, if required.

13. Teachers will provide a list of evacuated students on the Student Count Sheet, to the principal.

14. Notify emergency (fire) services of any absentees.

15. The Principal will notify the Superintendent when all students and staff have left the school premises.

16. The Principal will verify the evacuation of all staff and complete Staff Count Sheet.

17. The names of all students or staff evacuated to hospital are to be recorded on the Transported to Hospital Record, along with the hospital name and means of transportation.

18. Determine whether counselling services are required and to what extent.


20. Debrief School Team and plan follow up.


**School Security (Lock Down) Procedures**

Note: There is a high probability of fear or traumatic reaction among students in response to the potential circumstances surrounding these procedures. It is advisable, therefore, that parents, students and staff be consulted and briefed prior to any drills. However, all adults working in the building must be familiar with and trained in these procedures.

1. Use the P.A. system to provide clear and concise directions to alert students and staff to return to their classrooms and remain inside.
   
   Note: Principals must ensure that a system exists to communicate immediately with all staff members, both inside the building and on the grounds.

2. Call: Emergency Services 9-1-1 if available or, Police ______________________

3. Initiate emergency communications procedures.

4. All adults without direct student supervisory duties will report to the general office:
   
   4.1 If appropriate, teams will be formed to check for missing students and move them to safety
   
   4.2 Sweep school or use intercom or email to obtain information about the critical incident
   
   4.3 Compile a school list of missing students, location of students, etc.

5. Classroom teachers will:
   
   5.1 Lock their class doors
   
   5.2 Create a list of missing students
5.3 Ensure that students are as safe as possible – create cover in the class by moving furniture (desks, files, etc.); keeping students away from and below the level of windows, doors and other exposed areas.

6. Students who are out-of-doors:
   6.1 Unless otherwise instructed – students will move to the designated alternate site – adults outside at the time of lock down are to direct the students and remain with them until informed that the situation is clear.
   6.2 When instructed that outside students are to return to the building – students are to return to their last class or designated classroom.

7. Students in the gym or cafeteria (generally – any open area that cannot be made secure):
   7.1 Teachers are to direct students to the previously designated safe area.
   7.2 Follow procedures for #5.

8. Follow police directions with respect to ending the lock down and/or evacuation of students.

9. Inform parents how and when children may be picked up.

**Off-Site Emergency**

Note: An off-site emergency involving students and/or staff members from the school requires that the school coordinate communication with and assist the emergency response agencies and assist in reuniting students and staff with their families.

1. Upon notification of an off-site emergency, the Principal will notify the school critical incident prevention and management team.

2. **The School Team will follow specified procedures** – see Check Sheet #11 – Off-Site Emergency - School Secretary, Check Sheet #12 – Off-Site Emergency - Assistant-Principal or Designate, Retrieve Disaster Supplies box – see Emergency Supplies List.

3. Contact:
   
   Division Safety Team ____________

   Director of Disaster Services for the municipality where emergency occurred
   (Call 1-800-272-9600)

   Local Municipal Director of Disaster Services ____________

4. Initiate emergency communications plan for contacting parents/spouses etc. Inform of facts and provide information with respect to the condition of their children/spouses – provide details of transportation, assembly and pick-up.

5. Initiate emergency traffic/security control procedures if required.

6. Ensure that a staff member is dispatched to the emergency site for liaison with emergency responders and school staff/students.

7. Maintain contact with Division Safety Team for appropriate follow-up.

8. Determine whether crisis counselling services are required and to what extent.

10. Debrief School Team and plan follow-up.


**Emergency School Closure**

Note: Schools may be closed due to severe weather conditions or other emergencies where the safety of the students may be jeopardized.

When possible, all actions pertinent to school closure are to be taken between 6:30 and 7:00 a.m.

1. The Superintendent may declare all schools in the Division closed for the day.

2. Principals have been grouped into clusters for purposes of collaborative decision making. Each cluster has a designated principal responsible for making the determination for school closure.
   - Gerard Redmond Community Catholic School
   - Holy Redeemer Catholic High School
   - St. Gregory Catholic Elementary School
   - St. Joseph School
   - St. Mary School
   - St. Mary of the Lake School
   - Vanier Community Catholic School

3. When a possible school closure is due to inclement weather, the designated Principal shall consult with one or more of the following: the fleet operator, local bus drivers, parents, the transportation coordinator or other appropriate individuals.

   Note: Inform the fleet operator and/or the transportation coordinator immediately on deciding for a school closure.

4. In the case of a school closure for reasons other than inclement weather, the Principal shall notify the fleet contractor and Superintendent immediately.

5. The designated Principal of each cluster is responsible for informing radio stations of school bus service and/or school closures:
   - CIYR Radio – Hinton – 1080 AM or 96.7

6. The designated Principal will notify the principals in his/her cluster.

7. The Principal will notify all staff members as early as possible of the decision to close the school.

10. Where inclement weather necessitates an early school closure:

   10.1 The designated Principal will determine transportation arrangements with the fleet operator and/or the transportation coordinator;

   10.2 The designated Principal will notify cluster principals of arrangements;
10.3 The Principal will notify parents through a telephone fan-out.

8. When an emergency has necessitated an early closure of a school:
   10.4 Students and staff will be removed to the designated alternative facility;
   10.5 The Principal will consult with the fleet operator and/or the transportation coordinator to determine whether normal bus procedures will follow;
   10.6 If necessary, contact transportation provider for handicapped student(s) using alternative transportation;
   10.7 When it is determined that alternate methods of transport are required, parents will be informed by telephone fan-out.

9. When a school bus driver/fleet contractor feels it is unsafe to operate, or when he feels it is necessary to alter his route due to road conditions, it is the fleet contractor's responsibility to:
   10.8 Inform the Principal affected;
   10.9 Attempt to contact all rural parents on the affected route with the help of a volunteer telephone fan-out system;
   10.10 Contact the transportation coordinator at Living Waters Catholic Regional Division No. 42.

10. When school is closed for the day, the Principal shall make every effort to assure that someone is available at the school to deal with emergency situations.

**Emergency Reception Centre Procedures**

Note: The school may be used as a reception center because of an emergency or disaster, to receive those displaced or evacuated from their municipality or students and staff from another school.

1. When notified that the school is to be used as a reception center, the Principal will convene the School Team.

2. The Team will follow specified procedures – see Check Sheet #9 – Reception of Evacuees – Food Coordinator, Check Sheet #10 – Off-Site Emergency – Principal or Designate, Check Sheet #11 – Off-Site Emergency - School Secretary, Check Sheet #12 – Off-Site Emergency – Assistant Principal or Designate, Retrieve Disaster Supplies box – see Emergency Supplies List.

3. The Principal will ensure that a school liaison person is available to the Municipal Disaster Social Services team during initial set-up and for the duration of the time the school is used as a reception center.

4. Initiate:
   4.1 Emergency communications procedures
   4.2 Traffic control and security procedures
   4.3 Reception Marshall procedures

5. Assign a staff member to coordinate food services for the evacuees.

6. Notify the Superintendent and maintain contact for public information purposes.
SECTION 4 – INSTRUCTIONS FOR RESPONDING TO SPECIFIC INCIDENTS

**Abduction:**

1. Attempted:
   1.2 Do not physically intervene.
   1.3 Gather as much information as possible.
   1.4 Call: Emergency Services 9-1-1 if available, or Police _________________
   1.5 Inform Parents

2. Confirmed:
   2.1 Call: Emergency Services 9-1-1 if available, or Police _________________
   2.2 Inform Parents

3. Suspected:
   3.1 Verify that the student is missing and possibly abducted. Search building and grounds.
   3.2 Question student’s friends to obtain information.
   3.3 Inform Parents
   3.4 Call Police _________________

4. Convene School Team, as circumstances dictate.

5. Inform Superintendent.

6. Meet with staff if possible and advise teachers on sharing information with students.

7. Based on circumstances, determine need for more active intervention – visit classrooms, identify students at risk, provide counselling as required.

8. With the police, develop a fact sheet for the media and to respond to telephone inquiries.

9. Send letter home to all parents outlining facts as known and alerting them to any possible concerns as well as school/police initiatives.

10. Prepare classmates to be supportive when student returns and provide counselling as needed.


**Assault on School Premises:**

1. Staff are to assess the situation and take reasonable measures to stop the incident.

2. Inform the Principal.

   Note: The seriousness of the incident is to dictate the necessity of convening the school team.
3. Provide first aid as required.
   Note: Follow Division procedures regarding bodily fluids, a staff member may accompany the victim to the hospital.


5. Protect the crime scene. Note the circumstances and individuals present. Identify assailants, victims and witnesses. Isolate assailants. In serious incidents, separate witnesses until police arrive.

6. Inform Superintendent in cases where serious personal injury has occurred or where a school employee has been assaulted.

7. Inform parents of students involved as either perpetrator or victim.

8. Involve the police as appropriate.

9. If required, prepare a fact sheet for the media and to respond to telephone inquiries.

10. Meet with staff to provide factual information and plan follow up.

11. Where the perpetrator is a student:
   11.1 Take required disciplinary procedures
   11.2 Develop plan for the student’s return to school – focus on preventative measures – involve parents, school counsellor and Division personnel.

12. Provide counselling as required.


**Bomb Threat:**

1. The person who receives the threat is to attempt to gather as much detail as possible. (make notes if possible)

2. Evacuate students using fire drill procedures.

3. Note: avoid bomb area – use alternate evacuation route

4. Call: Emergency Services 9-1-1 if available, or Police _______________ and Fire Services.

5. Have school attendance information available.

6. Ensure that copies of school floor plans are available to police and co-operate in search procedures.

7. Inform School Team and staff regarding circumstances.

8. Access alternate school location if required.

9. If emergency responders determine the threat is real:
   9.1 Inform Superintendent.
   9.2 Utilize media, in cooperation with police, to inform parents of safety issues.

10. If required, prepare media statement and fact sheet to respond to telephone inquiries.

11. Identify student and staff crisis counselling needs and provide required services.
12. Follow school discipline procedures if students are determined to be perpetrators.
13. Debrief School Team.

**Disturbances at School Events:**
1. The event supervisor will assess the situation.
2. If possible, isolate the individual(s) causing the disturbance.
3. If danger exists, immediately call: Emergency Services 9-1-1 if available, or Police__________________
4. Take disciplinary procedures as necessary where the disturbance has involved students.
5. Complete critical incident report.

**Gang or Cult Activity:**
1. Verify information.
2. Inform Clinical Team Leader.
3. The Clinical Team Leader, in consultation with school personnel, will determine whether to call in police or other resource agencies.
4. Inform the Superintendent.
5. Ensure that any graffiti or other evidence is photographed by police.
6. Remove the evidence after consultation with police.
7. Attempt to identify all students involved.
8. Inform parents or guardians of students involved.
9. Follow normal school disciplinary procedures.
10. In case of gang activity, coordinate school plan with police.
11. In the case of suspected cult activity, the Clinical Team Leader will coordinate efforts to determine the nature and extent of the involvement and possible suicidal ideation.
12. Schedule school staff meeting (all personnel), in consultation with the Clinical Team Leader, to educate school personnel about signs, symbols and indicators of cult activity. In consultation with others, develop school plan to deal with the suspected activity.

**Gang Violence:**
1. Ensure the safety of students and staff:
   1.1 Isolate students from the disruption – initiate security (lock down) or evacuation procedures.
2. Call for emergency assistance: 9-1-1 if available, or Police__________________
3. Provide first aid as required. Follow Division procedures for bodily fluids. Call medical
assistance if needed: 9-1-1 if available, or Ambulance ________________

4. Convene School Team, as circumstances dictate.

5. Assess danger: injuries, number of students involved, location of altercation, presence of weapons, etc.
   Note: who is involved, students or strangers; history of conflict (retaliation, rivalry);
   Characteristics of combatants – ages, size, gender, ethnicity.

6. Re-establish order with help from police and available staff.


8. Identify witnesses (with police) and help determine what caused the altercation.


10. Identify all students involved in the gang violence:
    10.1 Inform parents and ask to meet at school to discuss general concerns.
    10.2 Follow normal school and Division disciplinary procedures.

11. Develop a school plan, in consultation with the police and the Division Safety Team, to prevent retaliation and further school violence.

12. Develop plan to inform and reassure the students of the school and their parents that appropriate steps are being taken to ensure their safety.

13. Provide follow up counselling and referral services to students who were the victims of the gang violence or who may be at risk.

14. Debrief School Team.

15. Complete critical incident report.

**Hostage Taking:**

Note: Do not attempt to rescue hostages or threaten the perpetrator.

1. Call: Emergency Services 9-1-1 if available, or, Police ________________

2. Gather as much information as reasonably possible:
   2.1 Information on the perpetrator, weapons, explosives, etc.
   2.2 Assess immediate danger to hostage; assess potential threat to others

3. Follow procedures for School Evacuation or School Security (Lock Down) Procedures if required or as directed by Emergency Responders.

4. Inform Superintendent.

5. Convene School Team.

6. Initiate emergency communications plan.

7. Provide facilities for emergency personnel and prepare for a possible lengthy situation.

8. Use previously established location for family members to wait and be kept informed. This is the location to which students will be released.
9. Release students only after police approval:
   9.1 Teachers are to remain with students until they are released.
   9.2 Use attendance file when releasing student to verify information.
   9.3 Use prearranged evacuation site if necessary, to release students to their parents.

10. Prepare a statement for the media. The media may assist in informing parents of the location and time of the students’ release.

11. Prepare a fact sheet to respond to telephone inquiries.

12. The Clinical Team Leader, in consultation with school personnel, will determine the nature and extent of the crisis counselling required and will access the necessary resources.

13. Debrief School Team.

14. Meet with staff as soon as possible to debrief and develop plans for follow up.

15. Complete critical incident report.

**Intruders At School:**
(unauthorized or irate persons)

1. If a person on school property is suspected of posing a threat, notify the school office immediately. Staff are to attempt to voluntarily escort the person to the office. (Alert school Resource Officer if available).

2. The Principal or designate shall determine whether the person is a legitimate visitor or poses a threat to the school safety.

3. If the intruder is determined not to be a serious threat, alert staff and students to the intruder’s location by asking them to remain out of the specific area. Ask intruder to leave school premises and warn police are en route.

4. If intruder refuses to leave, instruct teachers in contact with the intruder to take all steps to ensure their own safety and that of the students. Do not engage in violent confrontation.

5. If intruder is determined to be a serious threat, initiate School Security (Lock Down) Procedures.

6. Call: Emergency Services 9-1-1, if available, or, Police ____________

7. If appropriate, maintain direct observation of the intruder to monitor developments until arrival of police.

8. Request police arrest intruder if he/she refuses to leave.

9. When incident is resolved, inform all staff and students.

10. Prepare a fact sheet to respond to telephone inquiries.


**Protest Activity:**
1. Assess the situation. If there is danger to staff or students, call: Emergency Services 9-1-1 if available, or Police ____________________.
2. Convene the School Team, as circumstances dictate.
3. Inform Superintendent.
4. Remain calm and attempt to verbally dispel the disturbance. Keep those involved in the disturbance as isolated as possible.
5. Refuse permission for unauthorized persons to enter school premises. If protest group is on premises, request that they leave immediately. Assign staff members to all doors to limit spread of activity.
6. Secure school:
   6.1 Alert all staff to the concern;
   6.2 Isolate students from the disturbance – evacuate or ‘lock down’ if necessary;
   6.3 Lock administrative offices and secure records and files;
   6.4 Hold bells and class changes until situation is stable;
   6.5 Inform students of class changes by intercom;
   6.6 Where police are involved, follow their procedures for releasing students.
7. Prepare a statement for the media and a fact sheet to respond to telephone inquiries.
8. When the situation is resolved, inform staff and students.
9. Debrief School Team.
10. Take disciplinary measures as required where disturbance has involved students.

**Armed Intruders/Shooting In School:**

Note: An intruder with a firearm – whether using it or not – is treated as a clear threat to school safety. It is a hostage situation. School personnel are to focus on the safety of students and staff and leave negotiations to trained responders.

1. School staff who detect an intruder with a firearm are to immediately inform the school office.
2. Follow School Security (Lock Down) Procedures. Ensure that any potential targets are removed from the area.
3. Call: Emergency Services 9-1-1 if available, or Police ____________________, Ambulance (if shots fired) ____________________.
4. If possible, inform classroom teachers individually (by phone, email, or P.A. system) of the location of the armed intruder/shooter.
5. Inform Superintendent.
6. If possible, inform School Team.
7. Gather as much information as reasonably possible prior to the police arriving: number of persons involved; location; number and types of weapons; names;
number of victims; statements made.

8. Do Not:
   8.1 Evacuate school until the police have arrived, determined the locations concerned, and have directed an evacuation;
   8.2 Attempt to remove the firearm(s) from the intruder;
   8.3 Attempt to negotiate with the intruder;
   8.4 Remove lock down until given clearance by the police.

9. In rural areas where significant delays may take place prior to police arrival, the school may involve a staff member (possibly the counsellor) who has a rapport with the intruder to talk to him/her. This involvement would depend on the circumstances and the ability to keep the staff member safe. In this case, the staff member is to only attempt to gain information that would assist the school in removing or in minimizing targets.

10. When safe to do so provide first aid to any victims until Emergency Responders arrive.

11. Use previously established location for family members to wait and be kept informed. This is the location to which students will be released.

12. Release students only after police approval:
   12.1 Teachers are to remain with students until they are released;
   12.2 Use attendance file when releasing students to verify information;
   12.3 Use prearranged evacuation site if necessary, to release students to their parents.

13. Prepare a statement for the media. The media may assist in informing parents of the location and time of the students’ release.

14. Prepare a fact sheet to respond to telephone inquiries.

15. The Clinical Team Leader, in consultation with school personnel, will determine the nature and extent of the crisis counselling required and will access the necessary resources.

16. Debrief School Team.

17. Meet with staff as soon as possible to debrief and develop plans for follow up.


**Shooting (Out Of Building):**

1. Call: Emergency Services 9-1-1, if available, or, Police ________________________.

2. Secure the school:
   2.1 Keep all students away from the area.
   2.2 Initiate School Security (Lock Down) Procedures.

3. Assess the situation with respect to weapons, number of students involved, location and nearest exit.
4. Convene School Team, as circumstances dictate.

5. Inform Superintendent.

6. Use previously established location for family members to wait and be kept informed. This is the location to which students will be released.

7. Release students only after police approval:
   7.1 Teachers are to remain with students until they are released;
   7.2 Use attendance file when releasing students to verify information;
   7.3 Use prearranged evacuation site if necessary, to release students to their parents.

8. Prepare a statement for the media. The media may assist in informing parents of the location and time of the students' release.

9. Prepare a fact sheet to respond to telephone inquiries.

10. The Clinical Team Leader, in consultation with school personnel, will determine the nature and extent of the crisis counselling required and will access the necessary resources.

11. Debrief School Team.

12. Meet with staff as soon as possible to debrief and develop plans for follow up.


**Suicide Attempt**

1. Administer first aid if required and call: Emergency Services 9-1-1, if available, or, Ambulance ________________.

2. Contact parents:
   2.1 If student is transported by ambulance, meet parents at hospital.
   2.2 If ambulance is not required, meet with parents at school.

3. If a weapon is involved:
   3.1 Call: Emergency 9-1-1 if available, or, Police ________________
   3.2 Do not attempt to forcibly disarm the student unless the student is actively harming self with it.
   3.3 Police, in consultation with school personnel will determine the best way to disarm the student.

4. Clear non-essential personnel from area or remove student to a safe area.

5. Inform the Clinical Team Leader.

6. Convene School Team, as circumstances dictate.

7. Provide counselling for the suicidal student while awaiting the arrival of parents, transportation to hospital, or the police.

8. The Clinical Team Leader, in consultation with school personnel, will determine the nature and extent of counselling required and will access the necessary resources.
9. Debrief School Team.

**Suicide Threat**

1. Make sure that the student is not left alone, is under watch in a secure place, and does not have any means to attempt suicide.
2. Inform the school counsellor.
   Note: the counsellor will determine the appropriate referral source.
3. Inform parents or guardian immediately.
4. Ensure that the student does not leave the school alone and is released only to a parent or guardian.
5. Inform staff as needed.
6. Follow up to ensure referral resource has been accessed.
7. Determine if other students require follow up services.
8. Develop a re-entry plan with parents, students, counsellor and staff to address the student’s needs when returning to school after hospitalization or treatment.

**Threats**

Protocol for Dealing With High-Risk Behaviour

**Definition**

High-risk behaviours include but are not limited to:

- Possession or use of weapons
- Bomb threat
- Vicious physical assault
- Serious verbal/written threats to kill or injure others
- Internet Website threats to kill or injure others

**Reporting**

Any person having knowledge of high-risk behaviour or having reasonable grounds to believe there is a potential for high-risk behaviour shall promptly report the information to the Principal. No action shall be taken against a person who makes a report unless the report is made maliciously and without reasonable grounds. In such cases the person shall be dealt with according to Division procedures.

**Procedures**

Staff, students, and parents shall be provided with information regarding this protocol. In cases where high-risk behaviours are exhibited, the following plan shall be put in place.
(These behaviours are identified above and would be considered serious criminal behaviours):

1. The student exhibiting the behaviour shall be escorted to a safe, supervised area. When this is not possible, the safety of others (staff and students) shall be ensured (refer to individual school protocols).

2. The Principal shall contact the Threat Assessment Team Leader (TATL), the parents, and the police in the case of imminent risk. The police may be contacted at the discretion of the Principal in the case of moderate or low risk. The TATL shall inform the Superintendent and Family School Liaison Counselor.

   2.1 Imminent Risk

   When the student poses imminent risk (i.e. they have a weapon or are physically acting out in a manner that jeopardizes immediate safety in the school) the police shall be responsible to determine, in consultation with the TATL, whether to arrest and charge the student under the Criminal Code/Young Offenders Act or to transport to the Threat Assessment Team Physician for evaluation under the Mental Health Act. The Threat Assessment Team Child Welfare Worker shall be called where the Child Welfare Act may be utilized to obtain a secure treatment order. Prior to the student's possible eventual return to school the TATL, in consultation with the administration, parents, and appropriate others, shall develop a plan for the student's readmission to school.

   2.2 Moderate Risk

   The TATL and the police, if involved, shall determine a course of action. If there does not appear to be imminent risk the TATL shall proceed with an initial risk assessment. If the student is assessed as imminent risk the police shall become involved and action shall proceed as in 2.1. If the TATL assesses the student as moderate risk arrangements shall be made for a comprehensive mental health evaluation by a psychiatrist. To ensure a safe and caring environment for students and staff, the TATL, in consultation with the administrator, parents and appropriate others shall develop a short-term plan that may include suspension of the student from school until the mental health evaluation is completed. Results of the mental health evaluation shall need to be released by the parents to the school prior to the student returning. Prior to a return to school the TATL, in consultation with the Principal, parents, and appropriate others shall determine further interventions, if necessary. Conditions for readmission to school shall be formalized in a contract and that shall be signed by the student, parents, and appropriate Division representatives. In the case of a special needs student the classroom support teacher and/or student services supervisor shall be involved in the short-term plan or plans for any further interventions.

   2.3 Low Risk

   The TATL, in consultation with the Principal, parents, and appropriate others shall determine a course of action.

3. The TATL shall be responsible to ensure that the recipient(s)/victim(s) of the student threats/behaviours shall be assessed and services provided as necessary. As the threat may be directed towards one or two students, an entire class, or the school
population in general, the circumstances will dictate how far reaching an intervention may be. The TATL and the Principal shall determine if crisis counselling or a crisis response team is needed to re-establish calm.

4. The TATL shall be responsible to complete the threat incident report (see attached) and keep the records on file.

5. The Principal shall notify all school staff, within a reasonable time period, when the protocol has been activated as a result of high-risk student behaviour.

Worrisome Behaviours

When students exhibit early warning signs or when generalized threats are uttered with no specific target (i.e. “I could kill somebody today!”), the Principal shall contact the TATL for consultation to determine if the information or incident warrants an activation of the Protocol for Dealing with High-risk Behaviours. This allows the Principal to consult confidentially on cases without needing to involve intrusive measures.

Adherence to School Procedures

Notwithstanding any consequences contained in this protocol, student conduct shall be dealt with according to existing Division procedures. In the event that a student is suspended or expelled as a result of high-risk behaviour Division policy shall be adhered to.

Student Violent Behaviour:

1. Keeping in mind the safety and security of all involved, either remove the violent individual to a safe place and restrain if necessary, or remove all others from the class or area. Use only reasonable and necessary force and ensure that a sufficient number of adults are available to assist.

2. Provide first aid if required or call Ambulance _____________________. Note: follow Division procedures regarding bodily fluids. (See Administrative Procedure 315 – Student Illness/Injury).

3. Inform police if required: Emergency Services, if available 9-1-1 or, Police ________.

4. Convene the School Team, as circumstances dictate.

5. Inform the Superintendent when the incident has involved school staff, non-school personnel, has resulted in serious injury, or if the incident has the potential for media coverage.

6. Talk to witnesses to determine what happened and reasons for the behaviour.

7. When a student has become violent and been removed to a safe and secure place, provide a time out period to allow for cooling off. Attempt to calm student by listening and reassuring.

8. Inform parents.

9. Take required disciplinary procedures.

10. Develop a plan to return individual to class and preventative approaches. Involve
parents, school counsellor and division personnel as required.


**Death at School:**
(any cause)

1. Call Emergency Services 9-1-1, if available, or Ambulance ____________________
   Police _______________________

2. Clear non-essential staff and students from the area and secure the area.

12. If required, follow Division procedures regarding body fluids. (See Administrative Procedure 315 – Student Illness/Injury).

3. Notify the parent/guardian or spouse of the deceased that there has been an emergency and direct them to the receiving hospital.

4. Ensure that someone from the school meets parents or spouse at hospital.

5. Hold bell and class changes until situation is stable.

6. Convene School Team.


8. Alert counsellors at schools siblings attend and await family instructions.

9. Inform staff and students of facts through a written memo to be read by class teachers or have counsellors visit classrooms.

10. Prepare fact sheet to provide information to the media and respond to telephone inquiries.

11. Provide counselling to staff and parents.

12. Identify individuals who are at-risk and provide required follow up.

13. Inform all parents about the death and how the school is responding to it. Alert parents to potential reactions from their child and indicate the assistance available.

14. Hold staff meetings as soon as possible to process feelings and plan for anticipated student reactions.

15. Relay additional information as it becomes available to staff and students.

16. Plan for funeral – student attendance, staff coverage.

17. Debrief School Team.


19. Plan follow-up – counselling for staff and students, other recover processes as deemed appropriate (memorial, etc.).

**Death Off Campus**

1. Verify information to determine facts.

2. Convene School Team.

3. Inform Superintendent.
4. Meet with staff as soon as possible.
5. Inform students and staff of facts through a written memo to be read by class teachers and/or have the Principal and/or counsellor visit classrooms.
6. Prepare a fact sheet to provide information to the media and respond to telephone inquiries.
7. Inform all parents of students affected about the death and how the school is responding to it. Alert parents to potential reactions from their child and indicate the assistance available.
8. Provide individual or group counselling as required to students and staff.
9. Identify individuals who are at-risk and provide required follow up.
10. Relay information to staff and students about funeral or memorials, as it becomes available.
11. Plan for the funeral – student attendance, staff coverage.
12. Debrief School Team and plan long term follow up.

Death of A Significant Family Member:

1. If notified of a death and a student/family member is in school, the Principal and/or school counselor is to discuss pick up arrangements with the caller and then determine how best to assist the student/family member until the pick up is made.
2. If informed of a death and the student/family member concerned are not at school, the family is to be contacted to express condolences and to obtain information about the circumstances of the death, funeral arrangements and the needs of the student(s).
3. Share information with students' classmates and staff.
4. Identify and provide required support to any other students who may be at risk due to prior incidents.
5. A school representative may wish to visit the home and/or attend the funeral.
6. Prepare the student's classmates to be supportive when the student returns.
7. Provide counselling as required to the student, monitoring performance and behaviour over time.

Multiple Suicides:

1. Verify information to determine facts.
2. Convene School Team.
3. Inform Superintendent.
4. Call staff meeting or inform staff by memo.
5. Classroom teachers and/or school counsellors inform students in classrooms. Note: avoid public address system and school assemblies.
6. Provide individual and group counselling as required to students and staff.
7. Identify any at-risk students and provide follow up.
8. Write a fact sheet to provide information to the media and to respond to telephone inquiries. See Media Guidelines, pp. 46.
9. Inform all parents about the deaths, including the expected emotional responses of their children. Include information regarding signs of risk and indicate the availability of counselling resources. Include information as well on the school’s response to the deaths, funeral arrangements and follow up.

   Note: Community response to multiple suicides is usually extreme. Principals involved may wish to hold a public meeting. Ensure that the Division Team is present as well as community experts (clergy, police, mental health, physicians).
10. Hold a staff meeting as soon as possible to process reactions and to inform staff of response plans.
11. A school representative and the Clinical Team Leader are to visit the homes of those affected to extend condolences.
12. Plan for funeral – student attendance, staff coverage if required.
13. Debrief School Team.

**Blizzards or Ice:**
1. When a blizzard/ice warning is received, principals are to consult with their cluster to determine if early school closing is required.
2. Follow Emergency School Closure procedures.
3. If normal transportation is not available:
   3.1 Retain bus students at school;
   3.2 In consultation with the Division transportation coordinator, determine availability of alternate transportation;
   3.3 Inform parents through telephone fan-out;
   3.4 Provide supervision for students until picked up.

**Serious Communicable Diseases:**
1. Students observed with symptoms of a communicable disease are to be sent to the office.
2. Parents are to be contacted and the student sent home. If parents cannot be contacted, the student is to remain in the health room until contact is made or school personnel can transport the child home. Do not send by school bus.
3. Students with symptoms of any communicable disease are not to return without written medical permission.
4. Contact the school public health nurse ____________________.
   4.1 When a student has attended school with a communicable disease.
4.2 When the school is notified of a student having a communicable disease.

5. The public health nurse, in consultation with officials of the local health region, will determine if any action is required. School personnel are to assist as needed. Note: Monitoring of student health may be required.

6. Inform staff.


8. Where action is taken, the Principal in coordination with Community Health, is to prepare a statement for the media.

9. Information letters to parents will be prepared by health authorities if required.


**Electricity Failure:**

1. Inform Facilities Manager.

2. Inform Superintendent.

3. Determine if the loss of lighting and/or heating represents a safety hazard.

4. If a safety hazard exists either evacuate the building following evacuation procedures or initiate School Security (Lock Down) Procedures remove staff and students to previously designated alternate facility.

5. If required, remove staff and students to a previously designated alternate facility.

6. Where no safety hazard exists, school will continue normal operations.

7. If early closing of the school is necessary due to a prolonged electrical failure – follow Division procedures for Emergency School Closure.

8. Complete critical incident report only when school has been evacuated or released early.

**Environmental Hazard – Toxic Spill:**

1. Verify information.

2. Remove students and staff from immediate area.

3. Call: Emergency Services 9-1-1 if available
   - Public Health ____________________
   - Disaster Services _______________

4. Provide first aid, if required.

5. Convene School Team.


7. School Team members are to work with and support emergency services officials.
   - 7.1 Make decision regarding school evacuation
   - 7.2 Inform staff of the situation and procedures to follow
8. If students or staff are taken to hospital:
   8.1 Note names of all students/staff transported;
   8.2 Provide staff member to each hospital;
   8.3 Notify parents/guardians or spouse of incident and hospital.

9. Maintain record of all students leaving school prior to the ‘all clear’.

10. If the school has been evacuated, ask for media help in notifying parents as to when and where students will be released.

11. With assistance from the fire officials, prepare a media statement and fact sheet to respond to telephone inquiries.

12. Prepare information letter for all parents – inform them of the facts surrounding the incident, the school’s responses and steps being taken to avoid a repeat.

13. The Clinical Team Leader, in consultation with school personnel, will identify the need for crisis counselling services and will ensure that these are made available.

14. Debrief School Team.

15. Complete critical incident report.

**Gas Leak On Site:**

1. Verify a serious leak (strong and persistent odor, physical symptoms, visual and/or auditory indications etc.).

2. Call Emergency Services 9-1-1 if available.


4. Inform Facilities Manager.

5. Notify Disaster Services ____________________.

6. Move students and staff to previously designated alternate facility.

7. The Principal will determine the need to convene the School Team.

8. Inform Superintendent.

9. Return to school building only when fire services give clearance.
   
   Note: This decision is the joint responsibility of the emergency service responders and the Division maintenance department.

10. Determine whether counselling services are required and the extent.

11. Determine communication needs – media statement; telephone response fact sheet; parent notification.

12. Debrief School Team and plan follow up.


**Mass Illness:**

Note: A sudden outbreak of severe illness among two or more students may be the result of food poisoning or environmental toxin. Where the latter is suspected, follow the
suggestions under Environmental Hazard – Toxic Spill:. The following steps apply when suspecting food related issues.

1. The cafeteria manager or school staff member suspecting food poisoning is to contact the Principal immediately.
2. Alert staff and students and ensure that no food suspected of being contaminated is consumed.
3. Seek medical assistance, if necessary.
4. Notify parents.
5. Notify Public Health Inspector ________________________________.
7. Preserve, under refrigeration, a sample of all food items, for public health analysis.
8. If possible, preserve vomit and stool samples from affected individuals.

Severe Injury at School

1. Alert designated staff member(s) possessing first aid training.
2. Assess the situation and extent of injuries.
3. Apply first aid.
4. Call: Emergency Services 9-1-1, if available.
5. Call parents or guardians of injured students and inform them of the nature and extent of injuries and the location of students.
6. Where injuries are judged to be less severe, the student may be transported to a medical facility.
7. If students are transported to hospital, assign a staff member to accompany the ambulance.
8. Inform the Superintendent.
9. Remove uninjured students from the accident site.
10. Convene School Team.
11. Notify siblings of the injured at school and inform principals of schools where other siblings attend.
12. Inform all staff and students of the accident.
13. Identify distressed students and staff (witnesses, close friends, siblings, etc.) and provide counselling as required.
14. Prepare a statement for the media and a fact sheet to respond to telephone inquiries.
15. Visit injured students in hospital.
16. Debrief School Team.
17. Complete critical incident report.
Severe Injury – Not On School Premises

1. Verify the information.
2. Notify parents of the nature and extent of their child’s injuries; specify where the children have been transported.
3. If students have been taken to hospital(s), ensure that a staff member is present at each location.
4. Convene School Team.
5. Inform Superintendent.
6. Notify siblings of the injured at school and inform principals of schools where other siblings attend.
7. Inform all staff and students of the accident.
8. Identify distressed students and staff (relatives, witnesses, close friends, etc.) and provide counselling as required.
9. Prepare a statement for the media and a fact sheet to respond to telephone inquiries.
10. Visit injured students in hospital.
11. Debrief School Team.

Severe Winds and Tornadoes:

1. The Division Safety Team will inform schools of a severe wind or tornado watch for their area and will monitor weather reports to update schools.
2. The Principal and transportation supervisor, will consult regarding any changes required to regular bus schedules.
3. The Principal will notify all staff and school volunteers of the watch.
4. Designate lookouts for all sides of the building in case of a tornado watch.
5. Inform Superintendent.
6. The school will remain in normal routine unless the situation changes.
7. In the event of a tornado warning – one has been sighted:
   7.1 Use the P.A. system to alert the entire school;
   7.2 If the system fails, designate employees to alert all teachers;
   7.3 Evacuate students to sheltered areas in school – go to basement, interior hallway or room without exterior walls (if short of time, use classroom area away from doors and windows). Get under heavy furniture.
       Note: avoid windows, gyms and auditoriums with wide roofs
   7.4 Students and staff are to assume a kneeling position and cover the back of the neck and head with hands or coat to protect their eyes and heads. Face away from the area of greatest danger of flying glass.
   7.5 Teachers will determine students absent and report names to office;
7.6 School buses will not leave during a tornado warning.

8. Students and staff will return to class only after the Principal gives clearance.


**School Bus Accident**: (with injuries)

1. Verify the report with police and the Division transportation supervisor.

2. Determine who was injured, the extent of the injuries and hospitals where students have been transported.

3. Inform School Team.

4. Inform Superintendent.

5. Send appropriate staff member to hospital(s) where students have been taken.

6. For students who have been taken to hospital – notify parents or guardians of accident and the hospital where student was taken. Advise as to staff member present.

7. Contact parents of uninjured students to inform them of the accident and the arrangements for transportation.

8. Prepare a statement for the media and a fact sheet to respond to telephone inquiries.

9. The school counsellor, in consultation with the Clinical Team Leader, will assess the needs of friends and classmates of the injured and will ensure that the necessary supports are available.

10. Debrief School Team and plan any required follow up.


**Water System Failure**:

1. Inform Facilities Manager.

2. Inform Superintendent.

3. If the emergency requires an early school closure, follow Division procedures under Emergency School Closure.

**Water System Contamination**

1. Alert staff and students.

2. Ensure no contaminated drinking water is consumed (shut off water to building if necessary).

3. Seek medical assistance, if required.

4. Inform Facilities Manager.


7. Preserve a sample of the water for public health analysis.

8. If the emergency requires an early school closure, follow Division procedures under
Emergency School Closure.


**Appendix #1 – Safe And Caring School Environmental Scan**

This scan (Adapted from Positive school discipline: audit questionnaire (pp. 1-2), by the Ontario Ministry of Education and Training, Violence Prevention Secretariat, 1994, Toronto, ON: Ontario Ministry of Education and Training, Violence Prevention Secretariat. © Queen's Printer for Ontario, 1994. Reproduced with permission.) will assist staffs in their efforts to determine the current situation in their schools. Nine components of the school environment are examined. The analysis of each factor will help school staffs review their efforts to provide a safe, secure and caring school environment.

Answer the following questions “Yes” or “No” with reference to your own school. Check the “Don't Know” column if appropriate.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
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<tbody>
<tr>
<td>1. Is there an effective student code of conduct in place?</td>
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<td>2. Is teaching excellence given a high focus throughout the year?</td>
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<td>3. Are teachers generally consistent with each other in handling student misbehaviour?</td>
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<td>4. Do parents and students regard the school as a caring and inviting place?</td>
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<td>5. Are support staff members provided with opportunities to update their skills and qualifications?</td>
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<td>6. Does the school have a good relationship with such community agencies as social services and the police?</td>
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<td>7. Are all students treated with respect and dignity, regardless of religious, ethnic or racial background?</td>
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<td>8. Do those students who need it receive specific training in how to behave (social skills training, anger management)?</td>
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<td>9. Are adequate arrangements in place to supervise students who have to be temporarily removed from the classroom?</td>
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<td>10. Does your school have an active public relations program?</td>
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<th>Yes</th>
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<tr>
<td>11. Do staff members model appropriate attitudes and behaviours for students?</td>
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<td>12. Is an effort made to develop and implement mentorship programs for students?</td>
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Living Waters Catholic Regional Division No. 42
Administrative Procedures Manual
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<tr>
<th>Question</th>
<th>Yes</th>
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<td>Are regular opportunities provided for students with special needs, including students who are gifted and talented, to receive individual attention?</td>
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<td>Does your school provide any social skills development programs to students, such as incorporating the ATA Safe and Caring Schools materials into the curriculum?</td>
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<td>Is there a concerted effort to identify students with emotional, social and/or behavioural problems early and to ensure these problems are addressed?</td>
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<td>Do staff members care about students and celebrate their successes?</td>
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<td>Do students generally treat each other with respect?</td>
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<td>Are student records and files secure against unauthorized access?</td>
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<td>Have members of the community, other than parents, been involved in reviewing school discipline policies and procedures?</td>
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<td>Are girls and boys expected to adhere to the same standard of conduct and subject to the same range of consequences for misbehaviours?</td>
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<td>Is time spent in assemblies and/or classrooms making sure that all aspects of the school's code of conduct are carefully explained?</td>
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<td>Does the staff make a concerted effort to identify and deal appropriately with all incidents of bullying and harassment?</td>
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<td>Does the administration assume a positive leadership role in dealing with serious behavioural and/or academic concerns?</td>
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<td>Do teachers set high expectations for student learning?</td>
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<td>Are arrangements in place to adequately supervise the school building and grounds?</td>
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<td>Does the school conduct fire and other emergency drills that involve the assistance of the municipality?</td>
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<td>Does the school district provide professional development opportunities for teachers?</td>
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<td>Are students from other cultures given particular help when it comes to understanding the school norms?</td>
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<td>Can all students accused of misbehaviour expect a fair hearing before a consequence is given?</td>
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<td>Is there a reasonable range of consequences available to teachers when students create difficulties?</td>
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<td>Are extra efforts made to make the school a clean, well-maintained, welcoming place?</td>
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<td>Question</td>
<td>Yes</td>
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<td>32. Are religious, ethnic or racial leaders in the community consulted in regard to student conduct (expectations, mentorship)?</td>
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<td>33. Do members of the school staff consider themselves to be important members of the larger school community?</td>
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<td>34. Does your school involve health care workers, social workers and/or psychologists in planning programs for students with special needs?</td>
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<td>35. Do you have special days or activities set aside to build student and staff cohesion and team spirit?</td>
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<td>36. Is a regular safety audit completed of the school facilities and grounds?</td>
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<td>37. Would you describe most of the classrooms in your school as dynamic centres of learning?</td>
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<td>38. Do you have clear and effective avenues of referral for problematic students?</td>
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<td>39. Would staff members generally respond negatively to jokes in the staff room that are derogatory toward other individuals or groups?</td>
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<td>40. Do various members of the staff value the contributions of other staff regardless of their designation or assignment?</td>
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<td>41. Does the school promote and support ongoing community involvement?</td>
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<td>42. Are thefts and/or acts of vandalism kept to a minimum by effective prevention and intervention actions?</td>
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<td>43. Is &quot;emergency&quot; support readily available if staff call the office?</td>
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<td>44. Does your school work directly with parents of students with problems to help them modify their children’s behaviour?</td>
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<td>45. Are there any forms of counselling offered to students?</td>
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<td>48. Does the development of student competence in reading get widespread attention and support?</td>
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<td>49. Do teachers understand and respond to different student learning styles and expressions of intelligence?</td>
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<tr>
<td>50. Is respect for various cultures in the community visible in the school (pictures, artifacts, assemblies, etc.)?</td>
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<tr>
<td>51. Would you say that a problem-solving (what could you do better next time) attitude is generally taken when students misbehave?</td>
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52. Do you involve members of the community to help with students who are having problems (work programs, police, support groups)?

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53. Are all students given the opportunity and encouraged to take leadership roles around the school on a regular basis?

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54. Do staff members care about each other and work together as members of a team?

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- TOTAL

**Don’t Know Responses**

An analysis of the “Don’t Know” response provides school staff with information on the effectiveness of the school's internal and external communication programs. For some respondents, “Don’t Know” are to be accepted as an appropriate response.

For a further analysis, see the following page. To determine areas of strengths and weaknesses, circle the “Yes” answers and cross out the “No” answers on the charts. For “Don’t Know” use a square or question mark over the corresponding number.
Safe and Caring School Scan: Analysis

Nine essential components of the school environment are identified below. These help to identify the specific factors which contribute significantly to a safe, secure and caring school environment.

<table>
<thead>
<tr>
<th>A</th>
<th>Caring and Respectful Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>16</td>
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<td>17</td>
<td>22</td>
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<td>31</td>
<td>53</td>
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<thead>
<tr>
<th>B</th>
<th>Safe and Secure Environment</th>
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</thead>
<tbody>
<tr>
<td>18</td>
<td>25</td>
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<td>36</td>
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<thead>
<tr>
<th>C</th>
<th>Effective Discipline Procedures</th>
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<td>3</td>
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<td>9</td>
<td>29</td>
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<td>30</td>
<td>46</td>
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<thead>
<tr>
<th>D</th>
<th>Focus on Teaching and Learning</th>
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<td>2</td>
<td>13</td>
</tr>
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<td>24</td>
<td>37</td>
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<td>48</td>
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<tr>
<th>E</th>
<th>Equity, Fairness and Tolerance</th>
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<td>7</td>
<td>20</td>
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<td>28</td>
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<td>39</td>
<td>50</td>
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<thead>
<tr>
<th>F</th>
<th>Supportive Strategies</th>
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<tbody>
<tr>
<td>12</td>
<td>21</td>
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<td>34</td>
<td>35</td>
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<td>45</td>
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<tr>
<th>G</th>
<th>Behaviour Management &amp; Skills Development</th>
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<tbody>
<tr>
<td>8</td>
<td>14</td>
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<td>15</td>
<td>38</td>
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<td>44</td>
<td>51</td>
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<tr>
<th>H</th>
<th>Staff Development, Roles &amp; Relationships</th>
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<td>11</td>
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<td>23</td>
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<td>54</td>
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<tr>
<th>I</th>
<th>Positive School-Community Relationships</th>
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<tbody>
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<td>6</td>
<td>10</td>
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<tr>
<td>19</td>
<td>26</td>
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<td>33</td>
<td>41</td>
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The following pages identify the questions related to each component and elaborate on the significance of each.
### Safe And Caring School Scan: Components

#### A  Caring and Respectful Environment

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>4.</td>
<td>Do parents and students regard the school as a caring and inviting place?</td>
</tr>
<tr>
<td>16.</td>
<td>Do staff members care about students and celebrate their successes?</td>
</tr>
<tr>
<td>17.</td>
<td>Do students generally treat each other with respect?</td>
</tr>
<tr>
<td>22.</td>
<td>Does the staff make a concerted effort to identify and deal appropriately with all incidents of bullying and harassment?</td>
</tr>
<tr>
<td>31.</td>
<td>Are extra efforts made to make the school a clean, well-maintained, welcoming place?</td>
</tr>
<tr>
<td>53.</td>
<td>Are all students given the opportunity and encouraged to take leadership roles around the school on a regular basis?</td>
</tr>
</tbody>
</table>

A caring school, and classrooms that reflect respect and genuine concern for all students, are the first and most critical components of a positive school environment. Students, particularly those from troubled and/or dysfunctional environments, must have a sense of belonging in the school if teachers are going to be able to influence students’ behaviour and/or their views of themselves and others. A caring respectful environment is free from the risk of direct and indirect violence. A climate of genuine interest in the well-being of all students and staff promotes socially respectful and responsible behaviours. Violent incidents are rare in such a positive environment.

#### B  Safe and Secure Environment

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>18.</td>
<td>Are student records and files secure against unauthorized access?</td>
</tr>
<tr>
<td>25.</td>
<td>Are arrangements in place to adequately supervise the school building and grounds?</td>
</tr>
<tr>
<td>36.</td>
<td>Is a regular safety audit completed of the school facilities and grounds?</td>
</tr>
<tr>
<td>42.</td>
<td>Are thefts and/or acts of vandalism kept to a minimum by effective prevention and intervention actions?</td>
</tr>
<tr>
<td>43.</td>
<td>Is “emergency” support readily available if staff call the office?</td>
</tr>
<tr>
<td>47.</td>
<td>Is information about potentially violent students distributed to staff on a need-to-know basis?</td>
</tr>
</tbody>
</table>

Boards are required to provide a safe environment for students and staff. The security of records and confidential information must also be assured. Damage to public and personal property must be prevented and when it occurs, vandalism and/or theft must be appropriately dealt with. If staff and student are provided with a clean, safe and secure school facility, they will take pride in maintaining it.

#### C  Effective Discipline Procedures
1. Is there an effective student code of conduct in place?

3. Are teachers generally consistent with each other in handling student misbehaviour?

9. Are adequate arrangements in place to supervise students who have been temporarily removed from the classroom?

29. Can all students accused of misbehaviour expect a fair hearing before a consequence is given?

30. Is there a reasonable range of consequences available to teachers when students create difficulties?

46. Are parents involved in reviewing the school's code of conduct?

Ambivalence and inconsistency undermine effective school discipline. The code of conduct can serve as a tangible expression of what the expectations, parameters and consequences are for those who work together in a school. The discipline process must be a model of fairness, and consequences for misbehaviour must be seen as reasonable and appropriate. Early detection, combined with serious efforts to teach appropriate, responsible and respectful behaviours, can prevent serious problems.

D Focus on Teaching and Learning

2. Is teaching excellence given a high focus throughout the year?

13. Are regular opportunities provided for students with special needs, including students who are gifted and talented, to receive individual attention?

24. Do teachers set high expectations of student learning?

37. Would you describe most of the classrooms in your school as dynamic centers of learning?

48. Does the development of student competence in reading get widespread attention and support?

49. Do teachers understand and respond to different student learning styles and expressions of intelligence?

Sometimes, the learning opportunities for young people are seen as part of a distinct and separate agenda from the management of student conduct. In fact, these two are closely linked. Students who experience academic failure are frustrated or bored may become problem members of the school community. Good teaching and high expectations of student learning are significant contributors to the development of responsible and respectful behaviours in students.

E Equity, Fairness and Tolerance

7. Are all students treated with respect and dignity, regardless of religious, ethnic or racial background?
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
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<tbody>
<tr>
<td>20.</td>
<td>Are girls and boys expected to adhere to the same standard of conduct and subject to the same range of consequences for misbehaviours?</td>
</tr>
<tr>
<td>28.</td>
<td>Are students from other cultures given particular help when it comes to understanding the school norms?</td>
</tr>
<tr>
<td>32.</td>
<td>Are religious, ethnic or racial leaders in the community consulted in regard to student conduct (expectations, mentorship)?</td>
</tr>
<tr>
<td>39.</td>
<td>Would staff members generally respond negatively to jokes in the staff room that are derogatory toward other individuals or groups?</td>
</tr>
<tr>
<td>50.</td>
<td>Is respect for various cultures in the community visible in the school (pictures, artifacts) assemblies, etc.?</td>
</tr>
</tbody>
</table>

Racism, sexism and general intolerance toward others are grist for the mill of antisocial and aggressive behaviour. Teachers must model fairness, tolerance and respect for individual differences and insist on appropriate conduct by students. Principals are to overtly celebrate the cultural and human diversity in the community to model acceptance and promote belonging.

F Supportive Strategies

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
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<tbody>
<tr>
<td>12.</td>
<td>Is an effort made to develop and implement mentorship programs for students?</td>
</tr>
<tr>
<td>21.</td>
<td>Is time spent in assemblies and/or classrooms making sure that all aspect of the school’s code of conduct are carefully explained?</td>
</tr>
<tr>
<td>34.</td>
<td>Does your school involve health care workers, social workers and/or psychologists in planning programs for students with special needs?</td>
</tr>
<tr>
<td>35.</td>
<td>Do you have special days or activities set aside to build student and staff cohesion and team spirit?</td>
</tr>
<tr>
<td>45.</td>
<td>Are any forms of counselling offered to students?</td>
</tr>
<tr>
<td>52.</td>
<td>Do you involve members of the community to help with students who are having problems (work problems, police, support groups)?</td>
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Effective discipline and violence-prevention strategies must be creatively determined by school staff. It is important that a variety of strategies be utilized since different strategies are effective with different students. Communication of expectations is an important component. The goal of the process must be to bring about and/or support prosocial, responsible and respectful behaviour in students.

G Behaviour Management and Skills Development

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
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<tbody>
<tr>
<td>8.</td>
<td>Do those students who need it receive specific training in how to behave (social skills training, anger management)?</td>
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<tr>
<td>14.</td>
<td>Does your school provide any social skills development to students, such as incorporating the ATA Safe and Caring Schools materials into the curriculum?</td>
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</tbody>
</table>
15. Is there a concerted effort to identify students with emotional, social and/or behavioural problems early and to ensure these problems are addressed?

38. Do you have clear and effective avenues of referral for problematic students?

44. Does your school work directly with parents of students with problems to help them modify their children’s behaviour?

51. Would you say that a problem-solving (what could you do better next time) attitude is generally taken when student misbehave?

Often, today’s schools must work as much with social and emotional development as with academic development. Opportunities must be provided in the regular curriculum for learning about violence prevention, conflict resolution, interpersonal relationships and social values. These opportunities are best provided in all subject areas when supported by specific learning resources, such as the ATA Safe and Caring School materials. Whether dealing with learning mathematics or anger management, the teacher must see the student as having the potential to do better. Teachers need to work together with parents to modify the unacceptable behaviour of students.

### Staff Development, Roles and Relationships

5. Are support staff members provided with opportunities to update their skills and qualifications?

11. Do staff members model appropriate attitudes and behaviours for students?

23. Does the administration assume a leadership role in dealing with serious behavioural and/or academic concerns?

27. Does the school district provide professional development opportunities for teachers?

40. Do various members of the staff value the contributions of other staff regardless of their designation or assignment?

54. Do staff members care about each other and work together as members of a team?

Schools where the adults work together as a team toward the achievement of commonly held goals are characterized as less stressful and more satisfying places to work. Students learn better and behave more appropriately in this environment. If the employer recognizes and responds to the professional development needs of staff members, they will be able to keep abreast of current issues in education, such as violence in schools. They will feel more confident in addressing these issues in their schools. The relationships among staff members, and between staff and students must be characterized by mutual respect, trust and harmony.

### Positive School-Community Relationships

6. Does the school have a good relationship with such community agencies as social services and the police?

10. Does your school have an active public relations program?
19. Have members of the community, other than parents, been involved in reviewing school discipline policies and procedures?

26. Does the school conduct fire and other emergency drills that involve the assistance of the municipality?

33. Do members of the school staff consider themselves to be important members of the larger school community?

41. Does the school promote and support ongoing community involvement?

Schools are not able to operate effectively in isolation from the community. To cope with current social, political and economic pressures, principals must rely upon extensive and continuing support from community members and agencies. If positive, reciprocal relationships are established over time, the school will receive strong support and approval from the community. An “our school – our community” mutual support relationship are to be promoted. This support will continue as long as the school is seen to provide a quality education in a safe, secure and caring environment.

Follow-up

Staff can use the results of this safe and caring school scan to guide their efforts to provide a safe, secure and caring school environment. Each school is unique and this must be considered as the information provided by the scan is translated into action at the school level. Safe and Caring Schools: Outcomes lists corresponding outcomes related to the Safe and Caring School Scan. These outcomes provide school staff with a means to set priority areas and/or specific goals.

**Appendix #2 – Forms**
- Critical Incident Report
- Threat Incident Report
- Critical Incident Fact Sheet
- Record Of Assignments
- Log Of Events
- Student Count Form
- Staff Count Form
- Transported To Hospital Form
- Vehicle Record
- Messenger Memo

**Appendix #3 – Supplies**

**Emergency Supplies List**

**Communications:**
- Megaphones
- Cell phones (ensure access to)
- Radios (battery)
• Flashlights
• Camera
• Staff and Student Directory
• Handbook for Prevention and Management of Critical Incidents.
• Emergency Administration Identification Apparel

Medical:
• Emergency First Aid Kit

Disaster Supplies School Evacuation

Note: Use envelope system to arrange materials. Package materials in an envelope or folder, by emergency function, in order of priority. Each envelope contains the supplies needed to perform a specific emergency response.

* Communication equipment, as available, is to be distributed to those responsible for emergency functions who will need to maintain communication with Emergency Administration. Arrangements to obtain additional equipment are to be established with local resources – i.e. the Director of Disaster Services for the municipality.

1. Emergency Administration
   • Check Sheet for Principal
   • Record of Assignments Form
   • Log of Events Form
   • Messenger Forms
   • Emergency Administration Identification Apparel

2. Emergency Communications
   • Check Sheet for School Secretary
   • Emergency Memos

3. Evacuation Marshal
   • Check Sheet for Evacuation Marshal
   • Student Count Sheet
   • Staff Count Sheet
   • Messenger Memos
   • Vehicle Record Form
   • Evacuation Marshal Identification Apparel
   • Map of School

4. Traffic Control and Security
   • Check Sheet for Traffic/Security Supervisor
   • Traffic Controllers/Guards Duty Sheet
   • Messenger Memos
   • Traffic Control and Security Identification Apparel
   • Map of School Periphery
5. First Aid
   - Check sheet for First Aider
   - Messenger Memos
   - Transported to Hospital Form
   - First Aid Identification Apparel
   - Material Safety Data Sheets
   - First Aid Kits. Emergency medications as approved by School Board Medical Director
   - Map of School

Disaster Supplies Reception of Evacuees

Note: Use envelope system to arrange materials. Package materials in an envelope or folder, by emergency function, in order of priority. Each envelope contains the supplies needed to perform a specific emergency response.

* Communication equipment, as available, should be distributed to those responsible for emergency functions who will need to maintain communication with Emergency Administration. Arrangements to obtain additional equipment should be established with local resources – i.e. the Director of Disaster Services for the municipality.

1. Emergency Administration
   - Check Sheet for Principal
   - Record of Assignments Form
   - Log of Events Form
   - Messenger Forms
   - Emergency Administration Identification Apparel
   - Map of School

2. Emergency Communications
   - Check Sheet for School Secretary
   - Emergency Memos

3. Reception Marshal
   - Check Sheet for Reception Marshall
   - Messenger Memos
   - School Floor Plan – shows areas assigned for evacuees
   - Reception Marshall Identification Apparel
   - Reception Staff Identification Apparel
   - Map of School

4. Traffic Control and Security
   - Check Sheet for Traffic/Security Supervisor
   - Traffic Controllers/Guards Duty Sheet
   - Messenger Memos
   - Traffic Control and Security Identification Apparel
   - Map of School Periphery

5. Emergency Food Services
Disaster Supplies Off-Site Emergency

Note: Use envelope system to arrange materials. Package materials in an envelope or folder, by emergency function, in order of priority. Each envelope contains the supplies needed to perform a specific emergency response.

1. Emergency Administration
   • Check Sheet for Principal
   • Record of Assignments Form
   • Log of Events Form
   • Messenger Forms
   • Emergency Administration Identification Apparel

2. Emergency Communications
   • Check Sheet for School Secretary
   • Emergency Memos

3. Emergency Site Liaison
   • Check Sheet for Vice-Principal
   • Field Trip Manifest – collected from School Office
   • Messenger Memos
   • Emergency Site Liaison Identification Apparel
   • Map of School

4. Traffic Control and Security
   • Check Sheet for Traffic/Security Supervisor
   • Traffic Controllers/Guards Duty Sheet
   • Messenger Memos
   • Traffic Control and Security Identification Apparel
   • Map of School Periphery

Appendix #4 – Checklists

Check Sheet #1 – School Evacuation - Principal Designate

Emergency Administration

Purpose
1. To provide direction for the evacuation of students and staff.
2. To provide direction for relocation to a safe external holding area.
3. To assign available staff to key responsibilities.

**Implementation**

Communication equipment is to be distributed to those emergency functions who will need to maintain communication with Emergency Administration.

1. Wear the Emergency Administration Identification Apparel to identify you as the person-in-charge.
2. Assign a staff member to initiate emergency communication procedures as listed in Check Sheet #2 - School Evacuation - School Secretary.
3. Assign a staff member to initiate evacuation procedures as listed in Check Sheet #3 – School Evacuation Assistant Principal or Designate.
4. Assign a staff member to meet and direct external emergency response personnel to the person-in-charge.
5. Ensure that a messenger(s) is assigned to you. Assign personnel to maintain the:
   5.1 Log of Events, and
   5.2 Record of Assignments
6. Assign a staff member to coordinate first aid care as listed in Check Sheet #13 – School Evacuation - Senior First Aider.
7. Assign a staff member to coordinate traffic control and security as listed in Check Sheet #4 – Traffic Control and Security - Traffic/Security Supervisor. Ensure additional staff are assigned to support this function.
8. Assign a staff member to collect the attendance records, health records and ________________ records, and to proceed to the Collection Area located at (essential administrative)
    ________________
    (location)
9. Be prepared to meet with the Emergency Site Management personnel to assist in the coordination of the overall management of the incident.
10. Ensure that the names of all evacuated students have been recorded on the Student Count Sheet.
11. Ensure that the names of all evacuated staff have been recorded on the Staff Count Sheet.
12. Ensure that the names of all students or staff who have been transported by ambulance or private vehicle to a hospital, and the name of the hospital to which they have been taken, is recorded on the Transported to Hospital Record.
13. Ensure that the physical plant has been shut down.
14. Notify the Superintendent when all students and staff have left the school premises.
Check Sheet #2 - School Evacuation - School Secretary

Emergency Communications

Purpose
1. To alert staff.
2. To alert external agencies.
3. To alert parents and guardians.

Implementation
1. Ensure that you have the Emergency Communications Supplies (Appendix #3 – Supplies).
2. Request all parents/volunteers to report to Emergency Administration in
   __________________________. Use the public address system. If not functional, use
   (name of room)
   __________________________.
   (equipment)

3. Alert the Division Office by notifying the Corporate Secretary at
   Phone: 223-3547
   Yes/No
4. Confirm/advising location of external holding area
   Yes/No

Request activation of Emergency Public Information

5. Alert the Director of Disaster Services
   Alternate number is
   OR Deputy Director of Disaster Services
   ____________ Yes/No

6. Alert the (name of external holding area)
   ____________ Yes/No

7. When all these agencies have been notified, give this checklist to the person-in-charge at Emergency Administration.

Check Sheet #3 – School Evacuation Assistant Principal or Designate

Evacuation Marshall

Purpose
1. To ensure that all students and staff are accounted for.
2. To coordinate transportation of students and staff to external holding area.
Implementation

1. Ensure that you have the Evacuation Marshal Supplies (Appendix #3 – Supplies).
2. Wear the Evacuation Marshal Identification Apparel.
3. Notify home room teachers and heads of other departments when they are to commence external evacuation of the students and staff:
   3.1 Confirm the location of the external Collection Area is ________________
       (building and address)
       if necessary, select an alternate in consultation with Emergency Administration).
   3.2 Advise staff if there are any exceptions to the practiced evacuation drill procedures.
   3.3 Use the public address system. If not functional, alternate is ________________.
       (equipment)
4. Establish radio communications with Emergency Administration and with the Emergency Transportation Manager at Division Office.
5. Establish a staging area for vehicles. Additional personnel to assist with traffic control should be requested from Emergency Administration.
6. Collect Student Count Sheet and Staff Count Sheet from each home room teacher and department head, and check against the student and staff attendance record.
7. Inform emergency response personnel of missing students or staff.
8. Complete a Vehicle Record Form for each vehicle dispatched with students and staff.
9. Ensure the driver of each vehicle knows the address, telephone number, and the route to the ________________ to which the students and staff are to be transported.
   (external holding area)
10. Notify Emergency Administration if there are any students or staff not accounted for.
11. Report to Emergency Administration when all students and staff have been transported.

Check Sheet #4 – Traffic Control and Security - Traffic/Security Supervisor

Off-Site Emergency

Purpose

1. To prevent unauthorized persons from entering school premises.
2. To maintain an orderly flow of vehicles entering the school grounds.

Implementation

1. Ensure you have the Traffic Control and Security supplies. (Appendix #3 – Supplies).
2. Wear the Traffic Control and Security Identification Apparel.
3. Station yourself at the ____________________ and prepare to assign Traffic (location)
   Controllers/Guards at the following locations:
   ________________________________ ______________________________
   ________________________________ ______________________________

4. Give the Traffic Controllers/Guards their duty sheets and supplies, and record their postings on the facility map.

5. Emphasize that:
   Parking for staff is ________________________________
   Parent and guardian parking is ________________________________
   Traffic flow is ________________________________

6. If any person attempts to enter the school property and does not have the appropriate identification, notify the person-in-charge at Emergency Administration.

7. If additional assistance or police resources are required, notify the person-in-charge at Emergency Administration.

8. Maintain traffic control and security measures until advised by Emergency Administration.

Check Sheet #5 – Reception of Evacuees - Principal or Designate

Emergency Administration

Purpose
1. To coordinate school responsibilities for the reception of evacuees from an emergency or disaster event.
2. To assign available staff to key responsibilities.

Implementation
1. Partial implementation only, e.g. tasks 1, 2, & 6, is required if the school is being used as a Reception Center by the municipality.
2. Communication equipment is to be distributed to those emergency functions who will need to maintain communication with Emergency Administration.
3. Wear the Emergency Administration Identification Apparel to identify you as the person-in-charge.
4. Assign a staff member to initiate communication procedures as listed in Check Sheet #2 - School Evacuation - School Secretary. Outside School hours, phone ____________________ at ____________________ at ____________________.
   (name of position)
5. Assign a staff member to initiate reception marshal procedures as listed in Check Sheet #3 – School Evacuation Assistant Principal or Designate.

6. Ensure that ___ Messenger(s) are assigned to you. Assign personnel to maintain the:

   (#)
   6.1 Log of Events
   6.2 Record of Assignments

7. Assign a staff member to coordinate traffic control and security procedures as listed in Check Sheet #4 – Traffic Control and Security - Traffic/Security Supervisor. Ensure additional staff are assigned to assist this function.

8. Establish and maintain communication with the person-in-charge of the evacuee group.

9. Assign a staff member to coordinate food services for the evacuees, if necessary.

10. Be prepared to provide information to the Division Emergency Public Information Manager.

11. Notify the Superintendent of number of evacuees received.

12. Notify the Superintendent when the evacuees have left the school premises.

---

**Check Sheet #6 – Reception of Evacuees - School Secretary**

Emergency Communications

**Purpose**

1. To alert school staff.
2. To alert external agencies.

**Implementation**

1. Ensure that you have the Emergency Communications Supplies. (Appendix #3 – Supplies).

2. During School Hours

   2.1 Use the public address system and announce:

      2.1.1 The reception of Evacuees Plan has been activated.

      2.1.2 The following staff ___________________________ should report to the
      (Safety/Security, Custodian, Food Service office.

3. Staff using are _______________ to relocate to _______________.

   (Rooms #, #, #)       (Rooms #, #, #)

4. All other staff are to continue with their regular classes.
5. Alert the Living Waters Board

By notifying Superintendent 778-5666 Yes/No

Request activation of Emergency Public Information Yes/No

6. Outside School Hours

6.1 Alert the Custodian ____________ Yes/No

6.2 Alert the Safety/Security Officer ____________ Yes/No

6.3 Alert the Food Services Coordinator ____________ Yes/No

6.4 Alert the Living Waters Board 778-5666 Yes/No

By notifying Superintendent

7. Alert the Director of Disaster Services ____________ Yes/No

8. When all of these agencies have been notified, give this check sheet to the person-in-charge at Emergency Administration.

Check Sheet #7 – Reception Marshall - Reception of Evacuees

Purpose

1. To receive the evacuees and direct them to assigned rooms and facilities.

Implementation

1. Ensure you have the Reception Marshall supplies. (Appendix #3 – Supplies).


3. Ensure you have radio communication with Emergency Administration.

4. Ensure you have ___ staff assigned to you.

5. Station reception staff at the following locations:

   _______________________________________
   _______________________________________
   _______________________________________

6. Emphasize that:

   8.1 Evacuees will be using _________________.

   (Rooms #, #, #)

   8.2 Evacuees will enter the school via ________________ entrance.

   (Name)
7. Ensure that the rooms and other facilities assigned to the evacuees have been vacated.
8. Advise Emergency Administration when all evacuees have been received.

Check Sheet #8 – Traffic Control and Security Reception of Evacuees

Purpose
1. To prevent unauthorized persons from entering the school premises.
2. To maintain an orderly flow of vehicles entering the school grounds.

Implementation
1. Ensure you have the Traffic Control and Security Supplies. (Appendix #3 – Supplies).
2. Wear the Traffic Control and Security apparel.
3. Station yourself at the ____________________ and prepare to assign Traffic Controllers/Guards at the following locations:
   ____________________
   ____________________
   ____________________
Give the Traffic Controllers/Guards their duty sheets and supplies, and record their postings on the facility map.

5. Emphasize that:
   5.1 The evacuees will enter the school via ____________________ – entrance. (Name)
   5.2 Traffic flow is – ____________________.
       (Entrance and Exit)
   5.3 The staging area for vehicles is located at ____________________.
       (Location)
   5.4 If any person attempts to enter the school property and does not have the appropriate identification, notify the person-in-charge at Emergency Administration.
6. If additional assistance or police resources are required, notify the person-in-charge at
Check Sheet #9 – Reception of Evacuees - Food Coordinator

Emergency Food Services

Purpose
1. To coordinate food service for the evacuees.

Implementation
1. Ensure you have the Emergency Foods Services Supplies. (Appendix #3 – Supplies).
2. Wear the Emergency Food Services Identification Apparel.
3. Determine the number of evacuees received and number expected from Emergency Administration.
4. Assign staff to arrange refreshments and snacks for arrival of evacuees.
5. Meet with person-in-charge of evacuee group to determine special dietary needs.
6. Obtain emergency food supplies by contacting ____________________ at ____________________
   ((name of person & organization))
   (telephone #)
7. If additional staff are needed, contact Emergency Administration.
8. Maintain a record of supplies used and meals provided.

Check Sheet #10 – Off-Site Emergency - Principal or Designate

Purpose
1. To coordinate communication with, and to assist, the emergency response agencies.
2. To assist with reuniting students and staff with their families.
3. To assign valuable staff to key responsibilities.

Implementation
* Communication equipment is to be distributed to those emergency functions who will need to maintain communication with Emergency Administration.
1. Wear the Emergency Administration Identification Apparel to identify you as the person-in-charge.
2. Contact the Director of Disaster Services (or alternate) of the municipality where the emergency has occurred. (Name and telephone number available from Alberta Government 24 – Hour # at 1-800-272-9600).
3. If there are casualties, obtain address and telephone number of the Casualty Information Centre.
4. Assign a staff member to initiate emergency communication procedures as listed in Check Sheet #2 - School Evacuation - School Secretary.

5. Assign a staff member to initiate site liaison procedures as listed in Check Sheet #3 – School Evacuation Assistant Principal or Designate. Provide him/her with information obtained from the Director of Disaster Services of the municipality where the emergency has occurred.

6. Ensure that __ Messengers have been assigned to you. Assign personnel to (#) maintain the:
   6.1 Log of Events
   6.2 Record of Assignments

7. Assign a staff member to coordinate traffic control and security as listed in Check Sheet #5 – Reception of Evacuees – Principal or Designate. Ensure __ (#) additional staff are assigned to support this function.

8. Ensure that you have the listing of students and staff who were on the field trip.

9. Be prepared to attend at the municipal Emergency Operations Centre to assist in the coordination of the overall management of the incident.

10. Assign extra staff to the School Switchboard. Advise that the location and telephone number of the Casualty Information Centre is: - ____________________________.
    ((name of building, address and telephone #)

11. Maintain contact with the Superintendent. Be prepared to provide information for news releases.

Check Sheet #11 – Off-Site Emergency - School Secretary

Purpose
1. To alert staff.
2. To alert external agencies.
3. To alert parents and guardians.

Implementation
1. Ensure that you have the Emergency Communications Supplies (Appendix 3 - Disaster Supplies).
2. Alert the Living Waters Division No. 42 School Board by:

<table>
<thead>
<tr>
<th></th>
<th>Phone</th>
<th>Notified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notifying Superintendent</td>
<td>778-5666</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Request activation of Emergency Public Information</td>
<td>______</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Alert the Director of Disaster Services</td>
<td>______</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>
Alternate numbers are:  
____________________

4. When all these agencies have been notified, give this check sheet to the person-in-charge at Emergency Administration.

*Check Sheet #12 – Off-Site Emergency – Assistant Principal or Designate*

Emergency Site Liaison

**Purpose**

1. To liaise with the emergency response agencies at the emergency site.

**Implementation**

1. Ensure that you have the Emergency Site Liaison Supplies. (Appendix #3 – Supplies).
2. Wear the Emergency Site Liaison Identification Apparel as appropriate.
3. Ensure you have a means of communication with the School Emergency Administration and the Emergency Transportation Manager at the Living Waters Division No. 42.
4. Proceed, where possible, to the municipality where the emergency has occurred.
5. Establish contact with the Director of Disaster Services for the municipality. (Name and number available from the Alberta Government 24 Hour # at 1-800-272-9600).
6. Using the School Field Trip manifest, determine if all students and staff have been accounted for. (Advise the municipal Director of Disaster Service if there are students and/or staff unaccounted for).
7. Provide information on the location and status of students and staff to Emergency Administration.
8. Remain in the municipality until directed otherwise by Emergency Administration.

*Check Sheet #13 – School Evacuation - Senior First Aider*

**Purpose**

1. To provide emergency medical care for injured students and staff until relieved by emergency services personnel.

**Implementation**

1. Ensure you have the First Aid Supplies. (Appendix #3 – Supplies).
2. Collect the First Aid Kit(s).
3. Wear the First Aid identification apparel.
4. Position yourself at ____________________, or as directed by the person-in-charge.
(Location) at Emergency Administration.

5. Assign available staff to provide first aid to casualties.

6. Meet emergency medical services personnel on arrival and provide details on number and status of casualties.

7. Record the name(s) of students and/or staff taken to hospital and the name of the hospital, on the Transported to Hospital Record.

8. Report to Emergency Administration when all injured students and staff have left the site.
EMERGENCY PREPAREDNESS

Background

It is important to provide students and staff with a safe and caring learning/teaching environment. The Division shall take every possible precaution to be prepared for emergencies.

Procedures

1. A Division Critical Incident Handbook (Appendix) has been developed and provided to all schools and is available on the Division website.

2. The Superintendent or designate will be responsible for keeping the online manual current.

3. All principals are required to develop a strategy for emergency response. The strategy must address items as set out in the Division Critical Incident Handbook (Appendix), including:
   3.1 Emergency procedures for staff and students when an emergency occurs within the school building and/or grounds during school hours.
   3.2 Emergency procedures for staff and students when an emergency occurs or is imminent within the community or surrounding area.
   3.3 Preventative emergency procedures when a natural disaster is imminent.

4. The Division and all its schools will have an Emergency Response Plan that addresses the following topics:
   a) Identification of potential emergencies
   b) Procedures for dealing with identified emergencies
   c) The identification and location of emergency equipment
   d) Response training requirements
   e) The location of emergency facilities
   f) Fire Protection requirements
   g) Emergency communication processes
   h) First Aide services
   i) Evacuation procedures

5. When an emergency has necessitated an early closure of a school:
   5.1 Students and staff will be removed to the designated alternative facility;
   5.2 The Principal will consult with the Supervisor of Facilities and/or the Corporate Treasurer to determine whether normal bus procedures will follow;
   5.3 If necessary, contact the transportation provider for handicapped student(s) using alternative transportation;
   5.4 When it is determined that alternate methods of transport are required, parents will be informed by telephone fan-out.
PANDEMIC RESPONSE

Background

The Division is committed to the safety and well-being of all students, staff, volunteers, contractors and visitors. Working closely with health partners and community and provincial stakeholders, the Division will help to minimize the spread of disease and societal disruption during a pandemic. The Division’s pandemic plan includes creating awareness of prevention and infection control measures, as well as sustaining core educational activities in our communities throughout the pandemic in order to minimize societal disruption.

Procedures

1. The priority during a pandemic is to keep schools open as long as it is safe to do so or unless otherwise advised or directed by public health authorities or government agencies.

2. In the event that the health and safety of all interested parties, as noted above, is at risk, the Division will consider school and site closures.

3. The Superintendent will develop, implement and monitor a Division Pandemic Plan as part of the Division Emergency Response and preparedness procedures, to facilitate business continuity, student education, communication, training, and staff coordination.

   3.1 Refer to Administrative Procedure 165- Emergency Preparedness- Appendix for specific details

4. The Superintendent will report regularly on the status of plan implementation in the event of a pandemic outbreak in North America.

Reference: Section 33, 52, 53, 196, 197, 222 Education Act
          Emergency Medical Aid Act
          Freedom of Information and Protection of Privacy Act
          Health Information Act
          Occupational Health and Safety Act
          Personal Information Protection Act
          Public Health Act
          Communicable Disease Regulation 81/2019
5.5 Adequate supervision of the students will be arranged. In those instances where students are to be sent home, every effort must be made to contact the parents before the child is dismissed from school. If unsuccessful, alternative arrangements are to be made to accommodate the child. This is especially important for elementary students.

6. In order to facilitate use of the schools during emergencies, a current list of school personnel who could provide access to the school is to be filed with the Division Office and the appropriate municipal authority.

Reference:  Section 33, 52, 53, 196, 197, 222 Education Act
           Disaster Services Act
           Fire Prevention Act
           Section 3 Government Emergency Planning Regulation
           Section 115, 116, 117, 118 Alberta Occupational Health & Safety Act
DEFIBRILLATORS

Background

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

Procedures

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

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

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

Reference: Section 18, 20, 60, 61, 113 School Act
           Emergency Medical Aid Act
NON-DISCRIMINATION

Background

The Division is a Catholic system that endeavors to embody the values and teachings of Jesus Christ. Therefore, no person in the Division shall be discriminated against on the basis of race, national or ethnic origin, colour, gender, gender identity, marital status, family status, source of income, sexual orientation, age, or mental or physical ability. Living Waters also commits to the ideals of gender equity and allows for gender expression. It is stipulated, however, that this procedure does not preclude any procedure, program, or activity that has as its aim the improvement of conditions for disadvantaged individuals or groups. For example, programs of special education for handicapped children, or special remedial programs for children with language, cultural, or learning difficulties shall not be considered “discriminatory” under the terms of this procedure. The letter and spirit of applicable human rights laws shall be carefully observed, enforced, and supported so that all members of the school community may work together in an atmosphere of tolerance and respect for individual differences.

Procedures

1. This procedure of non-discrimination shall prevail in all matters of instruction and in the provision of facilities and access for the handicapped.

2. The Division specifically prohibits the distribution of any materials based on racial or religious prejudice either inside schools or on school grounds.

3. The practices and procedures regarding recruitment, selection, employment, and/or termination of individuals shall be without prejudice or discrimination.

4. The Division encourages the inclusion of people with handicaps in its work force. To avoid possible conflicts of interest, certain restrictions are in place regarding the recruitment, selection, and supervision of immediate family members or others with whom an individual may have a “pecuniary” interest.

5. The Division employees shall provide regular messaging on inclusivity/discrimination prevention.

6. The Division shall allow for Student Records to reflect the preferred name of students and expression of gender (i.e. report cards, IPPs, and class lists and PowerSchool: Teacher reports).

7. The Division shall provide age appropriate education to students on inclusive language and behaviours permeated through all aspects of the school day/life.
8. Nothing in this Administrative Procedure is to be interpreted so as to limit or be a waiver of the Board’s or Division’s rights and powers pursuant to the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools. If any of the provisions in the Administrative Procedure conflict with the Board’s or Division’s rights and powers pursuant to the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools, the Board’s and Division’s rights and powers pursuant to the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools govern.

Reference:

Canadian Human Rights Act
Child Welfare Act
Criminal Code
Individual’s Rights Protection Act
Canadian Charter of Rights and Freedoms
Occupational Health & Safety Act
Alberta Human Rights Act
HARASSMENT

Background

The Division is committed to providing and promoting a learning and working environment which continually fosters respect for the dignity and well-being of all employees, students, trustees, parents and volunteers. Such individuals have a right to an environment free from discriminating, threatening, bullying and personal harassing, including sexual harassing behaviours. Therefore, harassment in the learning and working environment will not be tolerated and is strictly prohibited.

The Division affirms its commitment to human rights as outlined by the Alberta Human Rights Commission and thus will not tolerate actions of harassment. The Division is also committed to the investigation of reported incidents of harassment in a timely manner and the taking of any necessary action(s) or remedies as a result of an investigation.

Definitions

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

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

*Sexual harassment* is any unwelcomed behaviour, conduct or communication, directed intentionally or unintentionally at an individual which is sexual in nature which directly or indirectly affect or threaten in an adverse manner a person’s job security, prospects, promotion, earnings, or working conditions and includes but is not limited to unwelcomed physical contact (e.g. patting, pinching, rubbing, grabbing), unwelcome remarks or compromising invitations or requests, verbal abuse or display of suggestive pictures, leering, whistling, innuendoes, jokes, demands for sexual favors, stalking, embarrassing, suggestive or threatening language, displays of pornographic materials, sexting, sexual solicitation, advances or behaviour that supports a hostile or poisonous environment.
**Bullying** - any single incident or repeated incidents of unwelcome conduct, comment, or action by a person that the person knows or doesn't know will or would cause offense, humiliation or adverse effects in accordance with the Health & Safety Act.

**Working and learning environment** is the immediate school or school jurisdiction work site and may also include:

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

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

**Complainant** is a person who has reported a situation that appears to be a form of harassment related to the work and learning environment.

**Alleged harasser** is a person accused of any above form of harassment related to the work and learning environment.

**Harasser** is a person who, as a result of an investigation, has carried out any harassing behaviour.

**Procedures**

1. Employees, students, parents, volunteers, and visitors must conduct themselves in a manner which promotes and protects the best interests and well being of employees, students, co-workers, parents, volunteers and visitors.

2. An employee, student, parent, volunteer or visitor who subjects an employee, student, parent, volunteer or visitor to any form of harassment may be subject to disciplinary action up to and including dismissal from employment or exclusion from the Division learning and working environment.

3. Action may be taken against members of the public whose conduct has resulted in any form of harassment of employees, students, parents, volunteers, visitors or representatives of the Division.

3.1 An employee or student who considers that s/he has been subjected to harassment in the learning or working environment by a person who is not a student, employee, parent or volunteer for the Division, is to seek the advice of his/her immediate supervisor.
Division fulfills its responsibility to support and assist the individual who has been subjected to such alleged harassment.

4. It is the responsibility of all supervisory personnel to inform themselves and to make their employees, students, volunteers and visitors aware of this administrative procedure.

5. The School Administrators shall ensure that this administrative procedure is widely publicized and distributed among all supervisory personnel and staff members.

5.1 Principals shall ensure their staff is instructed/trained on
- the recognition of harassment
- how to recognize the signs of danger
- what to do about it
- how to report it

6. It is the responsibility of all employees, students, parents, volunteers, and visitors to help maintain a harassment-free, working and learning environment through, but not limited to, participating in education programs, reducing incidents of harassment by practicing incidents of prevention and reporting incidents of harassment as outlined in these procedures.

7. Where an employee or student believes that a fellow employee or student has experienced or is experiencing harassment in the learning or working environment, and reports this belief to his/her immediate supervisor or Principal, as the case may be, the supervisor or Principal shall meet with the person who is said to have been subjected to harassing behaviours in the learning or working environment and shall take such steps as are appropriate under this administrative procedure up to and including referral of the complaint to the Deputy Superintendent.

8. In the absence of a specific complaint, the Deputy Superintendent may initiate an independent investigation where:

8.1 There is a pattern of inquiries or complaints over which time suggests the existence of a specific problem which has been identified but not corrected;

8.2 There is reason to believe that a broader, systemic problem exists in the learning and working environment which causes, contributes to or encourages harassment;

8.3 As a result of an investigation, a specific complaint is not supported but there is reasonable evidence that a broader systemic problem exists; or

8.4 In any other circumstances the Deputy Superintendent deems it appropriate.

9. Any retaliation against an individual for:

9.1 Invoking this administrative procedure whether on their own behalf or on behalf of another individual;

9.2 Participating or cooperating in any investigation under this administrative procedure; or
9.3 Associating with a person who has invoked this administrative procedure or participated in procedures under this administrative procedure; is strictly prohibited and will be subject to discipline, up to and including dismissal from employment, or exclusion from the Division's working and learning environment.

10. If an individual has experienced retaliation, the individual must inform his/her supervisor, Principal or the Deputy Superintendent about the exact nature of the behaviour.

11. The Deputy Superintendent shall initiate an investigation into the allegations of retaliation.

12. Complaints of harassment are to be made within a reasonable period of time from the date of occurrence. Complaints which are filed more than one (1) year from the date of the occurrence may not, at the discretion of the Deputy Superintendent, be investigated.

13. Harassment inquiries or complaints are confidential and may only be disclosed to investigate and respond to a complaint and to advise the alleged harasser about the complaint and the identity of the complainant. Any unauthorized disclosure of confidential information relating to a harassment complaint may result in disciplinary action.

14. If a harassment complaint is filed in good faith, and the complainant is an employee, no permanent documentation will be placed in the complainant’s file, regardless of the outcome. However, any employee who knowingly and willfully submits a complaint based on false allegations shall be subject to disciplinary action and documentation shall be retained on his/her personnel file.

15. If an investigation determines that a complaint falsely accused another of any form of harassment, knowingly or in a malicious or vindictive manner, the complainant may be subject to disciplinary action, up to and including termination, or legal action for an employee or suspension or expulsion from school for a student.

16. This administrative procedure does not affect an individual's right to file a complaint or to respond to a complaint with the Alberta Human Rights Commission or to seek other redress as may be provided by law, or by an employee’s union or association. Complaints filed with the Alberta Human Rights Commission must be received within one (1) year of the incident. If circumstances warrant it, a charge of assault may be filed with the police.

17. Informal Resolution

If an employee, student, volunteer or visitor believes they are being harassed, s/he is to:

17.1 Immediately inform the alleged harasser of the unwelcome behaviour and tell the alleged harasser to stop. This can be done verbally or in writing stating disapproval of the alleged harasser’s behaviour and/or actions. Individuals who believe they have been the subject of harassment have a responsibility to make their objection known to the alleged harasser. Individuals can seek the support of their immediate supervisor, union or association representative as to how to proceed.
17.2 If a support staff member is not comfortable confronting the alleged harasser, an individual may contact a colleague and/or supervisor to provide informal intervention towards an acceptable resolution of the situation. Professional staff shall follow the Code of Professional Conduct. Students may obtain advice or assistance regarding strategies designed to address individual or peer harassment by contacting a teacher, a counsellor or the Principal. The use of informal intervention is not a pre-requisite to seeking a formal resolution.

17.3 Keep a record. Whether an informal process or a formal process is carried out, a written record of dates, times, places, the nature of the behaviour and the names of any people who may have witnessed the incidents is to be kept. Also, an indication of what action has been taken to stop the harassment is to be noted.

18. Formal Complaint

18.1 A formal complaint may proceed in the following instances:

18.1.1 If the complaint has not been resolved at the informal level; or
18.1.2 Should the harassment continue; or
18.1.3 The complainant, complainant’s supervisor or Deputy Superintendent believe that the formal process is more appropriate.

18.2 Filing a Formal Complaint

18.2.1 If the harassment or unfair treatment resulting from any form of harassment does not stop after speaking to the alleged harasser, or if the individual believes there are reasonable grounds, the immediate supervisor or Principal is to be contacted immediately.

18.2.2 If the supervisor or Principal is the alleged harasser, his/her immediate supervisor or, alternatively, the Deputy Superintendent is to be contacted.

18.3 When reasonable grounds exist, the individual is to make a full written and signed complaint.

18.3.1 Complaints are to be filed as soon as possible to ensure witnesses are available, details are not forgotten and the situation is resolved without delay.

18.3.2 A union or association representative may accompany an employee for consultative purposes.

18.4 A complainant is to report the complaint through a formal statement to one (1) of the following individuals:

18.4.1 Director or Supervisor.
18.4.2 Deputy Superintendent.
18.4.3 Union or Association Representative.

18.5 A complainant who is a student is to report the problem to a teacher, counselor or school administrator.
18.6 A complaint against the Superintendent is to be made in writing to the Board Chair who shall, in conjunction with legal advice, determine the appropriate procedure to be followed in the circumstances.

18.7 It is the responsibility of a teacher, counselor, school administrator, or any person supervising one (1) or more individuals to take immediate and appropriate action to report or deal with incidents of harassment of any type whether brought to their attention or personally observed.

18.8 Under no circumstances is a legitimate complaint to be dismissed or downplayed nor is the complainant to be told to deal with it personally. In the event of any form of harassment, the matter may proceed through either an informal or formal resolution. The Deputy Superintendent, or in the case of students, the Principal, may make the decision to pursue either an informal or formal resolution.

18.9 Individuals, including employees volunteers, or visitors wishing to file a formal harassment complaint are to:

18.9.1 Document the nature of the alleged harassment, the name of the alleged offender and the date(s), time(s) and location(s) of the harassment;

18.9.2 Meet with the Deputy Superintendent to review the information; and

18.9.3 File a written signed statement of complaint with the Deputy Superintendent.

18.10 All parties concerned shall treat these matters in strict confidence. Information relating to the complaint will only be disclosed to the extent necessary to investigate the complaint. The Deputy Superintendent may access legal counsel.

18.11 Formal Complaint Resolution Process

18.11.1 Upon receipt of a formal harassment complaint, and where the Deputy Superintendent determines that the complaint shall be resolved formally, the Deputy Superintendent shall:

18.11.1.1 Advise the complainant that they have the right to file a complaint with the Alberta Human Rights Commission or to report the matter to the police where there is an indication that a criminal offence may have been committed;

18.11.1.2 In the case of a possible criminal offense, and in consultation with the police, the matter may be referred to the police;

18.11.1.3 Notify the alleged harasser in writing of the complaint; provide the alleged harasser with a copy of the complaint; and inform the alleged harasser that an investigation has been initiated;

18.11.1.4 Notify the immediate supervisor(s) of the name of the alleged harasser and the name of the complainant and that a formal complaint has been filed and that an investigation is underway;

18.11.1.5 Conduct the investigation by interviewing the complainant and the alleged harasser. The investigation may also include interviews with witnesses and employees, both past and present;
18.11.1.6 Consider all pertinent information; and

18.11.1.7 Prepare an investigation report within twenty (20) working days of receiving a written complaint. If additional time is required to complete an investigation and prepare a written investigation report, the Deputy Superintendent will notify the alleged harasser and the complainant regarding the extension in the timeline.

18.11.2 The Deputy Superintendent shall make a decision to dismiss or act upon the investigation report within ten (10) working days of receiving the report.

18.11.3 If an investigation resulting from an informal or formal complaint finds sufficient evidence to support that harassment occurred, the Deputy Superintendent may determine the appropriate course of action which may include, but is not limited to:

18.11.3.1 Discipline of an employee found to have committed an act of harassment, which may range from a reprimand up to and including termination.

18.11.3.2 Referral of the matter to the appropriate legal authority with a recommendation for formal charges against the individual found to have committed an act of any form of harassment.

18.11.3.3 Referral of the victim and alleged harasser, if an employee, to the Division’s Employee Assistance Program for counselling and support.

18.11.3.4 Recommend to the victim that they seek legal advice about personal protection and/or compensation from the individual found to have committed an act of harassment.

18.11.3.5 Referral of the matter to Division legal representatives to assist in obtaining protection of employees, volunteers, parent and Division representatives.

18.11.3.6 Any combination of the above or any other action deemed appropriate to ensure the safety and well-being of affiliated personnel and the Division’s interests.

18.12 Where appropriate, the Deputy Superintendent may consult with the Alberta Human Rights Commission or legal counsel to review precedents in similar cases, in order to recommend a fair and just resolution to the matter.

18.13 The investigation report may be discussed with the immediate supervisor prior to a final decision being made.

18.14 The Deputy Superintendent shall provide a written summary of the investigation to the complainant and the harasser or alleged harasser.

18.15 All records of harassment or retaliation investigation must be kept separate from the harasser’s personnel file except where the complaint is determined to be true.

18.16 If the complaint is found to be true, the record of investigation and final disposition will be kept on the harasser’s personnel file.
18.17 If the investigation fails to disclose evidence to support the complaint, no record of
the complaint can be kept in the alleged harasser’s employee personnel file and the
Deputy Superintendent will provide a formal letter to the alleged harasser confirming that
the complaint has been dismissed.

18.18 Whether an investigation finds sufficient or insufficient evidence to support the
complaint that harassment occurred, the investigation report and supporting
documentation will be sealed and maintained in a locked and secure file only unsealed by
the Deputy Superintendent, if future allegations occur.

19. Resolution of Complaints Involving Students

19.1 Whether employees, students, volunteers, or visitors, all complaints filed shall be
handled in accordance with this administrative procedure.

19.2 A student wishing to file a formal harassment complaint is to do so in writing and:

19.2.1 Document the nature of the alleged harassment, the name of the alleged offender
and the date(s), time(s) and location(s) of the harassment;

19.2.2 Meet with the Principal to review the information; and

19.2.3 File a formal written complaint with the Principal.

19.3 Where a student is either the complainant or alleged harasser, the Principal in
consultation with the complainant, will determine whether to pursue a formal or
informal resolution as set out in this administrative procedure.

19.4 Upon receipt of a formal written harassment complaint, and where the Principal
determines that the complaint shall be resolved formally, the Principal shall;

19.4.1 Inform the complainant and alleged harasser that a complaint has been received.

19.4.2 Conduct an investigation which may consist of personal interviews with the
student complainant, the student alleged harasser and others who may
have knowledge of the incidents or circumstances that led to the complaint.

19.4.3 Notify the Deputy Superintendent of the complaint when such a complaint
involves an adult as either the complainant or alleged harasser.

19.5 The parents of the student complainant and/or student alleged harasser will be
contacted at an appropriate point during the investigation.

19.6 All parties concerned shall treat these matters in strict confidence. Information
relating to the complaint will only be disclosed to the extent necessary to investigate
the complaint. The Principal may access legal counsel.

19.7 Upon completion of an investigation, the Principal will administer appropriate
disciplinary action if harassing behaviour has occurred.

19.8 Upon completion of the investigation, the Principal will communicate the results to
both parties or to the parents as the case may be.

19.9 Records of student complaints must be kept in accordance with the Student Record
Regulation 97/2019.
20. Treatment and Mental Health Support

20.1 Staff found to be subject to harassment shall be advised to consult a health professional and that the Division often supports through extended health benefit plans, where applicable.

Reference: Section 33, 52, 53, 197, 204,222 Education Act
Alberta Human Rights Act
Child Youth and Family Enhancement Act
Employment Standards Code
Occupational Health and Safety Act
Canadian Charter of Rights and Freedoms
Canadian Human Rights Act
Criminal Code
Individual’s Rights Protection Act
Student Record Regulation 97/2019
ATA Code of Professional Conduct
Healthy Interactions
Fees Schedule

Requests are subject to charges as per Schedule 2 of the Freedom on Information and Protection of Privacy Regulation Act.

Reference: Freedom of Information and Protection of Privacy Act: Fees Schedule
FOIP Regulation AR 186/2008
SAFE AND CARING LEARNING ENVIRONMENTS FOR STUDENTS

Background

The vision of our Division speaks to students’ gifts and talents being celebrated and nurtured. As further outlined in Board Policy 1, every effort to realize this vision is guided by beliefs and values that place the well-being of students as being at the forefront of the operation of our schools. Most importantly, our passion in this regard is motivated by our core belief that all students are “gifts from God”. For this reason, the Division will ensure that each student enrolled in our schools is provided with a welcoming, caring, respectful, safe and Catholic environment that promotes the well-being of all students and fosters community support for achieving this goal. All efforts to further the safe and caring environment of a school must be in accordance with the teaching of the Catholic Church.

Rationale

1. This AP has been developed to:
   a) support and affirm the dignity of all students in every aspect of school life;
   b) improve the understanding of the lives of all students and find ways to increase respect for the dignity of each other in ways appropriate to the Catholic school setting;
   c) provide training consistent with the Catholic faith for all teachers and other staff with respect to gender identity and/or gender expression;
   d) provide resources consistent with Catholic teaching, to support students who require assistance as a result of their gender identity and/or gender expression.

Definitions

_Bullying_ is hereby defined to respond to the Board’s responsibility to Section 45(8) of the _School Act_, which stipulates that it must provide a safe and caring environment for all students. Bullying means repeated and hostile or demeaning behaviour by a student where the behaviour is intended by the student to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual’s reputation. Bullying often occurs in circumstances where one party endeavors to maintain power and control over another based upon systemic inequalities within a social setting. Parameters for addressing bullying are outlined within this procedure.

_Conflict in Relationship_ occurs through single episodic acts of breakdowns in relationship between students. Conflict is an inevitable component of students learning to grow within social relationships. Disagreement and misunderstanding between parties is at the heart of conflict. However, conflict does not constitute premeditated efforts to cause harm, fear, or distress. Parameters for addressing conflict in relationship between students may be dealt with through counseling, and/or Administrative Procedure 355 – Suspension and Expulsion.

_Personal Harassment_ refers to unwelcome, discriminatory conduct or behaviour which is known or ought to be known to cause offense to another person. It is not a relationship of mutual consent.
**Sexual Harassment** refers to unwanted sexual advances, requests for sexual favours, or other verbal or physical conduct of a sexual nature which is known or ought to be known to impact the well-being of another person.

Harassment does not represent conflict in relationship and is a serious form of bullying that will be addressed through Administrative Procedure 171 – Harassment.

**Restorative discipline** adds to the current discipline framework of schools. It promotes values and principles that use inclusive, collaborative approaches between students, home, church and school for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow schools to act and respond in ways that are healing, rather than alienating or coercive. Restorative discipline is a strategy that a Principal may use to address bullying within a school.

Supporting positive behaviours is a strategy for schools to further the social responsibility and responsiveness of students in meeting behavioural expectations in a school. Within this model, pre-determined levels of support and intervention are established to enhance a positive climate of school engagement for all students. While the support model may look different at each school, three levels may be clearly identified:

- **Basic/Universal Support:**
  Systemic teaching that produces a clear understanding of expectations is developed in a collaborative and respectful culture.

- **Targeted Support:**
  Additional support is provided for those students who have not yet internalized appropriate responses to the expectations that they have been expected to follow.

- **Individual/Intensive Support:**
  Highly focused support is established for those students who require ongoing adult monitoring in order to engage in appropriate behaviours.

**Supporting Positive Behaviours** is based upon a belief that teaching and nourishing appropriate behaviours has a far greater success than relying upon a model of consequences and punishment. This model is applied according to the age and stage of development of the learner and is a strategy that a Principal may also use to address bullying within a school.

**Sanctity of Human Life** – Foundational principles of all Catholic social teaching is the sanctity of human life. Recognizing each human person as the image and likeness of God, the Catholic Church believes that the inherent dignity of the human person starts with conception and extends until natural death. The value of human life is valued above all material possessions in the world. This is the lens through which the Division advocates for the safety and well-being of students within our schools.

**Respect for the Human Person** – Social justice can be obtained only in respecting the transcendent dignity of mankind. The person represents the ultimate end of society, which is ordered to man and woman. What is always at stake is the dignity of the human person, “whose
defense and promotion have been entrusted to us by the Creator, and to whom men and women at every moment of history are strictly and responsibly in debt."

*Catholic teaching on social relationships* recognizes all those called to a life with Christ as, simply and completely, children of God. Christians afford no other title to that giftedness other than to be called by name to a life of love and to be compelled, through discipleship, to share it abundantly with others. As St. Paul reminds us, “For in Christ Jesus, you are all children of God, through faith. There is neither Jew nor Greek, neither slave nor free, there is neither male nor female; for you are all one in Christ” (Galations 3:27-28)."

Our students must respect the unique differences of every person, extending understanding and compassion to others. We do not limit or narrow our understanding of each other to specific traits that make us different. This would be a reductionist view of the human person. Rather, each of us is recognized for the entirety of our gifts and is called forth to contribute these gifts for the betterment of creation and the building of God’s kingdom. This understanding of the human person and God’s plan for each of us defines all of our social relationships. Our relationships, therefore, are characterized by generosity of self, mutual respect, and a desire for the good of the other.

*Chastity* – Our definition of chastity is rooted in God’s plan for us as human persons created in His image and likeness. Our bodies are, as St. Paul writes, “a temple of the Holy Spirit” (1 Cor. 6:19), designed to reflect God’s love to the world. Gifted with our sexuality, we are called to express it with dignity and reverence and with purity of both body and mind. The challenge for each of us, young and old, is to control our desires and passions, to live our sexuality as the Father wills and in a way that honors God, ourselves, and others. To do so is to be chaste. For unmarried persons, “chastity entails abstinence [from sexual relations], because God’s design is that sex belongs in marriage.” Our sexuality is to be self-giving in nature, and the sexual act is to be unitive and procreative and exclusive to marriage.

The Alberta Bishops’ “A Resource for an Inclusive Community (2001)” remains an instructive pastoral resource for teachers and counselors in our ministry to students experiencing same-sex attractions. The Canadian Catholic Bishops’ *Pastoral Letter to Young People on Chastity* summarizes the importance of this resource by stating: “Persons who experience attraction to those of the same sex are also called to chastity. They too can grow in Christian holiness through a life of self-control, prayer, and the reception of the sacraments.”

**Procedures**

1. All actions by students that impact the safety and well-being of students or staff or call into question a student’s success in being accountable for his/her conduct to the successful operation of the school will be addressed through Administrative Procedure 355 – Suspension and Expulsion.

2. All Principals, in consultation with staff, must enact procedures that support the following expectations with respect to bullying.

   2.1 No action toward another student, regardless of the intent of that action, will cause harm, fear, or distress to that student.
2.2 No action toward another student within the school community will diminish the
student's reputation within the school community.

2.3 Any action that contributes to a perception of bullying, whether it occurs during school
time or after school hours, or whether by electronic or other means, will be addressed
by the Principal or designate if it is determined that the actions impact the well-being
of the alleged victim within the school community.

2.4 Any action that humiliates or contributes to diminishing the reputation of a student
because of race, religious beliefs, colour, gender, physical disability, mental disability,
ancestry, place of origin, marital status of parents, source of income of parents, family
circumstances, or sexual orientation of a student is deemed to be an act of bullying.

2.5 No report by a student that he or she is being “bullied” will be ignored by a staff
member. The staff member will respond as if an incident has happened and report the
incident to a teacher or Principal.

2.6 The Principal will establish a distinction between those matters of bullying that will be
addressed by teachers, and those to be addressed by the Principal.

2.7 Students who are bystanders to an act of bullying have a responsibility to report
observed incidences to school staff. Students are expected to either exercise
communication dedicated to prevent bullying behaviour or, failing this, immediately
report such incidences to school staff.

2.8 Students do not have a role in disciplining other students who have allegedly
participated in bullying behaviour. They are encouraged to discourage these actions
by labeling the behaviour through communication to others as bullying, requesting that
the behaviour cease, and report the incident to a staff member.

2.9 In establishing consequences for bullying, teachers and principals will use corrective
interventions that consider the context of the circumstance, the behavioural history of
the students involved, and the age/stage of development of the student.

2.10 If in the opinion of the teacher or Principal an act of bullying has occurred, interventions
will be applied dedicated to stopping the behaviour in the future, and educating the
student victimized about how to address the issue in the future. Those disciplined for
their involvement in bullying will be communicated what to “stop” doing, and “start”
doing in order to further a safe and caring culture within the school.

2.11 Parents play a primary role in assisting with the resolution of matters pertaining to
bullying. Apprising them of issues in this area as they have impacted their children
should occur at the earliest opportunity.

2.12 A Principal may use a Restorative Discipline or Positive Behavioural Support model to
address matters of discipline.

2.13 Incidents of bullying that adversely impact the safety of individuals or are an affront to
the common good of the school community may be addressed through application of
Sections 24 or 25 of the School Act.

3. Students at all grade levels may need support and guidance with respect to their gender
identify and/or gender expression.
3.1 A teacher and/or administrator who is approached with a request for assistance, support and/or an accommodation must respond in a timely manner with sensitivity, respect, mercy and compassion.

3.2 Since all students have been created in the divine image and likeness, and are therefore endowed with an inalienable worth that cannot be violated, circumstances involving issues with gender identity and/or gender expression as it affects a student shall:
   3.2.1 be addressed with fairness, sensitivity, respect and inclusion;
   3.2.2 be addressed in a positive manner by all school personnel;
   3.2.3 be addressed in a manner where students have reasonable resources available to them without fear of reprisal, when they are victims of harassment, prejudice, discrimination, intimidation, bullying and/or violence; and
   3.2.4 protect student confidentiality (subject to circumstances which require disclosure on a need to know basis).

3.3. The goal of a reasonable accommodation in this area is to afford dignity and success in learning for a student who has gender identity and/or gender expression needs. To this end, based on available resources, staff may collaborate with families and, with the student and/or families permission, community support services. Procedures used by schools to address bullying will be placed within school handbooks, reviewed with School Councils, and evaluated for effectiveness annually.

4. Principals and teachers must rely on Division Office support if existing resources or strategies are insufficient in addressing bullying within the school community.

5. In order to enhance an overall approach to supporting safe and caring learning environments for students, principals may establish co-curricular learning opportunities where an enhanced cause for promoting respect for the human person may be established. When students, out of concern for each other within the school or within the greater or global communities, seek to initiate this request, the following expectations will be followed.

   5.1 A proposal must be presented to the Principal.

   5.2 The Principal, in consultation with other Division staff, will approve or amend the request based upon its capacity to uphold the sanctity of human life through acts of justice/social action while upholding Catholic teaching on social relationships.

   5.3 The Principal must establish the supervisory and educational authority of the activity through the designation of a staff advisor who will monitor and support the student group.

   5.4 The Principal must clarify the objectives of the group with the staff advisor before meeting with students.

   5.5 The Principal must provide in-service for staff advisors regarding the purpose for the student group and how the group can be supported.

   5.6 The Principal must approve materials used within the student group and maintain supervision over conversations that support the intent of FOIP legislation within the province.

   5.7 The staff advisor must be present for all meetings from beginning to end and use the vision, mission, values and beliefs of the Division, Catholic teaching on social
relationships, and the Church’s definition of chastity as a basis for advising students within their work. When matters arise within these groups that necessitate the intervention of outside agencies, these may be involved subject to their capacity to support the intention of this administrative procedure.

5.8 Student groups that further the intent of this administrative procedure must, through their activities, demonstrate an understanding and respect for the sanctity of human life, respect for the human person, Catholic teaching on social relationships, and Church teaching on chastity as outlined within this procedure. This implies that full cooperation with the expectations of the staff supervisor is of paramount importance. Failure to work cooperatively with staff supervisors in order to contribute to a positive environment within the group or school community will result in individual participation within the group being restricted, or the dissolving of the group itself.

5.9 A name for student groups seeking to further respect for the human person will be approved by the Principal, will incorporate language in keeping with the teachings of the Catholic Church, and will respect the intent of this administrative procedure.

6. These accommodation guidelines explain the District’s best practices related to support and/or accommodation based on gender identity and/or gender expression.

6.1 Schools will provide opportunities for staff to increase their knowledge, awareness, skills and attitudes in promoting respect for human rights, respecting diversity and understanding issues related to gender identity and/or gender expression in relation to the Catholic faith as well as the greater society. Therefore as a minimal standard, all school-based staff will review “A Pastoral Approach to Supporting and Guiding Students in Inclusive Communities – Gender Identity and Expression” as developed by the Council of Catholic School Superintendents of Alberta (Appendix A of the AP) at the beginning of each school year. All school-based staff are expected to act pastorally within the spirit of the “Pastoral Approach” document and in accordance with the principles set out in this AP.

6.2 Further to the references set out in this AP, staff will refer any matter that could be a barrier in furthering the understanding to or support of a student requiring gender identity and/or gender expression accommodation to the school learning team via the school principal. The school principal, in consultation with the school learning team, specialists, professional staff, and/or parents, will provide appropriate guidance to staff to proceed in addressing these student needs.

6.3 Where an accommodation request is received on the basis of gender identity and/or gender expression, the school, through the leadership of the school principal, will respond in a timely manner, in accordance with the principles and guidelines set out in this AP.

6.4 Each accommodation request on the basis of gender identity and/or gender expression will be treated on a case by case basis.

6.5 Because gender identity and/or gender expression issues are complex, delicate and highly personal, a parent/guardian, or independent student who wishes to submit an accommodation request on the basis of gender identity and/or gender expression is required to use the “Request for Accommodation” form within Appendix B of the AP.
6.6 A staff member approached with an accommodation request should respond with sensitivity and compassion. The staff member has a responsibility to immediately make the school principal aware of any student request made with respect to gender identification and/or gender expression needs. The principal will make arrangements for the student to submit an accommodation request according to the principles and guidelines set out in this AP.

6.7 If required, programming supports, which are intended to complement a reasonable accommodation, shall follow the principles of Universal Learning Design, and the Living Waters Catholic Regional Division No. 42 Page 4 of 13 Administrative Procedures Manual Pyramid of Academic and Behavioural supports, used for all District programming accommodations.

6.8 If an accommodation is required, the school principal, in consultation and collaboration with the student and parent, shall prepare an accommodation plan. Depending on the needs of the student, this process may involve a collaborative team of educator(s), medical / clinical professional(s), family, and community family advocates. An accommodation plan will have the goal of providing a reasonable accommodation based on the student’s assessed situation on the basis of discussion and cooperation between the staff, student and parent(s). The first prerequisite in assessing needs and addressing those needs will be based on the evidence of medical and clinical expertise that has been presented on behalf of the student.

6.9 A student accommodation may include, but not be limited to, a change in common name, use of a suitable change room/bathroom, classroom adaptations, field trip accommodations, and/or pronoun change.

6.10 The accommodation process should be open to anticipated reasonable actions and reasonably adoptive accommodation, as well as short-term and long-term timelines for review, evaluation and modification, if reasonably required.

6.11 The reasonable supports provided to the student shall always be guided by what affords optimal dignity and success in learning for the student.

6.12 To assist staff (including any team put together as part of the accommodation) in being sensitive to the student’s needs, the attached “Accommodations Checklist” (Appendix C of the AP) will guide the work of the team.

6.13 To assist staff and the school as a whole in becoming prepared to accommodate a student who requires gender identity/gender expression accommodation, the attached “Accommodations Policy Checklist” (Appendix D of the AP) will guide the work of the team.

6.14 If a dispute arises in relation to an accommodation request, the dispute shall be resolved in a manner that involves the parents/guardians or the independent student in the decision making process and in accordance with the established administrative procedures.

6.15 Where parents/guardians or the independent student are not satisfied with the school’s resolution of the matter (i.e. the accommodation process), the matter may be appealed to the Superintendent of Schools through Administrative Procedure 380: Student Appeal Procedures.
Reference: Section 1, 8, 12, 16.1, 16.2, 18, 20, 22, 24, 25, 27, 45, 45.1, 60, 61, 113, 123, 124, 125 School Act
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
Canadian Charter of Rights and Freedoms
Guide to Education ECS to Grade 12
Catechism of the Catholic Church
Episcopal Commission for Doctrine (2011) – Pastoral Letter to Young People on Chastity
Supporting Safe, Secure and Caring Schools in Alberta (1999)
FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Background

The Freedom of Information and Protection of Privacy (FOIP) Act controls the manner in which a local public body collects, uses, discloses and disposes of personal information. The FOIP Act also ensures access to information as a right and protects personal information.

The Division has historically provided many different types of information openly to the public through both routine disclosure and active dissemination and, where appropriate, will continue to do so. The FOIP Act is considered to be a last resort for obtaining information from the Division that does not meet the criteria as either a discretionary or mandatory exception to disclosure.

Procedures

1. Access to information is a right of the general public. This right must be balanced by appropriate protection of the privacy of personal information. The Division will provide access to information in its custody and control in a manner consistent with this Administrative Procedure and with the five (5) fundamental principles upon which the FOIP Act was developed:

   1.1 To allow a right of access to any person to the records in the custody or control of a public body subject only to limited and specific exceptions,
   1.2 To control the manner in which a public body may collect, use and disclose personal information,
   1.3 To allow individuals, subject to limited and specific exceptions, the right to have access to information about themselves which is held by a public body,
   1.4 To allow individuals the right to request corrections to information about themselves held by a public body, and
   1.5 To provide an independent review of decisions made by a public body under the FOIP Act.

2. The Superintendent is the head of the Division for the purposes of the FOIP Act.

3. The Superintendent, as Coordinator, is responsible for ensuring that the Division complies with all provisions of the FOIP Act and for establishing procedures and practices to ensure appropriate implementation and management of this legislation.

   3.1 The Coordinator shall access resources at https://www.servicealberta.ca/foip/resources/guidelines-and-practices.cfm

4. The Division reserves the right to edit personal identifiers that are deemed to be of a personal and/or of a sensitive nature from documents made public in order to protect the rights of the individual, in conformance with the FOIP Act.
5. The Corporate Secretary will establish procedures to:

5.1 Allow the right of access to any person to the records in the Division’s custody or control subject only to those limited and specific exceptions stated in the Act and the payment of fees adopted by the Division.

5.2 Control the manner in which the Division’s agents collect personal information from an individual. When information is collected directly from individuals, notice will be provided to the individual relative to:

5.2.1 The purpose for which the information will be used;
5.2.2 The legal authority for collecting the information; and
5.2.3 The name of a contact within the Division if they have questions.

5.3 Control the manner in which the Division’s agents use personal information. Information may be used:

5.3.1 For the purpose for which the information was collected;
5.3.2 For a use consistent with the purpose for which the information was collected; or
5.3.3 When the individual the information is concerning has identified the information and has consented in the prescribed manner to the use of the information.

5.4 Control disclosure by the Division’s agents of personal information. The use of personal information must:

5.4.1 Have a reasonable and direct connection to the original purpose for which the information was collected; and
5.4.2 Be necessary for performing the statutory duties of, or for operating a legally authorized program of, the Division.

5.5 Ensure that written consent to use personal information is obtained. Consent shall include:

5.5.1 To whom the information may be disclosed and how it may be used;
5.5.2 The purpose of the collecting;
5.5.3 A statement that consent is voluntary and may be revoked at any time;
5.5.4 To the extent possible, identification of any consequences that may result from refusal;
5.5.5 The period of time during which consent remains valid; and
5.5.6 Provisions for a tracking mechanism for consent.

5.5.6.1 Allow individuals, subject to limited and specific exceptions, the right to have access to the information about them held by the Division.
5.5.6.2 Allow individuals the right to request corrections to information about them held by the Division.

5.5.6.3 Provide an independent review of decisions made by the Division pursuant to the Act.

Reference: Section 60, 61, 75, 96, 113, 116, 117 School Act
Freedom of Information and Protection of Privacy Act
FOIP Regulation 200/95
VIDEO SURVEILLANCE & TRACKING SOFTWARE

Background

The Division has a responsibility to provide a safe environment, to protect Division property from theft or vandalism and to assist staff in dealing with discipline matters.

The use of video surveillance equipment and tracking software on Division owned property such as technology, including school buses is permitted in accordance with these procedures.

The Division recognizes both its legal obligation to provide appropriate levels of supervision in the interests of student safety and the fact that students and staff have privacy rights that are reduced but not eliminated while under supervision at school or using Division owned property. A recorded tape or digital recording is recognized to be subject to the provisions of the Freedom of Information and Protection of Privacy Act.

Procedures

1. Use
   1.1 Video cameras owned by the Division may be installed and used to monitor and/or record at schools and on school buses.
   1.2 Video surveillance camera locations must be authorized by the Principal or the Supervisor of Facilities in consultation with the Superintendent or designate.
   1.3 Before video surveillance is introduced, a report must be provided to the Superintendent or designate describing the circumstances that indicate the necessity of having surveillance at that site, including consideration of less invasive alternatives.
   1.4 Public notification signs must be prominently displayed indicating areas subject to video surveillance.
      1.4.1 Notice must include information advising the designated staff person who is responsible for answering questions about the surveillance system.
      1.4.2 Any exception to this, such as for a time-limited specific investigation into criminal conduct, must be authorized by the Superintendent or designate on the grounds that covert surveillance is essential to the success of the investigation and the need outweighs the privacy interest of the persons likely to be observed.
      1.4.3 Covert surveillance may not be authorized on an ongoing basis.
   1.5 Video surveillance is not to be used in locations where appropriate confidential or private activities/ functions are routinely carried out (e.g. bathrooms, private conference/meeting rooms). The Superintendent must authorize any exception to this on the grounds that no other supervision option is feasible and that the need is
pressing and outweighs the privacy interest of the student or other person likely to be observed. Surveillance of such locations may not be authorized on an ongoing basis.

1.7 Parents will be notified upon registering at a school that students may be monitored by video surveillance.

1.8 Staff will be notified upon hiring that the building and Division owned property such as technology shall be monitored by tracking software and/or video surveillance.

2. Security
2.1 Only a designated staff member or agent of the Division will install video cameras or surveillance software.

2.1.1 Only designated staff members or agents shall have access to the key that opens the camera boxes or codes to access electronic recordings.

2.1.2 Only these staff members or agents shall handle the cameras, videotapes, or digital recordings.

2.2 Videotapes shall be stored in a locked filing cabinet in an area to which students and the public does not normally have access. Digital recordings shall be stored on computers with restricted access.

2.3 Videotapes and digital recordings may never be publicly viewed or distributed in any other fashion except as provided by this administrative procedure and appropriate legislation.

3. Viewing of Videotapes and Digital Recordings
3.1 Video monitors used to view videotapes or digital recordings shall not be located in a position that enables public viewing.

3.1.1 Recordings may only be viewed by the designated staff members or by parents and students (Note: clause 3.2 below), or by staff members or agents responsible for the technical operations of the system (for technical purposes only).

3.1.2 If a staff member or student is facing any disciplinary action, the staff member may authorize his union representative or advocate to also view the recording.

3.2 Parents requesting to view a segment of a recording that includes their child/children may do so.

3.2.1 Students may view segments of a recording relating to themselves if they are capable of exercising their own access to information rights under the Freedom of Information and Protection of Privacy Act.

3.2.2 Students or parents viewing must be done in the presence of an administrator.

3.2.3 A student or parent has the right to request an advocate to be present.
3.3 Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, would give rise to a concern for a third party's safety, or on any other ground recognized in the Freedom of Information and Protection of Privacy Act.

4. Retention of Videotapes and Digital Recordings
   4.1 Where an incident raises a prospect of a legal claim against the Division, the recording, or a copy of it, shall be sent to the Division's insurers.
   4.2 Videotapes and digital recordings shall be erased within one (1) month unless they are being retained at the request of the Principal, Superintendent or designate, staff member, parent or student for documentation related to a specific incident, or are being transferred to the Division's insurers.
   4.3 Videotapes and digital recordings retained under clause 4.2 shall be erased as soon as the incident in question has been resolved, except that if the tape has been used in the making of a decision about an individual, the tape must be kept for a minimum of one (1) year as required by the Freedom of Information and Protection of Privacy Act unless earlier erasure is authorized by or on behalf of the individual.

5. Review
   5.1 Each Principal is responsible for the proper implementation and control of the video surveillance system at his/her school.
   5.2 The Supervisor of Facilities will conduct a review at least annually to ensure that this administrative procedure is being adhered to and to make a report on the use of video surveillance in the Division.

Reference: Section 33, 52, 53, 68, 197, 222 Education Act
Freedom of Information and Protection of Privacy Act
RECORDS MANAGEMENT – DESK PROCEDURES

Introduction

These procedures are intended to be a guide for Administrative Support, Users, and individuals filing in Living Waters Catholic Regional Division No 42. Please note that individual Schools within the Regional Division may not make use of all the procedures listed here.

1. Section 2 – Subject Classification and Indexing – in other words all records need to be assigned a file reference number, whether the record is in-coming or out-going mail.

2. Section 4 – Filing Papers – all correspondence must have the initials of the “User” who directed the Administrative Support to file the correspondence and the filer’s initials.

3. Section 9 – Charge Outs – the procedure of using the file charge-out card must be practiced by each and every person using the Student Record filing system. Please use the cardboard charge-out cards provided in each area.

These procedures apply to all employees creating, retrieving, distributing, accumulating and filing information pertaining to the combined Classification and Retention Schedule (Administrative Procedure 185 – Appendix B).

1. MAIL HANDLING

Mail handling refers to the process of receiving and distribution of all types of incoming information. Mail handling operations may slightly vary from one school to another such as who receives, sorts, and distributes the mail. It is advised that any mail marked personal or confidential be left in its original package or envelope so that its contents are respected as personal or confidential and distributed to the appropriate addressee or user as soon as possible.

This procedure applies to Division Office and all schools.

Division Office/Schools - Administrative Support

1. Receives incoming mail via traditional delivery, courier, fax, etc.

2. All mail marked personal or confidential and non-record material is sorted by user and distributed unopened to the addressee.

3. All other mail is opened, date stamped, sorted by department, classified and indexed using the Subject Classification Guide (see section 2), and then distributed to the department heads. Invoices are date stamped and placed in an accounts payable file and submitted to the Corporate Secretary. All cheques received in the mail are added on a calculator and the calculator tape (signed by the person opening the mail) is attached to the cheques and given
to the Corporate Secretary.

**Users** (means whoever is using the document, mostly this will be Department Heads, Principals, etc, however, it can also mean other staff members)

4. Actions correspondence within fifteen (15) days, when possible, and quotes our file number on the outgoing correspondence.

5. Initials and enters in the upper right corner of the correspondence the notation "F" to indicate that the matter has been dealt with. Returns correspondence or file to the appropriate file location.

### 2. SUBJECT CLASSIFICATION AND INDEXING

Subject Classification refers to the process of analyzing and determining the subject content of a document, selecting the subject category under which it will be filed and assigning the appropriate file number for subsequent retrieval. This procedure applies to all records including memorandums, reports, studies and surveys.

The following procedures apply to the classification of incoming mail, the review of the classification of the document before filing and, the verification of previously classified document before filing away. Classification must be done on a daily basis, and must not be allowed to accumulate.

This procedure applies to all employees in Division Office and all administrative support staff and users in each school.

**Division Office/Schools - Administrative Support and Users**

1. Performs a preliminary scan of documents as follows:
   1.1 (Mentally) note originator;
   1.2 (Mentally) note recipient;
   1.3 Verify enclosures, if enclosure is not attached note, initial and date;
   1.4 Check for references to previous correspondence;
   1.5 Note file reference (may however be misleading);
   1.6 Note subject heading (may also be misleading).

2. Reads the document carefully as many times as needed to understand the subject content. For reports, it is usually sufficient to read the Table of Contents and the Introduction or Executive summary.

3. Determines subject content by:
   3.1 Scanning document for key words;
   3.2 Determining main subject(s);
   3.3 Determining if record is administrative or operational (as identified in the Subject
3.4 Determining if the record is policy or general.

4. Determines appropriate file number by:
   4.1 Keeping in mind the main subject;
   4.2 Determining the Block or Series in which appropriate file number may be located by searching the keyword(s) in the Word file on the common drive;
   4.3 Reading the Primary descriptors (scope notes) which apply;
   4.4 Reading all Secondary or Tertiary file titles in Primary;
   4.5 Entering, in pencil, the file number (indexing) in the top right hand corner of the document in pencil and initial.

5. Verifies file number when necessary by:
   5.1 Examining file contents for similar or related material;
   5.2 Consulting user or co-workers if you are unsure or if you disagree with previously or user file number quoted on the document.

6. Cross-reference when necessary by:
   6.1 Examining the document for secondary subjects (may be hidden or implied);
   6.2 Selecting the appropriate file numbers;
   6.3 Entering the additional file numbers in the top right hand of the document;
   6.4 Photocopying the document as necessary;
   6.5 Placing a checkmark opposite the file number on which the copy is to be filed.

3. MANAGING SCHOOL BASED RECORDS

The goal of the Records and Information Management system is to file whenever possible, information by school location codes when applicable. There are six schools governed within Living Waters Catholic Regional Division No. 42 boundaries. These schools are represented by their school location codes and are as follows:

- 01 École St. Mary School – Whitecourt
- 02 École St. Joseph School – Whitecourt
- 04 St. Mary of the Lake School – Slave Lake
- 06 Vanier Community Catholic School – Edson
- 05 St. Francis of Assisi Catholic Academy – Slave Lake
- 08 Holy Redeemer Junior-Senior High School - Edson

Throughout the Subject Classification Guide these school locations codes are consistently used within the secondary subject block to represent a specific school.
Records may be filed alphabetically thereafter to facilitate consistency.

For example, Student Records are organized by their appropriate school location code and are filed alphabetically by the student’s last name. Student records are to be treated as confidential information, and under no circumstances are these files to be listed and published by name in the subject classification guide.

This procedure applies to all users in Division Office and all schools.

**Division Office/Schools - Administrative Support and Users**

1. Performs a preliminary scan of documents as follows:
   1.1 Note originator;
   1.2 Note recipient;
   1.3 Verify enclosures. If enclosure is not attached note, initial and date;
   1.4 Check for references to previous correspondence;

2. Reads the document carefully as many times as needed to understand the content.

3. Determines school/area by:
   3.1 Scanning document for subject description or address;

4. Verifies school location code number and subject content when necessary by:
   4.1 Examining file contents for similar or related material;
   4.2 Consulting user or co-workers if you are unsure or if you disagree with previously or user file number quoted on the document.

5. Cross-reference when necessary by:
   5.1 Examining the document for secondary subjects (may be hidden or implied);
   5.2 Selecting the appropriate file numbers;
   5.3 Entering the additional file numbers in the top right hand of the document;
   5.4 Photocopying the document as necessary;
   5.5 Placing a checkmark opposite the file number on which the copy is to be filed.

4. **FILING PAPERS**

This procedure refers to filing paper-based information into the appropriate file folder under the Subject Classification Guide.

Note: at the beginning of each year, users must file their day timer, diary or agenda. Legally, these are the property of Living Waters Catholic Regional Division No. 42.

**Division Office/Schools - Administrative Support and Users**

1. Ensures correspondence is ready to file by checking for users initials or the notation "F" for
file. If the initials or "F" do not exist, return correspondence requesting user initial to show action completed.

2. Verifies file reference if previously classified.

3. Prepares correspondence for sorting by:
   3.1 Examining document for file number, date BF (Bring Forward) notation;
   3.2 If there is no date stamp on the correspondence or if the correspondence is not dated write in pencil the date it is filed;
   3.3 Removing all circulation slips, post-it-notes (notes of enduring value are to be photocopied), paper clips, binders, etc.;
   3.4 Repairing any torn pages.

4. Puts correspondence in file reference number order.

5. Initials correspondence in top right hand corner when placing onto file.

6. Puts correspondence for individual files in correct date order with the most recent on top.

7. Punches two holes in top of document ensuring that the document is not damaged or information lost in hole punching. Horizontal documents are to be punched on upper right hand. (Optional)

8. Removes appropriate file jacket from shelf or cabinet and leaves the next file sticking out slightly as a marker.

9. If there is more than one volume to the file, verifies that the correspondence falls within the date range of that volume.

10. Verifies file number reference on correspondence against the file number on the file folders label.

11. Attaches correspondence to file in correct date order with the most recent on top. This may require interfiling.

12. Discards any exact duplicates, keep original or most legible copy, providing that nothing has been added such as handwritten notes, deleted or changed. Otherwise, both copies are to be filed.

13. If the file is charged-out (see section 9), places correspondence in charge-out folder.

14. If there is an accumulation of papers in the charge-out folder, recall the file and attach papers.

15. Returns file or charge-out folder to shelf in the appropriate order.
5. ENCLOSURES

Enclosures are used to file documents, maps and plans which would be damaged by hole punching or which are too bulky to file in the file jackets.

This procedure applies to all users whom accumulate records in drawers, cabinets, etc.

Division Office/Schools - Administrative Support and Users

1. An expanding file pocket is standard for enclosure files:
   1.1 Photocopy the covering memo, title page and table of contents;
   1.2 Note on the copy or covering memo that enclosures exist;
   1.3 File covering memo or a copy of the title page and table of contents on appropriate file in correct date order;
   1.4 Attach or write file reference number to enclosure expanding file pocket;
   1.5 File expanding file pocket immediately behind main file.

2. Enclosure Envelopes may be used for such items as: photographs, forms samples, policy and procedures manuals masters or other documents which must not or cannot (because of size or thickness) be hole punched.
   2.1 Punches hole in the upper left hand of a plain envelope of appropriate size;
   2.2 Writes a brief description of the document on the back of the envelope;
   2.3 Places the document in the envelope and insert the flap to close;
   2.4 Attaches the envelope to the file in the correct date order or, if the envelope contains forms samples or manual masters, attach to file as the first item behind the oldest piece of correspondence;
   2.5 If the enclosure is an attachment to correspondence, annotate the correspondence accordingly;
   2.6 Returns file to shelf or designated location.

6. PUTTING AWAY (PA) FILES

Putting away files is the process of filing file folder(s) back to their respective locations after use according to the Subject Classification Guide. These are records that have been assigned a file reference number based on the subject content (see section 2 subject Classification & Indexing). Files are to be returned back to their original locations immediately after use. Each individual employee of Living Waters Catholic Regional Division No. 42 that has records in his or her office (by lines of business) is responsible for their records and the file maintenance of each.
Division Office/Schools - Administrative Support and Users

1. Ensures the file is ready to put away by checking for users initials and the notation "F" for File. If they do not exist, return file requesting user initial to show action completed.

2. Sorts files to be PA (Put Away) and puts into file reference number order.

3. Returns files to shelf or cabinet and:
   3.1 Locates appropriate charge-out folder (see section 9 “charge-outs”);
   3.2 Double checks any loose correspondence to ensure that it belongs on that file;
   3.3 Files any loose correspondence in correct date order with the most recent one on top;
   3.4 Checks thickness of file. If more than one inch a new volume or more specific file may be required. See new file creation procedure for more details;
   3.5 Puts file away in correct file sequence.

4. Removes charge-out folder from shelf and places in a designated basket/location for re-use.

7. BLOCK NUMERIC SUBJECT FILE CREATION

Subject file creation is the process of creating a new file folder(s) under the authority of the Subject Classification Guide. Once enough information is accumulated on a particular subject to warrant the creation of a new file folder, it must be given a file reference number from the Subject Classification Guide or must have a new number created. Files must also have a logical title based on the subject matter of the correspondence.

Division Office/Schools - Administrative Support

1. Upon the request of a user or upon recognizing a potential need such as numerous volumes of a general file or an accumulation of papers on a specific subject:
   1.1 Reads the material and determines the subject matter;
   1.2 Checks the file listing and indexes for similar existing files;
   1.3 Ensures that the volume of paper justifies creation of a new file, the rule of thumb is ten (10) pieces of correspondence over the last year;
   1.4 Seeks approval from (Corporate Secretary or designate) to create new file.

Corporate Secretary – or Designate

2. Selects the appropriate primary and secondary title, and tertiary title if necessary, and file reference number by consulting the Subject File Classification Guide and informs the School/Department Administration support.

Division Office/Schools - Administrative Support

3. Creates new folder and attaches or writes file reference number & file title on file folder(s).
4. Screens "General" files for related correspondence, removes, reclassifies and attaches documents, in the correct date order, to the new file as necessary.

**Corporate Secretary– or Designate**

5. Adds new file title and number to the master file listings in the Word file.

**Note:** file creation approvals can be made via fax, E-mail, etc. to Division Office. Updates to the Subject Classification Guide are to be sent to Division Office on a monthly basis to maintain system integrity.

**8. SCHOOL BASED INFORMATION – FILE(S) CREATION**

This procedure is similar to Section 7. School based records are records held at each individual school. Some exceptions may apply to Division Office records that may have school location numbers, generally these are records that pertain to that individual school regardless of physical location.

The goal of the Records and Information Management system is to file whenever possible, information by school location code when applicable. There are seven (7) schools governed within Living Waters Catholic Regional Division No. 42 boundaries.

Throughout the Subject Classification Guide these school locations codes are consistently used within the secondary subject block to represent a specific school.

Records may be filed alphabetically thereafter to facilitate consistency.

For example, Student CUM Records are organized by their appropriate school location code and are filed alphabetically by last name. Student records are to be treated as strictly confidential information, and under know circumstances, are these files to be listed and published by name in the subject classification guide.

**Division Office/Schools - Administrative Support**

1. Upon the request of a user or upon recognizing a potential need such as numerous volumes of a general file or an accumulation of papers on a specific subject:
   1.1 Reads the material and determines the subject matter;
   1.2 Checks the file listing and indexes for similar existing files;
   1.3 Ensures that the volume of paper justifies creation of a new file, the rule of thumb is ten (10) pieces of correspondence over the last year;
   1.4 Seeks approval from Corporate Secretary or designate to create new file.
Corporate Secretary – or Designate

2. Selects the appropriate primary and secondary title, and tertiary title if necessary, and number by consulting the subject file classification manual and informs the department administration support.

Division Office/Schools – Administration Support

3. Creates new folder and attaches or writes file reference number (primary number followed by the appropriate school location code) on the file folder.

4. Screens "General" files for related correspondence, removes, reclassifies and attaches documents, in the correct date order, to the new file as necessary.

Corporate Secretary – or Designate

5. Adds new file title (optional) and number to the master file listings in the Word file.

Note: file creation approvals can be made via fax, E-mail, etc. to Division Office. Updates to the Subject Classification Guide are to be sent to Division Office on a monthly basis to maintain system integrity.

9. CHARGE-OUTS

The charge-outs procedure applies to records being charged or signed in or out of a file area. It is recommended that this be done for file tracking purposes.

Charge out cards are to be filled out on a regular basis and are a mandatory when pulling records of a confidential nature. For example student records/CUM files. This is done to ensure that the present location of these files are known at all times, and to ensure records are not taken and misplaced. Misplaced files may have potential legal repercussions. (see FOIP documentation)

Charge out cards may also be used when pulling records from another area or location, for example the Superintendent’s office, Principal office, etc. All records being transported from one place to another regardless of time period are to be signed out when taken and signed back in when returned.

Sign-out cards are to be straightforward, easy and quick to fill-out. Information on the card is to consist of: time and date record(s) taken out; file folder(s) title; file reference number; volume number (if required); users name and location; and the date and time returned. It is also recommended that records are not to be signed out for any extended length of time. Records that have been signed out for lengthy periods are to be manually tracked to the users location (using the information provided on the sign-out card) and justification provided. (see section 10 “file recall”)
Users

1. Requests a file or document.

Division Office/School – Administration Support

2. Determines the file reference number by searching the file classification system on-line Word manual, and:
   2.1 Locates the file in shelving unit or office location;
   2.2 Fills out the charge-out slip by entering first initial and last name of requester, file reference, volume number and date of request.
   2.3 Places file charge-out card and places card in the shelving unit or cabinet in place of the file.
   2.4 Once the file(s) are returned, fill out the return date on the card, place file folder in place of the charge-out card, and return card to designated basket.

10. FILE RECALL

Previously charged-out files may be recalled from the user so that they can be updated by placing loose correspondence that has accumulated over time on file or referred to another user requesting the file. Also, files that have been charged-out for an extended period are to be recalled to verify location of files i.e. have they been returned, transferred to another user, or are they still in the user's possession.

This procedure applies to both Division Office and all schools.

Division Office - Corporate Secretary or Designate

Schools – Principal or Designate

1. Once every month pulls appropriate coloured charge-out cards to determine if there is a need to recall a file because:
   1.1 of an accumulation of correspondence in charge-out folder;
   1.2 another user has requested the file;
   1.3 the file has been out for an extended period, over a month.

2. ComPLEtes the appropriate portion of the file control slip and sends it to whom the file is charged-out.
Users

3. Completes the bottom section of the file control form and returns the forms along with the file to the record area.

School/Department – Administration Support

4. Actions file recall as required.

11. FILE PASS FILE/TRANSFER

When a file is passed from one user to another, the designate of each location (e.g. Administrative Support - Division Office or School) are to be informed immediately to ensure that the location of the file is known at all times.

Users

1. Completes a file control slip, forwards the slip to Division Office or School Administrative Support and gives the file to the person to whom it is being transferred.

Division Office/School – Administration Support

2. Receives notification that a file has been transferred and updates the charge-out with this information.

12. CROSS REFERENCE

There are two types of cross-references used: document and file cross-references.

1. Documents cross-reference are used when correspondence deals with more than one subject. File references of all related files are quoted on the original correspondence and a copy filed on each file. The appropriate file reference is to be marked with a check mark on each copy.

For example, if you receive a memo relating to furniture and telephone requests, you are to quote the appropriate file number on the memo and then make a copy.

2. File cross-references are used where two or more files continually cross-reference to each other. The cross-references are made on the file jackets rather than on individual documents. For example, school curriculum and programming (by School location) and the financial - Grants.

13. NEW VOLUME CREATION

As new volumes are created, previous volumes are to be closed. This is to be done on a continuous basis.

When closing a volume of an active file, which is still required for on-going current use; one of the following methods is to be used:
• Establish a cut-off date at a definite time period or event such as expiry of a contract of lease;
• Calendar of school year end; or,
• When the file reaches a certain thickness.

Division Office/Schools – Administration Support

1. Reviews General files only, to determine if more specifics files are required rather than a new volume.

2. Prepares files for new volumes creation by ensuring that the file is in correct date order and there are no miss files or duplicates.

3. Prepares new (8.5 x 14) file jacket by:
   3.1 Producing new file labels with new volume number;
   3.2 Attaching label or write file title and file reference number on file folder.
   3.3 Cross reference if required (see section 12).

4. Physically divides old file by:
   4.1 Choosing a logical separation point such as the end of the month, school or calendar year or end of a series of correspondence;
   4.2 Ensuring related correspondence, attachments and enclosures are not separated.

5. Completes previous volume by:
   5.1 Placing a "Closed" sheet on top of the correspondence indicating date ranges of file and the file reference and volume number on which subsequent correspondence appears; (Closed sheet consists of a blank sheet of paper with CLOSED in large text and a to and from date for that file.
   5.2 Stamping the outside front cover of the file jacket "Closed";
   5.3 Writing, in magic marker, either the destruction date or SRA/Permanent in the bottom right hand corner of the file cover.

6. Prepares current volume by placing all material on prepared file jacket.

7. Completes new volume file creation by returning new volume to the current file area. If there is more than one volume in the cabinet or on shelf, volumes are to be arranged in reverse chronological order so that when you are retrieving files the most current is the first to be accessed.

14. FILE REVIEW

File review is regular system maintenance done to ensure the integrity of the record system. This is to be carried out on a regular basis by each employee whom holds files in cabinets, shelves, etc. in his or her area or office.
It is recommended that file review be done on a continuous basis at a rate of 3 to 5 files per day.

Division Office/Schools – Administration Support

1. Reviews all files in the system to determine if:
   1.1 misfiles exists. either correspondence in the files or files on the shelves or in cabinets;
   1.2 Files are in correct chronological and or alphabetical order;
   1.3 Files are more than one inch thick (see section 13 “new volume creation”);
   1.4 Files are in need of repair;
   1.5 Files have been charged-out for excessive period (see section 10);
   1.6 Loose correspondence has accumulated in charge-out folders;
   1.7 Files are missing (see section 9 “charge-outs”).

2. Takes corrective action as required such as creates new files, volume, recalls files, etc.

15. RECLASSIFICATION

Reclassification is the process of changing the subject classification and file reference number of a record or group of records.

For example, This may involve a record that had once had very limited correspondence or contents (a general file), and over time evolved into a large series of records which now warrants its own secondary in the Subject Classification Guide. This evolved set of documentation will now require a new file reference number or numbers. Also, over time the subject matter of a record(s) may change and evolve into a new issue, and therefore will require reclassification in the Subject Classification Guide based on the subject matter.

This procedure applies to all users, both Division Office and Schools

1. Determines subject content of documents.

2. Erases previous file number reference in pencil.

3. Writes in new file reference in pencil in upper right hand corner.


5. Contacts and advises the user of the reclassification.

6. Files reclassified papers on appropriate file.

7. Informs the person who updates the master Word file (designate-Division Office).
16. CLOSING FILES

A closed file usually refers to a file containing material related to an action of event that has terminated. Examples are expired contract files, closed vendor files, etc. However, subject files may also be closed when there has been no activity for a period or when you are revising your file system and assigning new numbers.

The procedures for closing a file are similar to those for closing a volume.

This procedure applies to all users whom hold files in his or her office, both Division Office and all Schools.

1. Determine that a file is to be closed.
2. Complete the "Closed" sheet and place it on top of the correspondence indicating date ranges of file and the file reference and volume number on which subsequent correspondence may appear.
3. Stamp the outside front cover of the file jacket "Closed":
   3.1 Writes, in magic marker, either the destruction date or SRA(selective retention)/Permanent in the bottom right hand corner of the file cover.
4. Box and inventory (see Section 18)

17. CORRESPONDENCE MANAGEMENT

Information received in the course of conducting business for Living Waters Catholic Regional Division No. 42, regardless of physical media, is deemed a record. All records are to be managed within the information management structure, assigned a file number, accessible under the FOIP legislation, and managed in accordance with its life cycle.

Addressee/User

1. Reads correspondence and determines level of response. It is the procedure of Living Waters Catholic Regional Division No. 42 to respond to correspondence within fifteen (15) working days.

2. Each level of response requires different action:
   2.1 Non-records correspondence includes advertising, catalogues these are received as information and no further action;
   2.2 Respond in accordance with Living Waters Catholic Regional Division No. 42 and or Alberta Education, FOIP guidelines. (see FOIP Guidelines)

18. MANAGING ELECTRONIC INFORMATION

Managing electronic information refers to the ongoing management of electronic documents created within the Macintosh or PC environment. These are the documents created
electronically on individual workstation applications such as, Word, Word Perfect, etc. These are text type documents.

These documents are presently printed hardcopy and then filed away or held electronically on individual workstations such as hard drives, backup media such as tape or CD ROM, diskette or otherwise.

All such documents are deemed a record and therefore are to be managed as a record using the Subject Classification Guide.

Two options are available when managing electronic information:

1. Attach the appropriate file reference number to the electronic document and backup all data onto either magnetic tape or CD-ROM. This option presents the additional task of managing the information electronically (e.g. databases, document and image management systems, etc. This electronic information must also be managed throughout its life cycle the same as hardcopy information. This presents the responsibility of storing the vital electronic information in its present media form and being able to recover the data upon request. To accomplish this data must be stored in proper storage facilities with climate controlled environments.

2. Attach a file reference number to the electronic documentation, print to hardcopy and file away into the file(s). This option is most favorable.

All users that contain electronic data from December 31, 1994 and ongoing are to print to hard copy and file away using the Subject Classification Guide & Records Retention and Disposal Schedule.

This procedure applies to all users of both Division Office and all schools within the Regional Division No. 42.

Division Office/Schools – Administrative Support & Users

3. Attach file reference number in top right hand corner of electronic document. (see Section 2 - Subject Classification).

4. Print electronic document to hardcopy and file away (see Section 4 – Filing Papers).

19. APPLYING THE RECORDS RETENTION AND DISPOSAL SCHEDULE

A purge of the records are to be conducted annually by Living Waters Catholic Regional Division No. 42 Division Office staff and each individual school within the boundaries

Each individual area will be responsible for conducting the yearly records purge.

Purging records involves separating closed or inactive records from active record areas. The first step is to remove from the active areas all marked records for disposal and segregate them as follows:
• Inactive records to be transferred to the inactive storage area and boxed (using standard 1.5 cubic foot boxes);
• Records that are due for destruction; and,
• Records identified for selective retention or permanent retention.

The second step is to remove from the inactive area records that are due for destruction, inventory them and arrange for the physical destruction. Please note, when inventorying inactive records place a copy of completed inventory sheet in the box(s) and the original copy in a file folder called “Records Inventory Forms” with the file reference number “1065” and followed by the appropriate school location code. (see File Classification Guide & Records Retention & Disposal Schedule). All records contained in a box are to be organized by file reference number sequence (or subject block sets) according to the Classification Guide. This is done so one retention period can be applied to one box. If box contents are organized alphabetically (like user cabinets) many different retention periods may apply for that box making record segregation for archives and or disposal difficult, sorting may be required. So remember, it is to your advantage to box and inventory your records according to subject block sets and by year.

Records identified for selective retention or permanent retention are to be segregated in their own storage area.

**Corporate Secretary– or Designate**

1. Issues memo to apply retention schedule.

**Division Office/Schools – Administration Support**

2. Removes and segregates from active area records due for disposal:
   2.1 Box and inventory records for transfer to inactive storage area;
   2.2 Inventory records for destruction and submits inventory to Corporate Secretary;
   2.3 Inventory records identified for selective retention and permanent retention and submits inventory to Corporate Secretary.

3. Removes and segregates from inactive area records due for disposal:
   3.1 Inventory records for destruction and submits inventory to Corporate Secretary;
   3.2 Inventory records identified for selective retention and permanent retention and submits inventory to Corporate Secretary.
Note: The first time the retention period is applied, it will be necessary to write the disposal date on the cover of each file.

Corporate Secretary – or Designate

4. Reviews and approves records disposition and arranges for destruction.

5. Arranges for review of records identified for archives:
   5.1 Inventory the records of archival value;
   5.2 Inventory remaining records for destruction;
   5.3 Manages the inventory archival and permanent records;
   5.4 Arranges for the safekeeping of records.

Reference: Section 20, 23, 60, 61, 75, 96, 113, 116, 117 School Act
Freedom of Information and Protection of Privacy Act
FOIPP Regulation 200/95
Student Record Regulation 71/99
Information Bulletin 3.2.5 – Access to Information
Information Bulletin 3.2.7 – Student Record Regulation Information
CLASSIFICATION AND RETENTION SCHEDULE

Introduction

A records retention and disposal schedule is to be designed to support the manner in which the organization files its information. The following is a brief description of the subject block numeric file classification system.

A record is the expression of information in a form which is documented regardless of physical mode or medium; organized in a logical grouping of basic elements governed by rules of arrangement; which constitutes evidence of the business of the Corporation.

A subject file is a collection of records in a form which is documented regardless of physical mode or medium; on a specific subject or sub-subjects; which are organized in a logical grouping of basic elements governed by rules of arrangement; and, constitute evidence of the business of the Corporation.

Classifying records is the act of determining the subject or subjects under which the records are to be numbered, cross-referenced, if need be, and filed. The choice of the proper subject blocks(s) for the records is an art because proficiency requires extensive knowledge and study of many factors, such as file classification and indexing structure, organization and process for the records, etc. The classification will be the key to the retrieval of information from the records and their eventual disposal.

Many variations of subject classifications will operate successfully, if they are organized in the way the information is accumulated or in the way it will be asked for. But basically, there are only two differentiating patterns - alphabetic and numeric. Some depend on volume, some on the complexities and frequency incidence of names, some on the phonetic sound of the name, and some on the use of numbers assigned to the names. The alphabetical system is self-indexing; unfortunately, there are too many rules governing such a system. A numeric file system is always dependent on a supporting index to cross reference information that must be consulted for retrieval when one is not familiar with the numeric assignment.

There is a third combination of these two basics known as the subject block numeric system which is how this guideline is organized. This system is organized in blocks of main subjects such as Finance, Human Resources, etc. and is further sub-divided into primary subjects which are always listed in alphabetical order.

A subject file classification system will therefore identify groups, codify or standardize the records into fields, classes, types, groups, location, organizations, events, or things. As has just been stated, subject files are collections of related records. Basically, there are two categories of subject files:
1. Administrative records of an internal housekeeping nature common to the District. These consist of:
   - Administration
   - Buildings and Sites
   - Finance
   - Information Systems and Services
   - Legal Matters
   - Materials and Equipment
   - Human Resources

2. Operational records which are unique to each School or District. They are the production records received or generated in carrying out the individual Division's functional role. These consist of:
   - Early Childhood Services
   - Instructional Services
   - School Operations
   - Student Services
   - Transportation

A good subject file classification system should:
   - Be as simple as possible and easy to operate;
   - Permit additions and deletions;
   - Be logically arranged by groups of related subjects;
   - Be effective and installed with a view to economy;
   - Deliver the following benefits:
     - An aid to service;
     - An aid to research;
     - An aid to documentation;
     - An aid to preservation;
     - An aid to disposal;
     - An aid to economy;
     - An aid to personnel.

A subject file classification system is to be supported by either an automated Records and Information Management system and backed-up or by a manual listing all the files. Various software packages are available to automate this task, as well as the indexing.
The basic principle is that the subject of the correspondence which governs the correct selection of the applicable primary number and subject. In a block-numeric environment the secondary 00- is always reserved for Policy; and, 01- is always reserved for General. These may be defined as:

- **00- Policy files:** are meant for policy matters only and may also include draft proposals.
- **01- General files:** are to be created on the principle of always progressing from the general to the specific. In other words, a specific file (i.e. a secondary or tertiary) must not be created before the general for any one primary subject. As the topic develops, five pieces of correspondence or more in one year, specific related files are created.

On the other hand, an index is a relative reference list of keywords or topics which will coordinate these fields, classes, types, groups, locations, organizations, events, or things. A good index will reveal the relationships of subjects not only through the use of cross-references but also through a well-planned classification structure.

The choice of topics may vary considerably. It may consist of the number of the document only, e.g. a contract; the name of the document itself, e.g. an act by its title; the name of an organization, e.g. a commercial firm; a social insurance number; a person's name. These are, in general, referred to as "CASE FILES". It may consist of the subject content of the document and this is where the difficulty in subject classification arises. Only acquired practical experience will cope with this difficulty. The adoption a block-numeric subject file classification system will overcome these difficulties.

**Structure and Format Of The Subject Block Numeric System**

1. Under the Block-Numeric subject file classification system, each block receives a range of numbers. Within each block, there are primaries which correspond to a subject categories.
   1.1 Each primary has its own unique number. E.g. 2585 “STUDENT RECORDS” representing the Primary Number/Subject.
   1.2 Primaries may be further sub-divided by subjects into secondaries. Whereas Blocks and Primaries are merely organizing concepts secondaries are real files.
      - 2585 – 51 “St. Mary School – Whitecourt” representing the Secondary Number/Subject.
   1.3 Secondaries may be further sub-divided into tertiaries, although these may be further sub-divided into quaternaries this option should be avoided.
      - 2585-51-2 “CUM Files (Organized by grade, by student)” representing the Tertiary Number/Subject.

**Records Retention and Disposal Guideline**

The purpose of this guideline is to provide Living Waters Roman Catholic Regional Division No. 42 with a standardized records retention and disposal schedule. The implementation of a subject block numeric file classification system will facilitate the implementation of this guideline.
Advantages of a Records Retention Authority

The advantages of having a records retention and disposal authority are:

1. Savings in time spent to retrieve records having less records to go through and savings in space to house these records;
2. Uniformity in retention period for records;
3. Identification of specific subject content which allows for the accurate use of the schedule;
4. Arrangement of subjects in a logical manner, which assist in organizing records;
5. Identification of administrative and operational records that are of potential enduring value.

Records Retention and Disposal Guideline Organization

The guideline contains elements which are identified and explained for interpretation and implementation purposes:

1. Primary number: This reference number is to be quoted on the transfer form to store or dispose of records.
2. Primary subject: Within each block primary subjects are arranged in alphabetical order.
3. Scopenotes: Under each subject there is a description of the type of records covered and in some instances excluded from the subject category.
4. Retention: This is the total length of time records must be kept before final disposition is implemented. Retention periods are expressed in years, unless otherwise specified. Financial records are retained by fiscal year.
   4.1 Implementation of retention periods is based on the date of the last item on file or entry in a ledger, unless otherwise specified.
   4.2 The responsibility to determine when a record is superseded or obsolete (SO = superseded or obsolete) rests with the Corporation applying the schedule.
5. Disposal: This means either destruction or transfer to an Archives. The Archives may retain, wholly or on a selective basis records whose primary administrative value has expired. The Archives reserves the right to destroy all records in a primary subject identified for selective retention.
Implementation

1. Records must be systematically evaluated through inventory analysis and the appraisal process before this guideline may be implemented. The adoption of a subject block-numeric subject file classification system will facilitate the implementation of this document.

2. In identifying and retrieving records, the Records Manager or designate must ensure that records are assigned the correct primary subject number from the guideline. These numbers, and other requisite information, are to appear on the records transfer forms.

3. When practical, the primary subject number must appear on the boxes the Division or School has set aside for selective retention by the Archives. A file list of records to be transferred to the Archives is to be included in the first box.

4. Implementation is to occur once this guideline has been approved by the Board, and transfer to a commercial or in-house Records Centre or Archives is to take place once per year.

Archival Institutions

Divisions and schools must preserve records of enduring value. These records should be under the custody and care of a professional archivist and housed under proper conditions. The following is a scenario outlining the selection of an archival institution. Grants are available from various levels of government for the management of archival records. These are:

1. The Division is to set up their own archives, as a continuum to its Records and Information Management Program as the preferred solution, should this option not be economically feasible;

2. The Division's archival records are to be placed in the custody of a certified institution as listed in the Alberta Archives Council directory, available from the Alberta Provincial Archives (403) 427-1750.

3. As a last resort, an agreement may be entered into with Provincial Archives of Alberta.

The Provincial Archives is able to provide a list of accredited institutions. Assistance is available in the selection of archival material from these institutions.
**Section 1 – Administration** Primary Numbers – 0100 -0699 Section 1 covers a wide variety of subjects relating to administrative and managerial services, associations, meetings and committees, conferences. See Section 4, Information Systems and Services. For subjects relating to computer systems, public relations and other information services. The records covered in Section 1 of the records retention and disposal schedule are of a general administrative nature. These records have value in as much as they capture various activities of the Division. The retention period reflects the value of information which is often duplicated between sections, departments and within the school division. One must remember that the originator or the secretary of an organization is responsible to retain official records, thus the longer retention for certain groups such as committees.

<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
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</thead>
<tbody>
<tr>
<td><strong>100 Administration – General</strong> Includes records on general administrative subjects not found elsewhere in this block.</td>
<td>2 years</td>
<td>Destroy</td>
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<tr>
<td>• 01 General</td>
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<tr>
<td><strong>110 Policy &amp; Procedures</strong> Includes records relating to policies, protocols and procedures Dealing with subjects found in the administration block.</td>
<td>Retain Until Superseded or Obsolete + 3</td>
<td>Archives</td>
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<td>• Also (see 345), Education Policy Manuals.</td>
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<tr>
<td>• 01 General</td>
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<tr>
<td>• 05 Policy</td>
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<tr>
<td><strong>115 Access To Information And Privacy</strong> Includes records relating to requests for access to information or personal documentation made directly or pursuant to the relevant bylaw.</td>
<td>Retain Until Superseded or Obsolete + 2 Years.</td>
<td>Destroy</td>
</tr>
<tr>
<td>• FOIP-(TRAC Records Inc.) documentation may be also found in 1065.</td>
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<tr>
<td>• 01 General</td>
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<tr>
<td>• 10 FOIP (Freedom of Information &amp; Protection of Privacy)</td>
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<tr>
<td><strong>125 Acts And Legislation – General</strong> Includes records relating to general information on acts and legislation not shown elsewhere in this section. Includes comparative studies of legislation from various levels of government.</td>
<td>Retain Until Superseded or Obsolete + 2 Selective Retention for archives &amp; destroy remainder.</td>
<td>Destroy</td>
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<tr>
<td>• Additional FOIP information can be found in 115.</td>
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<tr>
<td>• 01 General • 03 Charitable Fundraising Act</td>
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</tbody>
</table>
### 220 Appreciation, Complaints, Enquiries

Expressions of appreciation, complaint, condolence, congratulation, seasonal greetings, criticism, etc.

#### (By School)

<table>
<thead>
<tr>
<th></th>
<th>School Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>01</td>
<td>École St. Mary School – Whitecourt</td>
<td>Whitecourt</td>
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<td>02</td>
<td>École St. Joseph School – Whitecourt</td>
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<td>04</td>
<td>St. Mary of the Lake School – Slave Lake</td>
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<td>05</td>
<td>St. Francis of Assisi Catholic Academy – Slave Lake</td>
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<td>06</td>
<td>Vanier Community Catholic School – Edson</td>
<td>Edson</td>
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<tr>
<td>07</td>
<td>Across the Waters Outreach</td>
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<tr>
<td>08</td>
<td>Holy Redeemer Junior-Senior High School – Edson</td>
<td>Edson</td>
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<tr>
<th></th>
<th>Retention Duration</th>
<th>Disposal Method</th>
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<tbody>
<tr>
<td>2 Years</td>
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<td>Selective Retention for archives and destroy remainder</td>
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<tr>
<td>Description</td>
<td>Retention</td>
<td>Disposal</td>
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<tr>
<td><strong>250 Associations, Clubs, Societies - General</strong> Division</td>
<td>3 Years</td>
<td>Selective Retention for archives and destroy remainder.</td>
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<tr>
<td>Departments’ participation in the functions of recognized outside organizations for reasons of mutual professional interest, individual or corporate membership related to associations, clubs, federations, foundations, leagues, orders, societies and similar organizations. Includes correspondence, proceedings, minutes, annual reports, financial statements, membership fees, etc.</td>
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<tr>
<td>• Committees/Board/Meeting (see 360)</td>
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<tr>
<td>• Council info can be located in section 500. (organized alpha by name)</td>
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<tr>
<td>• 01 General</td>
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<tr>
<td>• 02 AAMDC (AB Assoc. of Municipal District &amp; Counties)</td>
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<td>• 05 ACSTA (AB Catholic Schools Trustee Association)</td>
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<td>• 10 ASBA (AB School Board Association)</td>
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<td>• 20 ASBOA</td>
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<td>• 25 ATA (Alberta Teachers Association)</td>
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<td>• 27 ATA Sublocal (Woodland Rivers)</td>
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<td>• 34 CAPP (Canadian Association of Principals)</td>
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<td>• 35 CASBOA (Catholic Association of School Business Officials of Alberta)</td>
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<td>• 40 CASA Canadian Association of School Administrators)</td>
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<td>• 45 CASS (College of Alta School Super’s)</td>
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<td>• 50 CCSSA (Canadian Catholic S.S.A.)</td>
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<td>• 55 CCSTA (Canadian Catholic School Trustees Assoc.)</td>
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<td>06 Vanier Community Catholic School – Edson</td>
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<td><strong>300 Badges, Emblems, Flags</strong> Includes records relating to the use, wearing or flying of badges, emblems, insignia, coats of arms, pennants, flags, etc. (By School)</td>
<td>3 Years</td>
<td>Selective Retention for Archives and destroy remainder.</td>
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<tr>
<td>01 General</td>
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<tr>
<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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<tr>
<td><strong>320 Campaigns And Canvassing</strong> Campaigns and drives supported by the Division, such as United Appeal, Canada Savings Bonds, blood donor clinics and other campaigns and drives.</td>
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<td><strong>340 Circulars, Directives, Orders, Manuals – General</strong> Includes administrative and operating manuals, bulletins, newsletters, directives, instructions, etc. (By School)</td>
<td>2 Years Retain until superseded</td>
<td>Destroy Selective Retention for Archives and destroy remainder.</td>
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<tr>
<td>01 General</td>
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<td>02 Finance Handbook</td>
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<td>03 ECS Program Unit Funding Handbook</td>
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<td>10 Staff Handbook</td>
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<tr>
<td>20 Labour Relations Bulletins</td>
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<td>25 Memo to School Principals</td>
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<td>27 Memos to School Staff</td>
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<td>30 News Releases</td>
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<tr>
<td>40 Professional Development Bulletins</td>
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<tr>
<td>41 Program of Accounting &amp; Budgeting Manual</td>
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<td>43 School Secretary Handbook</td>
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<td>44 Custodian Handbook</td>
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<td>45 Superintendent Bulletins</td>
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<td>46 Superintendent Correspondence/Directives</td>
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<td>47 Special Education Handbook</td>
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<td>Disposal</td>
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</table>
| **345 Circulars, Directives, Orders – “Education Policy Manuals”** Includes records relating to the Education Policy Manual, This manual also exist in electronic format for on-line Searches.  
  • Other Policies (see 110)  
  • 01 General (1 box in storage area)  
  • 02 Education Policy Manual  
  • 03 Alberta Education Policy Manual  
  • 04 Ministerial Order of Learning | Retain Until Superseded or Obsolete. | Permanent |
| **360 Committees/Board/Meetings-General** Includes records relating to the interaction with other bodies structured for specific tasks such as Boards, Sub-Committees, Panels and Working Groups. Includes agendas & items, resolutions, notices, minutes, reports and background materials.  
  • Alberta School Board Assoc. (See 250)  
  • For board retreats (see 390)  
  • All Council information can be found in section 500  
  • 01 General  
  • 05 Senior Admin Meetings  
  • 05-52 Administration Meetings  
  • 07 AB Health Services  
  • 08 Building Committee  
  • 09 Elementary Cohort  
  • 10 Inclusive Education Cohort  
  • 12 Interagency Committee Meeting  
  • 13 Classroom Improvement Fund  
  • 14 Junior/Senior High Cohort  
  • 15 Mental Health Board/Advisory Committee  
  • 16 LAC (Local Advisory Committee)  
  • 17 Northland School Board  
  • 18 Parent Advisory Committee (PAC) Meeting  
  • 19 Personnel & Discipline Committee  
  • 20 Principals Meeting  
  • 25 Religious Education Committee  
  • 26 Board Meeting Minutes  
  • 30 Staff Relations Committee  
  • 35 Teacher/Board Liaison Committee  
  • 36 Technology Team  
  • 39 Transportation Committee  
  • 40 Trustees | 3 Years after committee is disbanded. | Selective retention for archives and destroy remainder. |
<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
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<tbody>
<tr>
<td><strong>(By School)</strong></td>
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<tr>
<td>01 École St. Mary School – Whitecourt</td>
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<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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<tr>
<td>03 Years after committee is disbanded.</td>
<td>Selective retention for archives and destroy remainder.</td>
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<tr>
<td><strong>390 Conferences, Seminars, Symposia</strong></td>
<td>3 Years</td>
<td>Destroy</td>
</tr>
<tr>
<td>Includes records relating to participation in or the establishment, organization or functions of specific conferences, seminars, symposia, workshops and board retreats. Includes agendas, minutes, reports, registrations and other records.</td>
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<tr>
<td>• For information relating to consortium (see 1760-05)</td>
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<tr>
<td>• 01 General</td>
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<tr>
<td>• 05 Conferences</td>
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<tr>
<td>• 10 Registrations</td>
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<tr>
<td>• 15 Retreats (Confidential)</td>
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<td>• 20 Seminars</td>
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<td>• 25 Symposia</td>
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<tr>
<td>• 30 Workshops</td>
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<tr>
<td>3 Years Destroy</td>
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<tr>
<td><strong>400 Cooperation And Liaison - General</strong></td>
<td>3 Years</td>
<td>Selective retention for Archives and destroy remainder.</td>
</tr>
<tr>
<td>Includes records of a general nature relating to liaison activities with both private organizations &amp; government not shown elsewhere in this section. Liaison activities include the exchange of information, routine notifications and inquiries, offers of service, etc. (companies/firms/corporations).</td>
<td></td>
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<tr>
<td>• 02 Alberta Government-General</td>
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<td>• 04 Alberta Health Services</td>
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<td>• 05 Indian &amp; Northern Affairs</td>
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<td>• 08 MLA Correspondence</td>
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</tr>
<tr>
<td>• 09 Religion - Diocese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 10 School/Family Community Liaison/FCSS (also see 3110)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Years Selective retention for archives and destroy remainder.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>410 Cooperation And Liaison – Alberta Education</strong></td>
<td>3 Years</td>
<td>Selective retention for archives and destroy remainder.</td>
</tr>
<tr>
<td>Includes records relating to liaison activities with the Alberta Governments Alberta Learning branch specifically, not shown elsewhere in this section. Liaison activities include the exchange of information, correspondence, routine notifications and inquiries, offers of service, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Alberta Learning Policy Manual (see 345-02)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 01 General</td>
<td></td>
<td></td>
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<tr>
<td>Description</td>
<td>Retention</td>
<td>Disposal</td>
</tr>
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</tr>
</tbody>
</table>
| **420 Cooperation And Liaison – Other School Divisions**  
Includes records relating to liaison activities with other regional division schools not found elsewhere in this section. Includes exchange of information, offers of services, etc.  
• 01 General  
• 15 High Prairie School Division No.48  
• 20 Northern Gateway Regional Division No.110  
• 35 Grande Yellowhead Public School Division  
• 40 Holy Family Catholic Schools | 3 Years | Destroy |
| **490 Cooperation And Liaison - Universities, Colleges And Schools**  
Includes records of a general nature relating to liaison activities with public, separate, private schools, universities, colleges, etc. and covers the exchange of information, routine inquiries, offers of service, etc.  
• 01 General  
• 20 Newman College  
• 25 Norquest College  
• 30 Northern Lakes College | 3 Years | Destroy |
| **500 Councils**  
Includes records relating to school councils and councils under individual schools, etc. These include all internal or external councils.  
• 05 COCSS (Council of Catholic School Superintendents)  
• 10 School Councils -General | Retain until Superseded or Obsolete + 3 years. | Selective retention for archives and destroy remainder. |
<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>560 Disaster/Emergency Planning</strong></td>
<td>Retain until Superseded or Obsolete + 2 years.</td>
<td>Selective retention for archives and destroy remainder.</td>
</tr>
<tr>
<td>In-house contingency plans for the continuation of operations, schools, school board operations in the event of disasters such as earthquakes, fires, floods, vandalism, crisis planning and other emergencies. Includes civil defense.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Also (see 1685) Occupational Health &amp; Safety.</td>
<td></td>
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</tr>
<tr>
<td>• 01 General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 10 School Disaster Plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 15 School Pandemic Plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(By School)</td>
<td></td>
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<tr>
<td>01 École St. Mary School – Whitecourt</td>
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<tr>
<td>02 École St. Joseph School – Whitecourt</td>
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<tr>
<td>04 St. Mary of the Lake School – Slave Lake</td>
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</tr>
<tr>
<td>05 St. Francis of Assisi Catholic Academy – Slave Lake</td>
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<tr>
<td>06 Vanier Community Catholic School – Edson</td>
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<tr>
<td>07 Across the Waters Outreach</td>
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<tr>
<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
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</thead>
<tbody>
<tr>
<td><strong>570 Elections</strong></td>
<td>10 Years</td>
<td>Permanent</td>
</tr>
<tr>
<td>Includes records relating to election of trustees, advertising and conduct of elections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Forms for Board Elections (see forms Management, 590)</td>
<td></td>
<td></td>
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<tr>
<td>• 01 General</td>
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<td></td>
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<tr>
<td>• 05 Bi-Election</td>
<td></td>
<td></td>
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<tr>
<td>• 10 School Trustees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Retention</td>
<td>Disposal</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>590 Forms Management – General</strong> Includes records relating to forms management and development of forms. Forms used for human resources/ personnel and schools are also included. All forms relating to schools are filed alphabetically under the school location code. Please note: this subject block is reserved for “BLANK” forms. Completed forms are to be filled in their respective locations.</td>
<td>Retain until superseded or obsolete + 20 years.</td>
<td>Destroy</td>
</tr>
<tr>
<td>• 01 General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 05 Board Election Forms</td>
<td></td>
<td></td>
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<tr>
<td>• 10 HR Forms (organized alpha by name)</td>
<td></td>
<td></td>
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<tr>
<td>• 15 A/P/Finance Forms</td>
<td></td>
<td></td>
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<tr>
<td>• 20 Superintendents Forms</td>
<td></td>
<td></td>
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<tr>
<td>(By School)</td>
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<tr>
<td>01 École St. Mary School – Whitecourt</td>
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<td>02 École St. Joseph School – Whitecourt</td>
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<td>04 St. Mary of the Lake School – Slave Lake</td>
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<tr>
<td>05 St. Francis of Assisi Catholic Academy – Slave Lake</td>
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<tr>
<td>06 Vanier Community Catholic School – Edson</td>
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<tr>
<td>07 Across the Waters Outreach</td>
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<tr>
<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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<tr>
<td><strong>610 Plans And Programs – Regionalization</strong> Includes records relating to the Province’s regionalization and/or amalgamation issues. • Regionalization-Minister (includes by laws, ministerial orders, etc.), (see 125-20) • Regionalization—injunction (see legal 1100-20) • 01 General</td>
<td>10 Years</td>
<td>Selective retention for Archives and destroy remainder.</td>
</tr>
<tr>
<td>• 10 Dissolution of District No.94</td>
<td></td>
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<tr>
<td>• 15 Order in Council</td>
<td></td>
<td></td>
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<tr>
<td>• 20 Minister</td>
<td></td>
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</tr>
<tr>
<td>• 60 Other Regional Divisions</td>
<td></td>
<td></td>
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<tr>
<td>• Good Shepherd RCSRD #13 Regionalization</td>
<td></td>
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<td>• Sundance Regionalization</td>
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<td>(By School)</td>
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<tr>
<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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</tr>
</tbody>
</table>
### Description

**615 Plans And Programs – Strategic Planning** Includes records relating to program and strategic planning, coordination and direction, mission statement and business plans including the development and execution of plans in relation to program goals and objectives. Review and analysis of progress in relation to plans and programs. For information pertaining to the 3 year education plan please refer to (~20) strategic plans.

- Establishment of Catholic School District (see 2610-10)
- 01 General
- 0 Business Plans
- 20 Strategic Plans (includes 3 year Ed. Plan)
- 30 Technology Plan
- 40 PD Plans
- 50 Divisional Team/Committee Plans

(By School)

01 École St. Mary School – Whitecourt
02 École St. Joseph School – Whitecourt
04 St. Mary of the Lake School – Slave Lake
05 St. Francis of Assisi Catholic Academy – Slave Lake
06 Vanier Community Catholic School – Edson
07 Across the Waters Outreach
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<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>615 Plans And Programs – Strategic Planning</td>
<td>10 Years</td>
<td>Selective Retention for Archives and destroy remainder.</td>
</tr>
</tbody>
</table>
### Description

<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
</table>
| **620 Public Relations – General** Includes records relating to communication with the public, such as speeches, lectures, press releases, newspaper clippings, media relations, advertising, annual events, visits and tours, and signage.  
• Internal school staff communications (see 3000), By School.  
• School Logos (see 3000)  
• 01 General  
• 20 Publications/Photographs – General  
• 30 Publicity/Advertising  
• 40 Special/Annual Events  
  • Catholic Education Sunday  
• 45 Speeches  
• 50 Visits and Tours | 2 Years    | Selective Retention for archives and destroy remainder.                    |

(By School)

01 École St. Mary School – Whitecourt  
02 École St. Joseph School – Whitecourt  
04 St. Mary of the Lake School – Slave Lake  
05 St. Francis of Assisi Catholic Academy – Slave Lake  
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07 Across the Waters Outreach  
08 Holy Redeemer Junior-Senior High School – Edson

| **650 Reports, Studies And Statistics - General** Administrative reports produced for the Regional Division #36 such as Management studies and surveys, reprographic, periodic reports, annual reports. Includes working papers and drafts.  
• 01 General  
• 03 Annual Education Report  
• 04 Ingram Report  
• 05 Jurisdiction Profile Report  
• 08 Parent Survey  
• 10 Satisfaction Surveys  
• 12 Student Surveys | 5 Years    | Selective retention for Archives and destroy remainder.                    |

(By School)

01 École St. Mary School – Whitecourt  
02 École St. Joseph School – Whitecourt  
04 St. Mary of the Lake School – Slave Lake  
05 St. Francis of Assisi Catholic Academy – Slave Lake  
06 Vanier Community Catholic School – Edson  
07 Across the Waters Outreach  
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<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
</table>
| **660 Security** Administration of security regulations for the handling of documents, exchange and release of information, personnel security program including personnel clearances, passes, identification, fingerprinting, security of buildings and sites such as alarm and detector systems, the use of locks and combinations and the special requirements for sensitive areas.  
• 01 General  
• 10 Locks & Keys  
• 15 Alarm Codes  
• 10 Technology Device Sign Out | 5 years | Destroy |
| (By School)  
01 École St. Mary School – Whitecourt  
02 École St. Joseph School – Whitecourt  
04 St. Mary of the Lake School – Slave Lake  
05 St. Francis of Assisi Catholic Academy – Slave Lake  
06 Vanier Community Catholic School – Edson  
07 Across the Waters Outreach  
08 Holy Redeemer Junior-Senior High School – Edson | | |
| **665 Signing Authorities** Delegation of signing authority for correspondence, financial and personnel matters, including appointment announcements, acting appointments and holiday cover-off.  
• 10 Superintendent  
• 15 School Generated Accounts  
• 20 School Administrators | Retain until superseded or obsolete + 7 years. | Destroy |
| **670 Technology** Includes records relating to the general administration, installation, maintenance, use and repairs of telecommunication equipment and services.  
• 01 General  
• 02 Telus/Telephone/Intercom | 2 Years | Destroy |
| (By School)  
01 École St. Mary School – Whitecourt  
02 École St. Joseph School – Whitecourt  
04 St. Mary of the Lake School – Slave Lake  
05 St. Francis of Assisi Catholic Academy – Slave Lake  
06 Vanier Community Catholic School – Edson  
07 Across the Waters Outreach  
08 Holy Redeemer Junior-Senior High School – Edson | | |
<p>| <strong>Section 2 – Buildings And Sites</strong> PRIMARY NUMBERS – 700 – 799 Section 2 is concerned with subjects involving the acquisition of accommodation through the purchase or rental of existing buildings and sites, or through the construction of new buildings and facilities. These properties are altered, developed and maintained according to the particular needs of the Division, Section 2 contains information that must be retained for a long period of time. Although this information on the construction of buildings, schools and facilities is not required to be retained on site, it must be preserved. Specifications, drawings and change orders must be retained since it is impossible to predict if future litigation will occur such as the collapse of the roof. Other information surrounding daily maintenance of these facilities acts as back-up to financial records. Agreements and contracts are to be filed and disposed of in accordance with the legal Section 5. | | |</p>
<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
</table>
| **700 Buildings And Sites – General** Includes records relating to buildings and sites includes disposal used by Regional Division #36 not found elsewhere in this block. Also includes maps, • 01 Genera  
• 03 Land Titles  
• 05 Maps/Photos-General  
• 10 School Facilities-General  
• 20 Workun/Garric (Architects) | 2 Years | Selective retention for Archives and destroy remainder. |
|(By School)  
01 École St. Mary School – Whitecourt  
02 École St. Joseph School – Whitecourt  
04 St. Mary of the Lake School – Slave Lake  
05 St. Francis of Assisi Catholic Academy – Slave Lake  
06 Vanier Community Catholic School – Edson  
07 Across the Waters Outreach  
08 Holy Redeemer Junior-Senior High School – Edson | |  |
| **705 Accommodation – Minor Projects** Includes records relating to projects and services that are not shown elsewhere.  
• 01 General | 7 years | Destroy |
|(By School)  
01 École St. Mary School – Whitecourt  
02 École St. Joseph School – Whitecourt  
04 St. Mary of the Lake School – Slave Lake  
05 St. Francis of Assisi Catholic Academy – Slave Lake  
06 Vanier Community Catholic School – Edson  
07 Across the Waters Outreach  
08 Holy Redeemer Junior-Senior High School – Edson | |  |
| **710 Accommodation – Planning** Forecasts, proposals and studies for the long or short term space needs for School building assessment, utilization and capacities ratings. Also includes municipal planning & Services. Planning & Development, permits, etc.  
• 01 General  
• 05 Capital Plan | 10 Years | Selective Retention for Archives and destroy remainder. |
|(By School)  
01 École St. Mary School – Whitecourt  
02 École St. Joseph School – Whitecourt  
04 St. Mary of the Lake School – Slave Lake  
05 St. Francis of Assisi Catholic Academy – Slave Lake  
06 Vanier Community Catholic School – Edson  
07 Across the Waters Outreach  
08 Holy Redeemer Junior-Senior High School – Edson | |  |
<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>720 Construction Of New Facilities Or Schools</td>
<td>Retain until the school or facility has been disposed of through demolition, transfer or Sale +7 years.</td>
<td>Selective retention for Archives and destroy remainder.</td>
</tr>
<tr>
<td>Includes records relating to the construction of new facilities such as specifications, liaison with the Department of Education, consultants, contractors, progress reports and project studies on the construction of specific capital structures. • -01 General (includes Capital)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>723 Custodial Services</td>
<td>10 Years</td>
<td>Selective retention for archives and destroy remainder.</td>
</tr>
<tr>
<td>Includes records relating to custodial services within the schools and the regional division. Service agreements are filed in legal services in 1110-5).</td>
<td></td>
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<tr>
<td>• 01 General (By School)</td>
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<td></td>
</tr>
<tr>
<td>01 École St. Mary School – Whitecourt</td>
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<td></td>
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<tr>
<td>02 École St. Joseph School – Whitecourt</td>
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<td>04 St. Mary of the Lake School – Slave Lake</td>
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<tr>
<td>05 St. Francis of Assisi Catholic Academy – Slave Lake</td>
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<tr>
<td>06 Vanier Community Catholic School – Edson</td>
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<tr>
<td>07 Across the Waters Outreach</td>
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<tr>
<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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</tr>
</tbody>
</table>
### Description

**725 Maintenance, Inspections, Repairs And Damages**

Includes records relating to requirement reports and specifications, inspections for the regular maintenance and repair including cost estimate records relating to damage, whether deliberate or accidental, school portables and roofing. For records relating to Modernization/Renovations and Asbestos removal please refer to sections 730 & 732 following. Contracts pertaining to maintenance & repairs are legal block records and are located in 1110 & 1180 by individual school location code.

- **01 General**

**By School**

- 01 École St. Mary School – Whitecourt
- 02 École St. Joseph School – Whitecourt
- 04 St. Mary of the Lake School – Slave Lake
- 05 St. Francis of Assisi Catholic Academy – Slave Lake
- 06 Vanier Community Catholic School – Edson
- 07 Across the Waters Outreach
- 08 Holy Redeemer Junior-Senior High School – Edson

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<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>725 Maintenance, Inspections, Repairs And Damages</td>
<td>7 Years</td>
<td>Destroy</td>
</tr>
<tr>
<td>Description</td>
<td>Retention</td>
<td>Disposal</td>
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</tr>
</tbody>
</table>
| **730 Modernization/Renovations Of Facilities Or Schools**  
– *General* Includes records of a general nature relating to the modernization or renovations to existing facilities or schools such as: specifications, liaison with the Department of Education, consultants, contractors, progress reports and project studies on the construction of specific capital structures. Also includes records relating to BQRP by schools.  
• Grant information may be located in section 920.  
• For BQRP records please refer to section 920.  
• 01 General  
(By School)  
01 École St. Mary School – Whitecourt  
02 École St. Joseph School – Whitecourt  
04 St. Mary of the Lake School – Slave Lake  
05 St. Francis of Assisi Catholic Academy – Slave Lake  
06 Vanier Community Catholic School – Edson  
07 Across the Waters Outreach  
08 Holy Redeemer Junior-Senior High School – Edson | Retain until the school or facility has been disposed of through demolition, transfer or sale +7 years. | Selective Retention for Archives and destroy remainder. |
| **732 Modernization/Renovations Of Facilities Or Schools - Asbestos Removal** Includes records relating to the modernization or renovations to existing facilities or schools such as: specifications, liaison with the Department of Education, consultants, contractors, progress reports and project studies on the construction of specific capital structures.  
• 01 General  
(By School)  
01 École St. Mary School – Whitecourt  
02 École St. Joseph School – Whitecourt  
04 St. Mary of the Lake School – Slave Lake  
05 St. Francis of Assisi Catholic Academy – Slave Lake  
06 Vanier Community Catholic School – Edson  
07 Across the Waters Outreach  
08 Holy Redeemer Junior-Senior High School – Edson | Retain until the school or facility has been disposed of through demolition, transfer or sale +7 years. | Selective retention for archives and destroy remainder. |
| **790 Utilities - General** Project studies, requirement reports, specifications relating to the maintenance and installation of utilities. Includes records relating to the various building utilities: environmental controls such as air conditioning, ventilation and heating, garbage disposal, gas, lighting and electrical systems.  
• 01 General  
(By School)  
01 École St. Mary School – Whitecourt  
02 École St. Joseph School – Whitecourt  
04 St. Mary of the Lake School – Slave Lake  
05 St. Francis of Assisi Catholic Academy – Slave Lake  
06 Vanier Community Catholic School – Edson  
07 Across the Waters Outreach  
08 Holy Redeemer Junior-Senior High School – Edson | 7 Years |  

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Administrative Procedures Manual*  
*April 2019  
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### Description

#### 795 Utilities - Water And Sewage

Project studies, requirement reports, specifications relating to the maintenance and installation of utilities. Includes records relating to water, sewage and water analysis.

- **001 General**
  - 01 École St. Mary School – Whitecourt
  - 02 École St. Joseph School – Whitecourt
  - 04 St. Mary of the Lake School – Slave Lake
  - 05 St. Francis of Assisi Catholic Academy – Slave Lake
  - 06 Vanier Community Catholic School – Edson
  - 07 Across the Waters Outreach
  - 08 Holy Redeemer Junior-Senior High School – Edson

#### Retention

- Retain until school or facility has been disposed of through demolition, transfer or sale +7 years.

#### Disposal

- Selective retention for Archives and destroy remainder.

### Section 3 – Finance

Primary Numbers – 0800 – 0999

Section 3 covers financial subjects relating to the receipt, control and expenditure of funds. They include accounts and accounting, audits, budgets and other fiscal matters. They do not include those equipment procurement subjects which have been assigned to Section 6, Materials and Equipment. All retention periods in the Finance Section 3 are by year. The retention period is applied once the transaction has been completed, accounts paid and there are no outstanding litigation. Financial records are as a rule kept for 7 years for day to day operations. Budgets and reports of expenditures are kept for 10 years while general ledgers are kept permanently. When electronic financial records are kept it is imperative to retain for example the chart of accounts used at the time in order to recreate the information. Revenue Canada requires that business retain records for 6 years except for general ledgers which must be kept permanently in either paper or electronic format. Should there be a severe accumulation of financial records, such as daily cash register receipts from a large food chain, one can obtain approval to dispose of those records after three years by completing the appropriate Revenue Canada form.

#### 800 Finance – General

Financial administration and management functions not shown elsewhere in this section.

- Program of Accounting & Budgeting Manual (see 340)
- School Grants Manual (see 340)
- 01 General
- 05 Expenditures
- 10 Fees & Honorarium

<table>
<thead>
<tr>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 years</td>
<td>Destroy</td>
</tr>
</tbody>
</table>

#### 815 Accounts – Petty Cash

Includes records relating to Petty cash control including cash receipt journals, etc.

- **01 General**

<table>
<thead>
<tr>
<th>By School</th>
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<tbody>
<tr>
<td>01 École St. Mary School – Whitecourt</td>
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</tr>
</thead>
<tbody>
<tr>
<td>7 Years</td>
<td>Destroy</td>
</tr>
<tr>
<td>Description</td>
<td>Retention</td>
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</tbody>
</table>
| **820 Accounts – Payable – General** Correspondence and information relating to accounts payable including individual vendors and personal expense claim payment. (for A/P forms see forms management 590)  
• 01 General  
• 05 Month End Cheque List  
• 10 Vendor Records (by Vendor Name)  
• 15 WCB | 7 Years   | Destroy  |
| (By School)  
  01 École St. Mary School – Whitecourt  
  02 École St. Joseph School – Whitecourt  
  04 St. Mary of the Lake School – Slave Lake  
  05 St. Francis of Assisi Catholic Academy – Slave Lake  
  06 Vanier Community Catholic School – Edson  
  07 Across the Waters Outreach  
  08 Holy Redeemer Junior-Senior High School – Edson |           |          |
| **825 Accounts Payable – Payroll** Includes records relating to payroll accounting procedures, teacher and support staff payroll, GRID increment worksheets, etc. This primary records series is reserved primarily for Division Office records.  
• Cheques Report/list (see 960-5)  
• Payroll Reports/Deduction Reports (See 0960)  
• Royal Bank Payroll Confirmation (see 0850)  
• 01 General  
• 02 Payroll (by month/Year)  
• 03 Payroll Procedure  
• 10 Retro Pay Calculations Worksheets  
• 12 Teacher & Support Staff Information  
• 15 Teacher & Support Staff GRID Increment Worksheets | 7 Years   | Destroy  |
| **830 Accounts – Receivable – General** Includes records relating to accounts receivable, invoices, and receipts, bills to be paid, etc.  
• 001 General  
• 5 Invoices  
• 10 Receipt Books (By School) | 7 Years   | Destroy  |
| (By School)  
  01 École St. Mary School – Whitecourt  
  02 École St. Joseph School – Whitecourt  
  04 St. Mary of the Lake School – Slave Lake  
  05 St. Francis of Assisi Catholic Academy – Slave Lake  
  06 Vanier Community Catholic School – Edson  
  07 Across the Waters Outreach  
  08 Holy Redeemer Junior-Senior High School – Edson |           |          |
<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>845 Audits</strong></td>
<td>2 Years</td>
<td>Selective retention for Archives and destroy remainder.</td>
</tr>
</tbody>
</table>
| Financial auditing methods, responsibilities, reports, statements, background documentation, recommendations resulting from audits and exit interviews, internal and Auditor General audits. Includes records relating to the administration of audits and reviews of agreements, procedures and programs including correspondence, reports, responses and follow-up.  
  • 01 General  
  • 02 Audit (by year)  
  • 10 Audited Financial Statements  
  • 11 Auditor  
  • 20 Working Papers |           |                                               |
| **850 Banking**   | 7 Years   | Destroy                                       |
| Administration of banking methods and establishment, maintenance and termination of Regional Division #36 bank accounts, deposits, statements, reconciliation, currency rates, safety deposit boxes and acquisition of currency.  
  • 01 General  
    • Banking Proposals  
  • 02 Alberta Treasury Branch  
  • 03 Bank of Montreal  
  • 04 Bank of Nova Scotia  
  • 05 Royal Bank  
  • 10 Safety Deposit Box  
  • 15 Banking Proposals (all banks) |           |                                               |
<p>| (By School)       |           |                                               |
| 01 École St. Mary School – Whitecourt |           |                                               |
| 02 École St. Joseph School – Whitecourt |           |                                               |
| 04 St. Mary of the Lake School – Slave Lake |           |                                               |
| 05 St. Francis of Assisi Catholic Academy – Slave Lake |           |                                               |
| 06 Vanier Community Catholic School – Edson |           |                                               |
| 07 Across the Waters Outreach |           |                                               |
| 08 Holy Redeemer Junior-Senior High School – Edson |           |                                               |</p>
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<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
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</thead>
<tbody>
<tr>
<td><strong>855 Budgets – General</strong></td>
<td></td>
<td></td>
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<tr>
<td>Includes records relating to budgetary practices and procedures, controls and programs.</td>
<td>10 Years</td>
<td>Permanent (Destroy copies)</td>
</tr>
<tr>
<td>• Program of Accounting &amp; Budgeting Manual (See 340)</td>
<td></td>
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<tr>
<td>• 001 General (includes budget info)</td>
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<tr>
<td>• 02 Budgets (by Year)</td>
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<tr>
<td>• 10 SRB</td>
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<tr>
<td>• 15 Budget Working Papers</td>
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<tr>
<td>• 20 Reports</td>
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<td>07 Across the Waters Outreach</td>
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<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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<tr>
<td><strong>875 Cheque Administration</strong></td>
<td></td>
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<tr>
<td>Administration of issuance, replacement and distribution of cheques, requisitions, lists of authorized cheque distributors, statutory declarations, receipt, transcripts and cancelled cheques.</td>
<td>7 Years</td>
<td>Destroy</td>
</tr>
<tr>
<td>• 01 General</td>
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<tr>
<td>• 05 Cancelled Cheques</td>
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<td>• 10 Void Cheques</td>
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<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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<tr>
<td><strong>880 Debentures</strong></td>
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<tr>
<td>Includes records relating to the issuing of debentures. By year</td>
<td>Retain until superseded or obsolete.</td>
<td>Permanent</td>
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<tr>
<td>• 01 General</td>
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<tr>
<td>• 05 (AMFC) Alberta Municipal Financing Corporation</td>
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<td>• 10 Prepaid Debentures</td>
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Living Waters Catholic Regional Division No. 42
Administrative Procedures Manual

April 2019
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<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
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<tbody>
<tr>
<td><strong>885 Debt</strong></td>
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<td>Permanent</td>
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<tr>
<td>Includes records relating to payment on debt financing, cash management and borrowing, loans, loan authorization, etc.</td>
<td>Retain until superseded, obsolete or Paid.</td>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td><strong>890 Donations And Bequests</strong></td>
<td>7 Years</td>
<td>Selective retention for Archives and destroy remainder.</td>
</tr>
<tr>
<td>Includes records relating to donations, gifts and bequests to the Regional Division #36 and donations and bequests made by the Regional Division. Includes correspondence and particulars including Partners In Recreation projects, registered charity and Corporate sponsors.</td>
<td></td>
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<tr>
<td>• Charitable Fundraising Act (See 125)</td>
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<tr>
<td>• 01 General</td>
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<td>• 10 Registered Charity</td>
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<th>Description</th>
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<tr>
<td><strong>905 Fees And Charges</strong></td>
<td>7 Years</td>
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<tr>
<td>Includes records relating to fees and charges for property rentals, etc. Also includes fees for school registrations, organized by school location code.</td>
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<td>• 01 General</td>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td><strong>915 Funds</strong></td>
<td></td>
<td>Permanent</td>
</tr>
<tr>
<td>Administrative information on the establishment and operation of trust funds, bursaries and scholarships. Includes depreciation and working capital advances.</td>
<td>Retain until Superseded or obsolete + 7 years.</td>
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<tr>
<td>• Also see (850).</td>
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<tr>
<td>• 01 General</td>
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</tbody>
</table>
### 917 Fundraising

Includes records relating to fundraising for various activities. Includes all fundraising activities throughout the regional division. Fundraising records for individual schools are filed by its respective location code.

- 01 General

**By School**
- 01 École St. Mary School – Whitecourt
- 02 École St. Joseph School – Whitecourt
- 04 St. Mary of the Lake School – Slave Lake
- 05 St. Francis of Assisi Catholic Academy – Slave Lake
- 06 Vanier Community Catholic School – Edson
- 07 Across the Waters Outreach
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<thead>
<tr>
<th>7 Years</th>
<th>Destroy</th>
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<tr>
<td>Description</td>
<td>Retention</td>
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<tr>
<td><strong>920 Grants - General</strong> Administration of financial assistance programs. Includes records relating to the receiving of monies from federal and provincial governments, and requests, submissions and awarding of grants to outside organizations, agencies or individuals, to carry out specific projects and assignments, follow-up reports and related documentation. Also includes school grants arranged by blocks and pertain to all schools within the Division. • 01 General • 05 Claim Form • 10 Applications • 11 Alberta Education • 12 Alberta Government • 100 Federal Grants</td>
<td>10 Years after all audit requirements are met.</td>
</tr>
<tr>
<td><strong>945 Pay And Benefits - General</strong> Administration of salary and wages, forms, rates of pay, employee benefits such as disability and life insurance, Alberta Health Care, dental plan and union dues deductions. • 01 General • 10 UIC</td>
<td>3 Years</td>
</tr>
<tr>
<td>Description</td>
<td>Retention</td>
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<tr>
<td>-----------------------------------------------------------------------------</td>
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</tbody>
</table>
| **947 Pay And Benefits – Benefits (X-ref HR)** Includes records relating to employee benefits such as benefit plan, RRSP investments, etc.  
  • Teachers Retirement Fund (see 1640)  
  • WCB (see 970)  
  • 01 General  
  • 02 ASEBP (Alta School Employee Benefit Plan)  
  • 20 Mutual Group/RRSP | 3 Years        | Destroy           |
| **950 Pay And Benefits – Pension** General documentation for Canada Pension Plan, Local Authorities pension plan, Alberta Teachers Pension Plan, reciprocal transfer agreements and requests for pension information.  
  • 05 LAPP (Local Authorities Pension Plan)  
  • 10 ATRF (Alberta Teachers Retirement Fund) | Remittance statement 3 Years | Permanent |
| **960 Reports And Statistics – General** Correspondence relating to reports generation, enquiries, production and distribution.  
  • Cancelled cheque list/GL Reports (See 875-05)  
  • 01 General  
  • 05 Accounts Payable Cheques Report (by months)  
  • 06 Budget Reports  
  • 07 Cancelled Cheque lists  
  • 08 Journal Entries (GL)  
  • 10 Payroll Reports (by Month)  
  • 11 Payroll Deduction Report (By Month) | Retain until Superseded or Obsolete +3 Years | Destroy |
| **970 Risk Management And Insurance** Includes records relating to the identification and analysis of loss exposures resulting from accidents, destruction or theft of assets, inability to provide services, incurring of extra expense, legal liability and death or disability of employees.  
  • Accident Reports (see 2603)  
  • Medical List of Students (see 3000)  
  • 01 General (includes Ins Directories)  
  • 05 Insurance  
  • 09 Student Accident Insurance  
  • 10 WCB – General  
  • 11 WCB Annual Returns/Claims | Automobile policies retain 3 Years. Liability policies retain 7 Years | Destroy Permanent |
<table>
<thead>
<tr>
<th><strong>980 Taxation</strong> Taxation matters at all government levels, records pertaining to goods and services tax, customs and excise taxes, property tax assessments, tax receipts for gifts and tax exemptions.</th>
<th>7 Years</th>
<th>Destroy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 01 General</td>
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<tr>
<td>• 02 Assessment/Property Tax</td>
<td></td>
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<tr>
<td>• 10 GST (Goods &amp; Services Tax) – General</td>
<td></td>
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<tr>
<td>• 11 GST Rebates</td>
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<td></td>
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<tr>
<td>• 20 T4’s &amp; Working Papers</td>
<td></td>
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<tr>
<td>(By School)</td>
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<td>01 École St. Mary School – Whitecourt</td>
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<td>07 Across the Waters Outreach</td>
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<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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### Description Retention Disposal

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<tbody>
<tr>
<td><strong>990 Year End</strong></td>
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<tr>
<td>Includes records relating to</td>
<td>7 Years</td>
<td>Permanent</td>
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<tr>
<td>year end reports and summaries.</td>
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<tr>
<td>Includes financial statements,</td>
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<td>ledgers, journals, trial</td>
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<td>balance, payroll reports, etc.</td>
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<tr>
<td>• Financial/Audited Financial</td>
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<tr>
<td>Statements (see 845)</td>
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<tr>
<td>• Budget Reports (see 855-20)</td>
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<tr>
<td>• 01 General</td>
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<tr>
<td>• 15 General Ledgers</td>
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<tr>
<td>• 20 Payroll (by month/year)</td>
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<tr>
<td>• 25 Trial Balance</td>
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</table>

**Section 4 – Information Systems And Services**

PRIMARY NUMBERS – 1000 – 1099

Section 4 includes subjects relating to the information systems in use, including access to information, computer applications, system usage, data resource management and information services including publications and presentations, internal library services, mail, courier and postal services, records management and archives management. The records covered under Section 4 represent how information is managed by the School Division. In order to recreate the historical perspective filing system manuals and inventory of records destroyed must be retained.

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>**1000 Information Systems And</td>
<td>4 Years</td>
<td>Destroy</td>
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<tr>
<td>Services – General</td>
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<td>Includes administrative information</td>
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<td>relating to the management of</td>
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<td>information systems and services</td>
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<td>not included elsewhere in this</td>
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<td>section.</td>
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<tr>
<td>• Computer Tenders (see 1490-5)</td>
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<tr>
<td>• Resellers invitation to tender</td>
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<tr>
<td>(see 1430-10)</td>
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<tr>
<td>• Staff Computer Purchase Plan</td>
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<tr>
<td>(see 1500)</td>
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<tr>
<td>• Technology Integration Fund</td>
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<td></td>
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<tr>
<td>updates (see 920-1)</td>
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<td></td>
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<tr>
<td>• Technology Plan (see 615-30)</td>
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<tr>
<td>• 01 General</td>
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<tr>
<td>• 03 Internet/Bandwidth</td>
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<tr>
<td>• 05 Devices/Equipment</td>
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<tr>
<td>• 10 District Computer Technician</td>
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<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1005 ARCHIVES MANAGEMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Records relating to the appraisal,</td>
<td>Retain</td>
<td>Permanent</td>
</tr>
<tr>
<td>acquisition, arrangement and</td>
<td>until</td>
<td></td>
</tr>
<tr>
<td>description, conservation and</td>
<td>Superseded</td>
<td></td>
</tr>
<tr>
<td>use of information of enduring</td>
<td>or obsolete</td>
<td></td>
</tr>
<tr>
<td>value.</td>
<td>+ 3 years.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1010 Correspondence And Reports</strong></td>
<td>4 Years</td>
<td>Destroy</td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation, management and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>submission of correspondence,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>directives and reports including</td>
<td></td>
<td></td>
</tr>
<tr>
<td>formats, terminology, style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>quality, response timeframes and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>production control systems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 01 (By School)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01 École St. Mary School –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whitecourt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02 École St. Joseph School –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whitecourt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04 St. Mary of the Lake School –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slave Lake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05 St. Francis of Assisi Catholic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academy – Slave Lake</td>
<td></td>
<td></td>
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<tr>
<td>06 Vanier Community Catholic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School – Edson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07 Across the Waters Outreach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08 Holy Redeemer Junior-Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School – Edson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Retention</td>
<td>Disposal</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>1015 Information Technology – General</strong></td>
<td>4 Years</td>
<td>Selective retention for Archives and destroy remainder.</td>
</tr>
<tr>
<td>The development or consideration of automated or electronic data processing systems not shown elsewhere in this series. Monitoring software or hardware products developed in the private sector or used by other Departmental programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Apple Canada (see 1455)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SRB (see 855-10)</td>
<td></td>
<td></td>
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<tr>
<td>• 01 General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 15 Internet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 17 Microsoft Licencing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 18 Networking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 20 RCERS (Remote Credit &amp; Enrolment Reporting System)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 35 Student Information System (SIS)</td>
<td></td>
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</tr>
<tr>
<td><strong>1055 Publications And Manuals - General</strong></td>
<td>3 Years</td>
<td>Destroy</td>
</tr>
<tr>
<td>Standards, lists of publications, requests for publications and packing lists including requests for internally produced publications from outside the Department.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 01 General</td>
<td></td>
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<tr>
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<td></td>
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</tr>
<tr>
<td><strong>1060 Publications And Manuals - Development</strong></td>
<td>Retain until Superseded or Obsolete +3 Years</td>
<td>Selective retention for archives and destroy remainder.</td>
</tr>
<tr>
<td>The development and maintenance of internal or technical publications produced by the Department such as manuals, brochures pamphlets, newsletters, bulletins posters and articles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 01 General</td>
<td></td>
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</tr>
<tr>
<td><strong>1065 Records Management – General</strong></td>
<td>Retain until superseded or obsolete + 3 years.</td>
<td>Selective retention for Archives and destroy remainder.</td>
</tr>
<tr>
<td>Administration of records management functions including planning, generation, maintenance, essential records and access restrictions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 01 General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 02 School Technology Plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(By School)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01 École St. Mary School – Whitecourt</td>
<td></td>
<td></td>
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<tr>
<td>02 École St. Joseph School – Whitecourt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04 St. Mary of the Lake School – Slave Lake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05 St. Francis of Assisi Catholic Academy – Slave Lake</td>
<td></td>
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</tr>
<tr>
<td>06 Vanier Community Catholic School – Edson</td>
<td></td>
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<tr>
<td>07 Across the Waters Outreach</td>
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<tr>
<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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</tr>
</tbody>
</table>
### Description

**Section 5 – Legal Matters** Primary Numbers – 1100 – 1399 Section 5 covers subjects of a legal nature, such as accidents, agreements and contracts, environmental issues, permits, inventions, copyright, properties, claims and litigation. The records filed in this Section will be duplicated in the operational subject file. The purpose of keeping a copy in this Section is to ensure that legal opinions, precedents and similar information is retained for retrieval purposes. Contracts are filed in this Section and a copy will usually be filed in the accounts payable file. In addition a copy of any copyrights in a contractual agreement must be retained in primary 1300. Under the Legal Section will be filed the original documents while a copy will be kept elsewhere for day to day operations. Therefore the retention period for these records is very lengthy and often records are identified for permanent retention.

<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
</table>
| **1100 Legal Matters** Includes records relating to legal matters which are not included elsewhere in this section.  
• Accident Reports may also be found in 2603.  
• ASBA-Legal Services records may be located in 0250.  
• 01 General  
• 20 Regionalization (Injunction) | 4 Years | Selective retention for archives and destroy remainder. |
| **1110 Contracts And Agreements – General** Includes records relating to contracts and agreements of persons, firms or corporations awarded Regional Division #42 contracts to supply goods and services, not found elsewhere in this series.  
• Collective Agreements/Bargaining (see 1645)  
• 01 General/Information  
• 02 ASEP (Alberta School Employee Benefit Plan) Contract  
• 05 Custodial and Maintenance Service Agreements/Contracts  
• 06 Cycle Communications Contact  
• 07 (FCSS) Family & Community Support Services  
• 08 Educational Psychiatry Contract  
• 09 Official Language Agreement  
• 10 Superintendents Agreement/Contract  
• 11 Southland Developments Ltd.  
• 12 Mental Health Contract | Retain until superseded or obsolete + 7 years. | Selective retention for archives and destroy remainder. |
<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1180 Contracts And Agreements – Schools – By School</td>
<td>Retain until superseded or obsolete + 7 years.</td>
<td>Selective retention for archives and destroy remainder.</td>
</tr>
<tr>
<td>Includes records relating to school services contracts and agreements of persons, firms or corporations awarded Regional Division #42 contracts to supply goods and services. Also includes janitorial contracts &amp; tenders by individual schools, laminator contract, Research contracts, Security contract, • Transportation Tender (see 3200) • 01 General • 02 Work Experience Agreements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(By School) 01 École St. Mary School – Whitecourt 02 École St. Joseph School – Whitecourt 04 St. Mary of the Lake School – Slave Lake 05 St. Francis of Assisi Catholic Academy – Slave Lake 06 Vanier Community Catholic School – Edson 07 Across the Waters Outreach 08 Holy Redeemer Junior-Senior High School – Edson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1190 Contracts And Agreements - Transportation And Transit Services</td>
<td>Retain until superseded or obsolete + 7 years.</td>
<td>Selective retention for archives and destroy remainder.</td>
</tr>
<tr>
<td>Includes records relating to transportation contracts and agreements of persons, firms or corporations awarded Regional Division #42 contracts to supply goods and services. Including transportation of ECS &amp; Special Needs children. • 01 General • 20 Edson • 21 Whitecourt • 22 Slave Lake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1250 Legal Opinions</td>
<td>Retain until superseded or obsolete + 2 years.</td>
<td>Permanent</td>
</tr>
<tr>
<td>Includes records relating to legal issues, opinions and advice provided to corporate bodies by the regional division; may also includes any legislative issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1270 Litigation</td>
<td>Retain until superseded or obsolete + 5 Years.</td>
<td>Permanent.</td>
</tr>
<tr>
<td>Includes records relating to legal actions, law suits, for and against the Regional Division #42 which are not included elsewhere under this heading. (Confidential – by Name) • 01 General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1300 Patents, Inventions, Copyright</td>
<td>Retain for 5 Years</td>
<td>Selective retention for archives and destroy remainder.</td>
</tr>
<tr>
<td>Includes records relating to general applications for patents, inventions, copyright or trademarks made on behalf of the Division which are not included elsewhere under this heading. • 01 General</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Section 6 – Materials And Equipment** Primary Numbers – 1400 – 1499 Section 6 covers the functions of procurement, storage and warehousing, issuing, maintaining and repairing and other related subjects, through to the ultimate disposal or write-off of obsolete or surplus materials. Please note, the retention period for material found under this section is relatively short since it contains little material of enduring value.

<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1400 Materials And Equipment – General</strong> Non-financial documentation for materials and equipment procurement not shown elsewhere in this section.</td>
<td>2 Years</td>
<td>Selective retention and destroy remainder.</td>
</tr>
<tr>
<td>• 01 General</td>
<td>2 Years</td>
<td>Destroy</td>
</tr>
<tr>
<td>• 08 Playground</td>
<td>2 Years</td>
<td>Destroy</td>
</tr>
<tr>
<td>• 10 Photo Copiers</td>
<td>2 Years</td>
<td>Destroy</td>
</tr>
</tbody>
</table>

| **1420 Damage And Loss** Reports of loss, theft and damage to Regional School Division #42 and personal property, including repair estimates, investigations and vehicle accident/loan reports. (By School) | 7 Years   | Destroy                   |
| • 01 General                                     | 7 Years   | Destroy                   |
| • 08 Lockers                                     | 7 Years   | Destroy                   |
| • 10 Photocopiers                                | 7 Years   | Destroy                   |

(By School)
- 01 École St. Mary School – Whitecourt
- 02 École St. Joseph School – Whitecourt
- 04 St. Mary of the Lake School – Slave Lake
- 05 St. Francis of Assisi Catholic Academy – Slave Lake
- 06 Vanier Community Catholic School – Edson
- 07 Across the Waters Outreach
- 08 Holy Redeemer Junior-Senior High School – Edson

| **1430 Disposal And Surplus** Includes records relating to the disposal of surplus equipment, the destruction of equipment, the recycling of paper, materials, supplies, trade-ins, including lists of surplus items and surplus declarations. | 7 Years   | Destroy                   |
| • 01 General                                     | 7 Years   | Destroy                   |
| • 10 Resellers Invitation to Tender              | 7 Years   | Destroy                   |

(By School)
- 01 École St. Mary School – Whitecourt
- 02 École St. Joseph School – Whitecourt
- 04 St. Mary of the Lake School – Slave Lake
- 05 St. Francis of Assisi Catholic Academy – Slave Lake
- 06 Vanier Community Catholic School – Edson
- 07 Across the Waters Outreach
- 08 Holy Redeemer Junior-Senior High School – Edson
### Description

<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1435 Equipment Operation</strong> Equipment operation including operating manuals, standards, guarantees, warranties.</td>
<td>Retain until equipment is disposed of/ superseded or obsolete.</td>
<td>Destroy or forward with equipment if sold.</td>
</tr>
<tr>
<td>(By School)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01 École St. Mary School – Whitecourt</td>
<td></td>
<td></td>
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<tr>
<td>02 École St. Joseph School – Whitecourt</td>
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<tr>
<td>04 St. Mary of the Lake School – Slave Lake</td>
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<tr>
<td>05 St. Francis of Assisi Catholic Academy – Slave Lake</td>
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<tr>
<td>06 Vanier Community Catholic School – Edson</td>
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<tr>
<td>07 Across the Waters Outreach</td>
<td></td>
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<tr>
<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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</tr>
</tbody>
</table>

| **1445 Inventories** Recording, storage and distribution of equipment and supplies, stocktaking and control procedures, capital equipment & items and fixed assets inventories. (This subject block does not include records inventories). | Retain until next inventory/ superseded or obsolete + 1 Year. | Destroy |
| (By School)                          |                                        |                                         |
| 01 École St. Mary School – Whitecourt |                                        |                                         |
| 02 École St. Joseph School – Whitecourt |                                        |                                         |
| 04 St. Mary of the Lake School – Slave Lake |                                        |                                         |
| 05 St. Francis of Assisi Catholic Academy – Slave Lake |                                        |                                         |
| 06 Vanier Community Catholic School – Edson |                                        |                                         |
| 07 Across the Waters Outreach |                                        |                                         |
| 08 Holy Redeemer Junior-Senior High School – Edson |                                        |                                         |

<p>| <strong>1450 Maintenance And Repair (Also See Building &amp; Sites)</strong> Applies to office materials and equipment maintenance and repair, this subject block does not apply to maintenance and repair of buildings/ facilities/sites, etc. Maintenance and repair of equipment such as microcomputers, typewriters, photocopier and service call reports excluding maintenance agreements. | 3 Years | Destroy |
| (By School)                          |                                        |                                         |
| 01 École St. Mary School – Whitecourt |                                        |                                         |
| 02 École St. Joseph School – Whitecourt |                                        |                                         |
| 04 St. Mary of the Lake School – Slave Lake |                                        |                                         |
| 05 St. Francis of Assisi Catholic Academy – Slave Lake |                                        |                                         |
| 06 Vanier Community Catholic School – Edson |                                        |                                         |
| 07 Across the Waters Outreach |                                        |                                         |
| 08 Holy Redeemer Junior-Senior High School – Edson |                                        |                                         |</p>
<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
</table>
| **1455 Product Service And Information** Includes technical data, equipment and supplies catalogues and manuals, prospective, brochures and requests for information price lists, etc.  
  • 01 General  
  • 02 Apple Canada  
  • 05 Telus  
  • 10 Microsoft  
  (By School)  
  01 École St. Mary School – Whitecourt  
  02 École St. Joseph School – Whitecourt  
  04 St. Mary of the Lake School – Slave Lake  
  05 St. Francis of Assisi Catholic Academy – Slave Lake  
  06 Vanier Community Catholic School – Edson  
  07 Across the Waters Outreach  
  08 Holy Redeemer Junior-Senior High School – Edson | Retain until superseded or obsolete. | Destroy |
| **1490 Tendering** Tendering or bidding process preceding issuing of a purchase order such as "A" Requisition, "P" and "D" Orders. Includes invitations to tender, advertising of tenders, requests for proposals, tenders or quotations from bidders, evaluation and awarding of tenders, letters of acceptance or rejection of tenders and supporting documentation.  
  • Bank Proposals (see 850)  
  • Janitorial Tendering (See 1180)  
  • Transportation Tender (see 3200)  
  • 01 General  
  • 05 Division Office Computer Tender  
  • 10 Maintenance Whitecourt Tender (By School)  
  (By School)  
  01 École St. Mary School – Whitecourt  
  02 École St. Joseph School – Whitecourt  
  04 St. Mary of the Lake School – Slave Lake  
  05 St. Francis of Assisi Catholic Academy – Slave Lake  
  06 Vanier Community Catholic School – Edson  
  07 Across the Waters Outreach  
  08 Holy Redeemer Junior-Senior High School – Edson | 3 Years | Destroy |
Section 7 – Human Resources

Primary Numbers – 1500 – 1799

Section 7 covers subjects relating to the employees and personnel functions of the organization. These subjects include attendance, establishment, leave, holidays, promotions, training, labour relations and negotiations, etc. (For subjects relating to salary administration, wages and benefits see Section 3, (945, 947 & 950), Finance.) Please note, the retention period for the records in this section have taken into consideration the Alberta Labour Standards and Codes. It should be noted that a subsequent collective agreement may alter the retention or records.

1500 Human Resources – General

Includes records relating to the general administration of personnel management activities not shown elsewhere in this section.

- Substitute Teacher Kit (see 3000), by School
- Teacher Handbook (see 3000), By School
- 01 General
- 05 Certified Personnel Records (includes Forms)
- 08 Employment Package (Support Staff)
- 09 Employment Package (Teacher)
- 10 Faith Development Day
- 20 Staff Computer Purchase Plan

(By School)
01 École St. Mary School – Whitecourt
02 École St. Joseph School – Whitecourt
04 St. Mary of the Lake School – Slave Lake
05 St. Francis of Assisi Catholic Academy – Slave Lake
06 Vanier Community Catholic School – Edson
07 Across the Waters Outreach
08 Holy Redeemer Junior-Senior High School – Edson

<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500 Human Resources – General</td>
<td>2 Years.</td>
<td>Destroy</td>
</tr>
</tbody>
</table>

Description Retention Disposal
1510 Human Resources - Employee Records  Includes the master record on individual employees; personal data; resumes; Contracts. Oath of Confidentiality, Technology User Agreement, Status Forms; appraisals and evaluations; pay and benefits; training; commendations; discipline; health examinations, Teacher & Support Staff Employee Records (by name) etc. Please note, all employee records are to be retained and maintained at Division Office).

- 01 General
- 05 Long Term Disability (By Name)
- 30 Terminated/Inactive Employee Records (By Name)

(By School)

| 01 | École St. Mary School – Whitecourt |
| 02 | École St. Joseph School – Whitecourt |
| 04 | St. Mary of the Lake School – Slave Lake |
| 05 | St. Francis of Assisi Catholic Academy – Slave Lake |
| 06 | Vanier Community Catholic School – Edson |
| 07 | Across the Waters Outreach |
| 08 | Holy Redeemer Junior-Senior High School – Edson |

Retain until 70 years from the date of birth.

Selective retention for archives and destroy remainder. Access restriction is to be placed on these records.
<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1535 Attendance</strong></td>
<td>3 Years</td>
<td>Destroy</td>
</tr>
<tr>
<td>Includes records relating to hours of work, flexible hours, time sheets and compressed work week, vacation, various types of leave, Absences, overtime and sabbatical leave.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 01 General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 10 Substitute – Time Sheets (organized alpha by name)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 20 Support Staff – Time Sheets (organized alpha by name)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 30 Trustees – Time Sheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(By School)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01 École St. Mary School – Whitecourt</td>
<td></td>
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<tr>
<td>02 École St. Joseph School – Whitecourt</td>
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<tr>
<td>04 St. Mary of the Lake School – Slave Lake</td>
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<tr>
<td>05 St. Francis of Assisi Catholic Academy – Slave Lake</td>
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<tr>
<td>06 Vanier Community Catholic School – Edson</td>
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<tr>
<td>07 Across the Waters Outreach</td>
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<tr>
<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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</tbody>
</table>

| **1555 Awards And Honours**       | 1 Year    | Selective retention for archives and destroy remainder. |
| Includes records relating to programs for achievement awards, honorary awards, long service recognition, decorations and commendations given to staff. | | |
| • 01 General                      |           |                           |
| • 05 Long Term Service Award      |           |                           |
| 08 St. John Bosco Award           |           |                           |
| (By School)                       |           |                           |
| 01 École St. Mary School – Whitecourt |           |                           |
| 02 École St. Joseph School – Whitecourt |           |                           |
| 04 St. Mary of the Lake School – Slave Lake |           |                           |
| 05 St. Francis of Assisi Catholic Academy – Slave Lake |           |                           |
| 06 Vanier Community Catholic School – Edson |           |                           |
| 07 Across the Waters Outreach     |           |                           |
| 08 Holy Redeemer Junior-Senior High School – Edson |           |                           |

<p>| <strong>1580 Classification – Position Descriptions</strong> | Retain until Position description is re-written, superseded or obsolete + 3 years. | Destroy |
| Record of classification decisions, roles and responsibilities, reclassification actions, position transfers, classification appeals, changes in duties. | | |
| • 01 General                       |           |                           |
| (By School)                        |           |                           |
| 01 École St. Mary School – Whitecourt |           |                           |
| 02 École St. Joseph School – Whitecourt |           |                           |
| 04 St. Mary of the Lake School – Slave Lake |           |                           |
| 05 St. Francis of Assisi Catholic Academy – Slave Lake |           |                           |
| 06 Vanier Community Catholic School – Edson |           |                           |
| 07 Across the Waters Outreach      |           |                           |
| 08 Holy Redeemer Junior-Senior High School – Edson |           |                           |</p>
<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1605 Employment And Staffing – Competitions</strong></td>
<td>5 Years</td>
<td>Destroy</td>
</tr>
<tr>
<td>Competitions including requests to fill vacancies, interview format and questions, results, eligibility lists, selection profiles, competition bulletins, unsuccessful candidates applications, offer and rejection letters, requests for hiring employees into positions without competition, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 01 General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 012 Central Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 013 Support Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 014 Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1606 Employment And Staffing – General Applications</strong></td>
<td>3 Years</td>
<td>Destroy</td>
</tr>
<tr>
<td>Unsolicited applications and related correspondence for employment, offers of service, resumes both solicited and unsolicited, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 01 General</td>
<td>3 Years</td>
<td>Destroy</td>
</tr>
<tr>
<td>• 10 Resumes</td>
<td>Unsolicited Applications = 6 months</td>
<td></td>
</tr>
<tr>
<td>• 15 Teacher Applications</td>
<td></td>
<td></td>
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<tr>
<td>(By School)</td>
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<tr>
<td>01 École St. Mary School – Whitecourt</td>
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<tr>
<td>02 École St. Joseph School – Whitecourt</td>
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<tr>
<td>04 St. Mary of the Lake School – Slave Lake</td>
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<td>05 St. Francis of Assisi Catholic Academy – Slave Lake</td>
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<tr>
<td>06 Vanier Community Catholic School – Edson</td>
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<tr>
<td>07 Across the Waters Outreach</td>
<td></td>
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<tr>
<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1610 Employment And Staffing - Programs</strong></td>
<td>3 Years</td>
<td>Destroy</td>
</tr>
<tr>
<td>Employment programs such as co-operative work experience programs, apprenticeship, Summer Temporary Employment Program (STEP), Unemployment Program (UIC), Enhancement Skills Program (ESP); includes guidelines, applications for employment program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 01 General</td>
<td>3 Years</td>
<td>Destroy</td>
</tr>
<tr>
<td>• 10 (EAP) Employee Assistance Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 20 STEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 25 Teacher Exchange Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 30 UIC Premium Reduction Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Retention</td>
<td>Disposal</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
</tbody>
</table>
| **1630 Human Resources Planning – Performance Appraisal** Employee performance appraisal systems process, application, implementation and evaluation.  
• 01 General  
• 10 Teacher Evaluations documents  
15 Support Staff Evaluation documents | Retain until superseded or obsolete + 5 Years. | Selective retention for archives and destroy remainder. |
| (By School)  
• 01 École St. Mary School – Whitecourt  
• 02 École St. Joseph School – Whitecourt  
• 04 St. Mary of the Lake School – Slave Lake  
• 05 St. Francis of Assisi Catholic Academy – Slave Lake  
• 06 Vanier Community Catholic School – Edson  
• 07 Across the Waters Outreach  
• 08 Holy Redeemer Junior-Senior High School – Edson | | |
| **1640 Industrial Labour/Relations – General** Includes records relating to employee/management relations and services, code of ethics, labour relations, counselling and retirement programs including such matters as conduct, conflict of interest situations and morale.  
• Labour Relations Bulletin (see 340)  
• Staff Relations Committee (see 360)  
• Teacher Retirement Fund (See 950)  
• 01 General (includes AUPE)  
• 20 Unions | 3 Years | Destroy |
| **1645 Industrial Relations – Collective Bargaining** Bargaining and collective agreements including negotiations, agent certification, arbitration, adjudication, interpretation of terms and conditions of employment, collective bargaining and employees excluded from agreements.  
01 General  
• 05 ATA Negotiations  
• 10 Collective Agreements/Bargaining  
• 15 Non Teaching Staff Negotiations  
25 Teacher Negotiations | Retain until superseded or obsolete + 3 years. | Permanent |
| **1655 Industrial Relations – Grievances** Methods for handling grievances and complaints of employees; also demotions and suspensions.  
• 01 General | Retain until superseded or obsolete + 3 years. | Permanent |
1685 Occupational Health And Safety – General  
Administration of a safe and healthy working environment including factors such as programs, first aid, occupational health, smoking in the workplace, lighting and stress, noise levels, evacuation procedure for fire and bomb threats.  
• Also (see 560) Disaster and Emergency Planning.  
• 01 General  
• 02 3D Inspection Certificates

<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1695 Occupational Health And Safety – Programs</td>
<td>3 Years</td>
<td>Destroy</td>
</tr>
</tbody>
</table>
| Occupational health and safety programs such as Workplace Hazardous Material Information Systems (WHMIS), Hearing Conservation Program, Fibrosis Program, etc.  
• 01 General  
• 10 WHMIS | | |
| (By School) | | |
| 01 École St. Mary School – Whitecourt  
02 École St. Joseph School – Whitecourt  
04 St. Mary of the Lake School – Slave Lake  
05 St. Francis of Assisi Catholic Academy – Slave Lake  
06 Vanier Community Catholic School – Edson  
07 Across the Waters Outreach  
08 Holy Redeemer Junior-Senior High School – Edson | | |
| 1750 Studies And Surveys | 5 Years | Selective retention for archives and destroy remainder. |
| Background information and correspondence relating to personnel management studies and surveys such as personnel management evaluation and information systems.  
• Satisfaction Surveys (by school) Staff, Student & Parent  
• 01 General | | |
| (By School) | | |
| 01 École St. Mary School – Whitecourt  
02 École St. Joseph School – Whitecourt  
04 St. Mary of the Lake School – Slave Lake  
05 St. Francis of Assisi Catholic Academy – Slave Lake  
06 Vanier Community Catholic School – Edson  
07 Across the Waters Outreach  
08 Holy Redeemer Junior-Senior High School – Edson | | |
### 1760 Training And Development – General

General administration of training and development activities and functions such as the overall programming and scheduling of training and development plans.

- Faith Development Day (see 1500-10)
- Information on Retreats (see 390-15)
- 01 General
- 05 Consortium
- 10 Official Languages in Education Program
- 20 Professional Development
- 30 Teacher Certification & Development

(BY School)
- 01 École St. Mary School – Whitecourt
- 02 École St. Joseph School – Whitecourt
- 04 St. Mary of the Lake School – Slave Lake
- 05 St. Francis of Assisi Catholic Academy – Slave Lake
- 06 Vanier Community Catholic School – Edson
- 07 Across the Waters Outreach
- 08 Holy Redeemer Junior-Senior High School – Edson

<table>
<thead>
<tr>
<th>5 Years</th>
<th>Selective retention for archives and destroy remainder</th>
</tr>
</thead>
</table>

### 1780 Volunteers

Includes records relating to persons providing volunteer services to the Living Waters Catholic Regional Division No. 42, the services provided and to the requirements and conditions of the voluntary service.

(BY School)
- 01 École St. Mary School – Whitecourt
- 02 École St. Joseph School – Whitecourt
- 04 St. Mary of the Lake School – Slave Lake
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- 06 Vanier Community Catholic School – Edson
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<table>
<thead>
<tr>
<th>Retain until superseded or obsolete + 7 years.</th>
<th>Selective retention for archives and destroy remainder</th>
</tr>
</thead>
</table>

### Section 8 – 2000 Living Waters Catholic Regional Division Schools 3199

Operational Records Primary Numbers And Primary Subjects
<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
</table>
| **2100 Early Childhood Services** Includes records relating to early childhood including Junior Preschool, Kindergarten, and services not found elsewhere in this block.  
• Children’s Services (see 3105)  
• ECS Program Unit Funding Handbook (see 340)  
• 01 General  
• 10 Kindergarten-General  
• 15 Preschool/Junior Kindergarten  
• 20 Philosophy, Goals, & Program Dimensions | 10 Years  | Selective retention for archives and destroy remainder. |

(By School)
01 École St. Mary School – Whitecourt  
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05 St. Francis of Assisi Catholic Academy – Slave Lake  
06 Vanier Community Catholic School – Edson  
07 Across the Waters Outreach  
08 Holy Redeemer Junior-Senior High School – Edson

<table>
<thead>
<tr>
<th>Instructional Services</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
</table>
| **2400 Instructional Services – General** Includes records of a general nature relating to instructional services delivery, not found elsewhere in this section.  
• 01 General | 10 Years  | Selective retention for archives and destroy remainder |

(By School)
01 École St. Mary School – Whitecourt  
02 École St. Joseph School – Whitecourt  
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<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2405 Achievement/Testing</strong></td>
<td>10 Years</td>
<td>Selective retention for archives and destroy remainder</td>
</tr>
</tbody>
</table>

Includes records relating to student achievement and testing. Diploma examinations, test results, achievement and test by individual programs within the schools. These records are arranged by school location code. Please note that achievement and testing records directly influence the students record, once test results are accumulated they eventually result in the students report cards, these marks are transferred into the students records held in section 2585. The actual student exams and results are sent and managed by Alberta Education. The only types of exams held in the schools are the student final exams, which are organized by program, by grade, by student name. These final exams can be located under the appropriate school location code.

- Student Report Cards (see 2685-by school)
- 01 General
- 10 PAT Exam Results
- 11 Diploma Examination Results
- 12 Diploma Registration Lists
- 15 Instructional Response
- 20 PAT Registration Lists

(By School)
- 01 École St. Mary School – Whitecourt
- 02 École St. Joseph School – Whitecourt
- 04 St. Mary of the Lake School – Slave Lake
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<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2410 Education Partnerships</strong> Records relating to joint ventures between Schools and companies and firms.</td>
<td>10 Years</td>
<td>Selective retention for archives and destroy remainder</td>
</tr>
<tr>
<td>• 01 General</td>
<td></td>
<td></td>
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<tr>
<td>(By School)</td>
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<td></td>
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<tr>
<td>01 École St. Mary School – Whitecourt</td>
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<td>02 École St. Joseph School – Whitecourt</td>
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<td>04 St. Mary of the Lake School – Slave Lake</td>
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<tr>
<td>06 Vanier Community Catholic School – Edson</td>
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<tr>
<td>07 Across the Waters Outreach</td>
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<tr>
<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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<tr>
<td><strong>2420 Curriculum And Programming – Programs – General</strong> Includes records relating to individual program offered in the schools such as textbooks, media aids film or video, workbooks and papers. (For records relating to individual program grant information please refer to section 920)</td>
<td>10 Years</td>
<td>Selective retention for archives and destroy remainder</td>
</tr>
<tr>
<td>• Forms (blank) – by school (See 0590)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 01 General</td>
<td></td>
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<tr>
<td>• 05 Co-operative Education (also see CTS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 06 Curriculum &amp; Programming Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 07 Learning and Teacher Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Program of Studies (includes all programs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Elementary/Junior High</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ECS/Elementary Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Senior High Program of Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• (Note: these are generic manuals and apply to all schools)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Programming for students with special needs</td>
<td></td>
<td></td>
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<tr>
<td>(By School)</td>
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<td></td>
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<tr>
<td>01 École St. Mary School – Whitecourt</td>
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<tr>
<td>02 École St. Joseph School – Whitecourt</td>
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<tr>
<td>06 Vanier Community Catholic School – Edson</td>
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<tr>
<td>07 Across the Waters Outreach</td>
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<tr>
<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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<tr>
<td>Description</td>
<td>Retention</td>
<td>Disposal</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>2430 Curriculum And Programming – Programs – Complimentary Courses</strong></td>
<td>10 Years S/O</td>
<td>Selective retention for archives and destroy remainder</td>
</tr>
<tr>
<td>Includes records relating to individual program offered in the schools such as textbooks, media aids film or video, workbooks and papers. May also include interim progress reports, accumulation of student credits, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 01 General</td>
<td></td>
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<tr>
<td>(By School)</td>
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<td></td>
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<tr>
<td>01 École St. Mary School – Whitecourt</td>
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<tr>
<td>02 École St. Joseph School – Whitecourt</td>
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<tr>
<td>04 St. Mary of the Lake School – Slave Lake</td>
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<tr>
<td>05 St. Francis of Assisi Catholic Academy – Slave Lake</td>
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<tr>
<td>06 Vanier Community Catholic School – Edson</td>
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<tr>
<td>07 Across the Waters Outreach</td>
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<tr>
<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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</tbody>
</table>

<p>| <strong>2432 Curriculum And Programming – Programs – Off Campus Education</strong>       | 10 Years           | Selective retention for archives and destroy remainder |
| Includes records relating to individual programs offered in the schools such as RAP, Dual Credit, textbooks, media aids film or video, workbooks and papers. |                    |                                               |
| • 01 General                                                               |                    |                                               |
| • 02 Work Experience                                                       |                    |                                               |
| • 05 Registered Apprenticeship                                             |                    |                                               |
| • 10 Outreach                                                              |                    |                                               |
| • 15 Credit Recovery                                                       |                    |                                               |
| (By School)                                                                 |                    |                                               |
| 01 École St. Mary School – Whitecourt                                       |                    |                                               |
| 02 École St. Joseph School – Whitecourt                                     |                    |                                               |
| 04 St. Mary of the Lake School – Slave Lake                                |                    |                                               |
| 05 St. Francis of Assisi Catholic Academy – Slave Lake                      |                    |                                               |
| 06 Vanier Community Catholic School – Edson                                 |                    |                                               |
| 07 Across the Waters Outreach                                               |                    |                                               |
| 08 Holy Redeemer Junior-Senior High School – Edson                          |                    |                                               |</p>
<table>
<thead>
<tr>
<th>Locally Developed Courses</th>
<th>10 Years</th>
<th>Selective retention for archives and destroy remainder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes records relating to individual program offered in the schools such as textbooks, media aids film or video, workbooks and papers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 01 General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 10 Religious Studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(By School)

| 01 | École St. Mary School – Whitecourt |
| 02 | École St. Joseph School – Whitecourt |
| 04 | St. Mary of the Lake School – Slave Lake |
| 05 | St. Francis of Assisi Catholic Academy – Slave Lake |
| 06 | Vanier Community Catholic School – Edson |
| 07 | Across the Waters Outreach |
| 08 | Holy Redeemer Junior-Senior High School – Edson |
### Description

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<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
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</thead>
<tbody>
<tr>
<td><strong>2435 Curriculum And Programming – Programs – Extracurricular</strong></td>
<td>10 Years</td>
<td>Selective retention for archives and destroy remainder</td>
</tr>
<tr>
<td>Includes records relating to extra-curricular program offered in the schools such as athletics</td>
<td></td>
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<tr>
<td>• 01 General</td>
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<tr>
<td>• 10 Athletics</td>
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<tr>
<td>• 15 Arts</td>
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<td>(By School)</td>
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<td>02 École St. Joseph School – Whitecourt</td>
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<tr>
<td>06 Vanier Community Catholic School – Edson</td>
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<td></td>
</tr>
<tr>
<td>07 Across the Waters Outreach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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</tr>
</tbody>
</table>

| **2436 Curriculum And Programming – Programs – Fine Arts** | 10 Years   | Selective retention for archives and destroy remainder |
| Includes records relating to programs developed and offered, outside the school programs, by various government department or private organizations which may be interest and also regarding special programs or events in which students may have the opportunity to participate. Also includes art, drama & music. |            |                                               |
| • 01 General                                     |            |                                               |
| • 05 Art                                        |            |                                               |
| • 10 Drama                                      |            |                                               |
| • 15 Music                                      |            |                                               |
| (By School)                                      |            |                                               |
| 01 École St. Mary School – Whitecourt            |            |                                               |
| 02 École St. Joseph School – Whitecourt          |            |                                               |
| 04 St. Mary of the Lake School – Slave Lake      |            |                                               |
| 05 St. Francis of Assisi Catholic Academy – Slave Lake |          |                                               |
| 06 Vanier Community Catholic School – Edson      |            |                                               |
| 07 Across the Waters Outreach                    |            |                                               |
| 08 Holy Redeemer Junior-Senior High School – Edson |          |                                               |

<p>| <strong>2440 Curriculum And Programming – Programs – Health/Physed</strong> | 10 Years   | Selective retention for archives and destroy remainder |
| Includes records relating to individual program offered in the schools such as textbooks, media aids film or video, workbooks and papers. |            |                                               |
| • 01 General                                     |            |                                               |
| (By School)                                      |            |                                               |
| 01 École St. Mary School – Whitecourt            |            |                                               |
| 02 École St. Joseph School – Whitecourt          |            |                                               |
| 04 St. Mary of the Lake School – Slave Lake      |            |                                               |
| 05 St. Francis of Assisi Catholic Academy – Slave Lake |          |                                               |
| 06 Vanier Community Catholic School – Edson      |            |                                               |
| 07 Across the Waters Outreach                    |            |                                               |
| 08 Holy Redeemer Junior-Senior High School – Edson |          |                                               |</p>
<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
</tr>
</thead>
</table>
| **2450 Curriculum And Programming – Programs – Language Arts** Includes records relating to individual program offered in the schools such as textbooks, media aids film or video, workbooks and papers.  
  • 01 General (By School) | 10 Years  | Selective retention for archives and destroy remainder |
| (By School)  
  01 École St. Mary School – Whitecourt  
  02 École St. Joseph School – Whitecourt  
  04 St. Mary of the Lake School – Slave Lake  
  05 St. Francis of Assisi Catholic Academy – Slave Lake  
  06 Vanier Community Catholic School – Edson  
  07 Across the Waters Outreach  
  08 Holy Redeemer Junior-Senior High School – Edson |           |                                              |
| **2455 Curriculum And Programming – Programs – Math** Includes records relating to individual program offered in the schools such as textbooks, media aids film or video, workbooks and papers.  
  • 01 General | 10 Years  | Selective retention for archives and destroy remainder |
| (By School)  
  01 École St. Mary School – Whitecourt  
  02 École St. Joseph School – Whitecourt  
  04 St. Mary of the Lake School – Slave Lake  
  05 St. Francis of Assisi Catholic Academy – Slave Lake  
  06 Vanier Community Catholic School – Edson  
  07 Across the Waters Outreach  
  08 Holy Redeemer Junior-Senior High School – Edson |           |                                              |
| **2460 Curriculum And Programming – Programs – Indigenous Education** Includes records relating to individual programs offered in the schools such as text books, media aids, films, Video, workbooks and papers.  
  • 01 General |           |                                              |
| (By School)  
  01 École St. Mary School – Whitecourt  
  02 École St. Joseph School – Whitecourt  
  04 St. Mary of the Lake School – Slave Lake  
  05 St. Francis of Assisi Catholic Academy – Slave Lake  
  06 Vanier Community Catholic School – Edson  
  07 Across the Waters Outreach  
  08 Holy Redeemer Junior-Senior High School – Edson |           |                                              |
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<th>Disposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2466 Curriculum And Programming – Programs - Other Languages</strong></td>
<td>10 Years</td>
<td>Selective retention for archives and destroy remainder</td>
</tr>
<tr>
<td>Includes records relating to individual program offered in the schools such as textbooks, media aids film or video, workbooks and papers. Also includes English as a second language, French, French Immersion, German, Ukrainian, Cree, etc.</td>
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<td>• 01 General</td>
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<td>• 02 English as a second language</td>
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<td>• 03 French as a second language</td>
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<td>• 05 French Immersion-General</td>
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<td>• 07 Cree as a second language</td>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td><strong>2470 Curriculum And Programming – Programs – Religion Studies</strong></td>
<td>10 Years</td>
<td>Selective retention for archives and destroy remainder</td>
</tr>
<tr>
<td>Includes records relating to individual program offered in the schools such as textbooks, media aids film or video, workbooks and papers. Also includes religious studies offered by the Regional Division.</td>
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<td>• 01 General</td>
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<tr>
<td><strong>2480 Curriculum And Programming – Programs – Science</strong></td>
<td>10 Years</td>
<td>Selective retention for archives and destroy remainder</td>
</tr>
<tr>
<td>Includes records relating to programs offered in the School such as textbooks, media aid films or video, Workbooks and papers. Also includes physics, Chemistry, biology, etc.</td>
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<td>• 01 General</td>
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<td>• 05 Elementary Science</td>
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</tbody>
</table>

| **2490 Curriculum And Programming – Programs – Social Studies** | 10 Years  | Selective retention for archives and destroy remainder |
| Includes records relating to curriculum and programs, | | |
| • 01 General                                     | | |
| (By School)                                      | | |
| 01 École St. Mary School – Whitecourt           | | |
| 02 École St. Joseph School – Whitecourt         | | |
| 04 St. Mary of the Lake School – Slave Lake     | | |
| 05 St. Francis of Assisi Catholic Academy – Slave Lake | | |
| 06 Vanier Community Catholic School – Edson     | | |
| 07 Across the Waters Outreach                   | | |
| 08 Holy Redeemer Junior-Senior High School – Edson | | |

<p>| <strong>2500 Instructional Strategies</strong>                  | 10 Years  | Selective retention for archives and destroy remainder |
| Includes records relating to the research, planning and development of instructional strategies and delivery that may be employed in the delivery of the curriculum. | | |
| • High School Redesign Plan                       | | |
| • “I Can” Statements                              | | |
| • Report Card Standards                           | | |
| (By School)                                      | | |
| 01 École St. Mary School – Whitecourt           | | |
| 02 École St. Joseph School – Whitecourt         | | |
| 04 St. Mary of the Lake School – Slave Lake     | | |
| 05 St. Francis of Assisi Catholic Academy – Slave Lake | | |
| 06 Vanier Community Catholic School – Edson     | | |
| 07 Across the Waters Outreach                   | | |
| 08 Holy Redeemer Junior-Senior High School – Edson | | |</p>
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<tr>
<th>Description</th>
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<th>Disposal</th>
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</thead>
<tbody>
<tr>
<td><strong>2525 Library</strong></td>
<td>Includes records relating to libraries and/or Learning Commons throughout the Division, including peace library system (Peace River), and records relating to media services.</td>
<td>10 Years</td>
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<tr>
<td></td>
<td>• 01 General</td>
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<tr>
<td></td>
<td>20 Peace Library System</td>
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<td>(By School)</td>
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<td>02 École St. Joseph School – Whitecourt</td>
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<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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<tr>
<td><strong>2585 Students – Records/CUM (Confidential)</strong></td>
<td>Includes records relating to student records and request for records excluding the delivery of Student Services. Includes student evaluation, special needs, promotion, report cards, transcripts, registration forms, transfers, etc. Student records are grouped by school location code and are arranged alphabetically by name.</td>
<td>Retain until student is 28 years of age.</td>
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<tr>
<td></td>
<td>• PUG/High Incidence grant – Slave Lake may be located in the (2585-54) Student File or (920-12) Grants.</td>
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<td></td>
<td>• Registration Forms – Blank (see 590)</td>
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<td>• Student Report Cards may also be located in (2685).</td>
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<td>(By School)</td>
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</table>
| **2590 Students – Awards** Includes records relating to students awards and programs offered by the division and awards offered by the individual schools. This includes criteria and rubrics, etc.  
- Incentive Programs (see 3000)  
  01 General | 10 Years | Selective retention for archives and destroy remainder |
| **2595 Teachers Resource Area - (Non-record Material)** Includes non-record materials such as, resource books, media, etc. in relation to curriculum and programming within the various schools in the regional division. Resource materials can be located in a designated storage area in each school and user offices. | Until superseded or obsolete + 1 year. | Destroy |
| **School Operations** | 10 Years | Selective retention for archives and destroy remainder |
| **2600 School Operations – General** Includes records of a general nature affecting the operations of two or more schools in the Division not found elsewhere in this block. Records relating to specific schools is filed in their respective block.  
- Records relating to Fundraising at the school level may be located in section 917 (by school location code).  
- Information on Principal Meetings (See 360)  
- School Enrolment/Grant info (see 920-12)  
- Student Registration material (See 3000), (by school)  
  01 General | | |
### Description

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<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
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<tbody>
<tr>
<td><strong>2603 Accident Reports</strong></td>
<td>7 years</td>
<td>Selective retention for archives and destroy remainder</td>
</tr>
</tbody>
</table>
| Includes records relating to accident reports submitted & or held by individual schools. General correspondence on accidents may be filed in this Subject Block. Also see Risk Management & Insurance In Section 970 and Legal Matters throughout Section 5.  
  - Student Accident Insurance (see 970)  
  - For information regarding emergency, disasters, etc. (see 560)  
  - 01 General |
| **2605 Attendance/Truancy**  | 7 years   | Destroy                                       |
| Includes records relating to student attendance, Daily registers for recording the enrolment and Attendance of students.  
  - Student Attendance Contract (See 1180)  
  - Powerschool Reports  
  - Policy  
  - 01 General |

(By School)

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<td><strong>2610 Boundaries – General</strong> Includes records relating to the development of School boundaries within The Living Waters Catholic Regional Division No. 42 Schools. Includes establishment of Catholic School Districts, 4x4’s, etc.</td>
<td>Retain until superseded or obsolete + 10 Years.</td>
<td>Selective retention for archives and destroy remainder</td>
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<td>• 10 Establishment of Catholic School</td>
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<tr>
<td><strong>2620 Demographics</strong> Includes records relating to future expansion areas and census.</td>
<td>10 Years.</td>
<td>Selective retention for archives and destroy remainder</td>
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**By School**

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| **2680 Instructions Planning** Includes records relating to the planning of instructional time requirements and program requirements as legislated by Alberta Education. Includes yearly plans, lesson plans, Long range plans, Planning Goals and objectives, etc. | 10 Years | Selective retention for archives and destroy remainder |
| • Lesson Plans                                 |                                |                                 |
| • Program of studies (see 2420)                |                                |                                 |
| • Course Review & Evaluations (see 2420-2490), By Specific Program. |                                |                                 |
| • Course Outlines                              |                                |                                 |

**By School**

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<th>Description</th>
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<tbody>
<tr>
<td><strong>2685 Pupil Promotion Records - By School</strong> includes records relating to the promotion of students from one grade to the next, these reports are prepared annually by each school for each class. Includes Student Report Cards which are grouped by school location code, • Report Cards</td>
<td>10 Years</td>
<td>Selective retention for archives and destroy remainder</td>
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</tbody>
</table>

(By School)
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| **3000 School Operations – (By School) – General** includes records relating to the accreditation, planning, goals and objectives, School review & evaluation, days and hours of operations, field trips, handbooks, photos, supervision, food services or lunch program, newsletters, work experience approvals, and general information & correspondence on schools, etc. Also includes: Memos to teachers, school history, etc. • Plans, Goals & Objectives (also see 615) • Annual Plan for Learning • Policies (see 110 & 345) • For School Councils (See-500-10) • 01 General • 10 School Year Calendar-General • 15 Student Programs & Evaluations-General | 10 Years | Selective retention for archives and destroy remainder |

(By School)
- 01 École St. Mary School – Whitecourt
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</table>
| **3050 Student Counts/Enrollment** includes records relating to student counts and enrollment for the school year. Records are filled under their respective block by school location code or general if they pertain to all school within the division. Also includes CEU information, funding material is to be filled in Grants, 920.  
• Student Registration Forms (see 2605), by school  
• 01 General  
• 10 Alta Ed – Report on Enrollment (By School) | 10 Years | Selective retention for archives and destroy remainder |

(By School)
01 École St. Mary School – Whitecourt
02 École St. Joseph School – Whitecourt
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</table>
| **3100 Student Services – General** includes records relating to student services and special education not found elsewhere in this block.  
• SIS (Student Information System) (see 1015)  
• Students Association (see 0250-100), (By School code)  
• Student Support Services (see 3110)  
• 01 General  
• 10 Exchange Students  
• 20 Student Finance Board (By School) | 10 Years | Selective retention for archives and destroy remainder |

(By School)
01 École St. Mary School – Whitecourt
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### 3105 Childrens Services
Includes records relating to children’s services throughout the regional division not found elsewhere in this block. For records relating to ESC and Kindergarten please see section 2100.)
- 01 General

| 10 Years | Selective retention for archives and destroy remainder |

### 3110 Counselling – General
Includes records relating to programs, training, workshops, networking and team information for counsellors. Also includes records such as child abuse, coping skills, peer support, etc.
- Educational Psychiatry contract (see Legal, 1110)
- 01 General
- 02 Bereavement/Death/Grief
- 05 Child Abuse
- 10 Coping Skills
- 15 Family School Liaison/FCSS (also see 400-10)
- 20 Peer Support
- 25 Sexual Abuse

(By School)
- 01 École St. Mary School – Whitecourt
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### Description

**3112 Counselling – Career Counselling** Includes records relating to Career Counselling programs. This program is offered throughout all junior and senior high schools within the Division.

- General
- Interviews
- Resource Materials (Univ./College, etc. located in the school Career Counsellor’s office)

(By School)
- 01 École St. Mary School – Whitecourt
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<tr>
<td>10 years</td>
<td>Selective retention for archives and destroy remainder</td>
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### Description

**3115 Discipline/Suspension** Includes records relating to student discipline, suspensions, etc. Student Discipline/Suspension records are located by school location code are organized alphabetically.

- Bus Discipline (see 3200)
- Discipline Forms (see 590)
- Student Attendance Contracts (see 1180)
- Theft Incident (See 1420)
- Personnel & Discipline Committee (see 360)
- 01 General (includes suspension notices to parents) (by School)

(By School)
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<th>Retention</th>
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<tr>
<td>1 year after student leaves elementary, junior and senior levels.</td>
<td>Selective retention for archives and destroy remainder</td>
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<tr>
<td><strong>3120 Distance Education</strong></td>
<td>10 Years</td>
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<tr>
<td>Includes records relating to students attending The Living Waters Catholic Regional Division #42 Schools participating in courses offered through correspondence. Includes Alberta Distance Learning Centre, Junior &amp; Senior high handbooks, applications, etc.</td>
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<td>• 01 General</td>
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<td>07 Across the Waters Outreach</td>
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<tr>
<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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</tbody>
</table>

| **3150 Home Education**      | 10 Years  | Selective retention for archives and destroy remainder  |
| Includes records relating to students who perform their studies at home. Individual student records are file alphabetically under the appropriate school location code. General correspondence is file in the general file. |  |  |
| • 01 General                 |           |  |
| (By School)                  |           |  |
| 01 École St. Mary School – Whitecourt |           |  |
| 02 École St. Joseph School – Whitecourt |           |  |
| 04 St. Mary of the Lake School – Slave Lake |           |  |
| 05 St. Francis of Assisi Catholic Academy – Slave Lake |           |  |
| 06 Vanier Community Catholic School – Edson |           |  |
| 07 Across the Waters Outreach |           |  |
| 08 Holy Redeemer Junior-Senior High School – Edson |           |  |

| **3170 Speech And Hearing**  | 10 Years  | Selective retention for archives and destroy remainder  |
| Includes records relating to the speech pathology services offered by the Division. |  |  |
| • For Speech and hearing funding (see 920) |  |  |
| • Family/School Community Liaison (see 0400 & 3110) |  |  |
| • Aspen health (see 360-7) |  |  |
| • 10 General                 |           |  |
| • 02 ACRID – Deaf Students (By School) |           |  |
| (By School)                  |           |  |
| 01 École St. Mary School – Whitecourt |           |  |
| 02 École St. Joseph School – Whitecourt |           |  |
| 04 St. Mary of the Lake School – Slave Lake |           |  |
| 05 St. Francis of Assisi Catholic Academy – Slave Lake |           |  |
| 06 Vanier Community Catholic School – Edson |           |  |
| 07 Across the Waters Outreach |           |  |
| 08 Holy Redeemer Junior-Senior High School – Edson |           |  |
**3175 Special Event & Activities** Includes records relating to school events and activities offered by individual schools, by school location code.

- Faith Development Day (see 1500)

<table>
<thead>
<tr>
<th>(By School)</th>
<th>10 years</th>
<th>Selective retention for archives and destroy</th>
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<tbody>
<tr>
<td>01 École St. Mary School – Whitecourt</td>
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<td>02 École St. Joseph School – Whitecourt</td>
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<td>04 St. Mary of the Lake School – Slave Lake</td>
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<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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<tr>
<td>Description</td>
<td>Retention</td>
<td>Disposal</td>
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<tr>
<td><strong>3180 Special Education/Needs</strong> includes records relating to the special education and or needs services offered by the Division and schools. Also includes records such as sensory impaired, integration, learning disabilities, severe disabilities, visually impaired programs, etc.</td>
<td>10 Years.</td>
<td>Selective retention for archives and destroy remainder</td>
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<tr>
<td>• Assessments/(IPP) Individual Program Plan (see 2585 – Student Records, (organized by school location code)</td>
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<tr>
<td>• Family school liaison/summary sheets (see 3110 &amp; 0400)</td>
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<tr>
<td>• Special Education Funding (see grants, 920)</td>
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<tr>
<td>• Special Education Manual (see 340-47)</td>
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<tr>
<td>• 01 General • 10 Mild/Moderate/Severe Disabilities Guide</td>
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<td>• 15 Teachers Guide…</td>
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<td><em>(By School)</em></td>
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<td>05 St. Francis of Assisi Catholic Academy – Slave Lake</td>
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<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
<td>10 Years</td>
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</tbody>
</table>

| **3190 Teachers Aides** includes records relating to the approval of teachers aids request. Requests or assignments are filed by school. | 10 Years | Selective retention for archives and destroy remainder |
| • Teacher assistant/aides resumes/applications for employment (see 1606). |           |                                              |
| *(By School)*                                    |           |                                              |
| 01 École St. Mary School – Whitecourt           |           |                                              |
| 02 École St. Joseph School – Whitecourt         |           |                                              |
| 04 St. Mary of the Lake School – Slave Lake     |           |                                              |
| 05 St. Francis of Assisi Catholic Academy – Slave Lake | 10 Years |                                              |
| 06 Vanier Community Catholic School – Edson     |           |                                              |
| 07 Across the Waters Outreach                   |           |                                              |
| 08 Holy Redeemer Junior-Senior High School – Edson | 10 Years |                                              |
### Transportation

<table>
<thead>
<tr>
<th>Description</th>
<th>Retention</th>
<th>Disposal</th>
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<tbody>
<tr>
<td><strong>3200 Transportation – General</strong></td>
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<tr>
<td>Includes records relating to the transportation of students not</td>
<td>10 years</td>
<td>Selective</td>
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<td>found elsewhere in this block. Includes bussing of students to</td>
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<td>retention forarchives and destroy remainder</td>
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<td>schools within the Division.</td>
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<tr>
<td>• Transportation Committee (see 360-39)</td>
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<td>• Transportation School Grant info. (see 920-14)</td>
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<tr>
<td>• Transportation/Bussing Agreements (See 1190)</td>
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<td>• 01 General/Transportation/Bussing</td>
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<td>• 05 ECS/Special Needs</td>
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<td>• 08 Non-Resident</td>
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<td>• 10 Other Regional Divisions</td>
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<td>• Northern Gateway School Division</td>
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<td>• Grande Yellowhead Public School Division</td>
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<td>• High Prairie Public School Division</td>
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<td>• 12 Public Transit</td>
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<tr>
<td>• 15 Transportation Tender-Bussing</td>
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<td>• 17 Bus Lists</td>
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<tr>
<td>08 Holy Redeemer Junior-Senior High School – Edson</td>
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<tr>
<td><strong>3280 Licensing And Maintenance Of Vehicles</strong></td>
<td>10 Years</td>
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<tr>
<td>Includes records relating to Division owned School buses.</td>
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<td>Includes all licensing and maintenance of Transport vehicles,</td>
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<td>etc.</td>
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<tr>
<td>• 01 General</td>
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<tr>
<td>• 10 National Safety Code Ratings</td>
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</tbody>
</table>

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

FILES TO BE SENT TO CENTRAL OFFICE

- Mascots Name and Information
- PAC
  - Terms of Reference
  - Minutes
- Pandemic Plans
- Crisis Plans
- Fire Drills
- Lock/key Records
- Alarm Codes
- Signing Authority Sheets
- School Maps
- School Photo
- Permits
- Bank Reconciliations
- Budget
- Fees Sheet
- WCB Claims
- Accident/Incident Sheets
- GST Rebate
- Technology Plan
- School APLs
- Inventory
- Missing Materials/ Textbooks
- Teacher Handbook
- Sub Teacher Handbook
- Job Postings
- Hiring Packages
- Volunteer Sign In/Out Records
- Awards Protocol
FILES TO BE KEPT AT THE SCHOOL OFFICE

- Preschool Program Details
- Yearly Plans and Course Outlines
- Final Exams
- DIP/PAT Results
- Course Offering Lists
- Program Lists
- RAP/Dual Credit Program Details
- Extra Curricular Offerings List
- High School Design Plan
- Student Awards Lists
- Awards Protocol
- Student Attendance Contract Templates
- CUM Files
RECORDS MANAGEMENT

Background

The Division recognizes that information is valuable and is a critical factor in the achievement of its objectives.

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

Procedures

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

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

3. Department supervisors and principals shall be responsible for the filing of records according to the Classification Guide, and for the disposal of records in accordance with the Retention and Disposal Schedule.

4. Electronic records must conform in the same manner as hard copy records.

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

6. The following records and documents will be kept on file at the Division office and be made available to electors upon request to the Corporate Secretary:
   6.1 Approved minutes of all Board meetings;
   6.2 Records of the proceedings of all Board committee meetings, except those that relate to individual employees or students;
   6.3 The annual budget approved by the Board;
   6.4 All legal agreements entered into by the Board (exclusive of student or employee records or contracts);
   6.5 Records of the status of all Board accounts;
   6.6 Audited financial statements for previous year's operations; and
   6.7 The agenda of any public meeting or Board meeting.
7. An appropriate per page photocopying charge will be levied to any elector requesting copies of the above noted documents.

Reference:  Section 20, 23, 60, 61, 75, 96, 113, 116, 117 School Act
Freedom of Information and Protection of Privacy Act
FOIPP Regulation 200/95
Student Record Regulation 71/99
Information Bulletin 3.2.5 – Access to Information
Information Bulletin 3.2.7 – Student Record Regulation Information
DIVISION REPORTS

Background

From time to time, the Division will commission reports to address specific issues of concern to the Division. Administrative reports produced for the Division such as, management studies and surveys, reprographics, periodic reports, annual reports including working papers and drafts shall remain the property of the Division.

Procedures

1. The Superintendent will make complete copies of such reports and studies available to the public after the Board has officially received them.

2. The complete reports and studies will be available on the Division’s website.

Reference:  Section 60, 61, 75, 113 School Act
            Freedom of Information and Protection of Privacy Act
Fair Dealing Guidelines

The fair dealing provision in the Copyright Act permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

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

The second test is that the dealing must be "fair." In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and postsecondary educational institutions. Those guidelines apply to fair dealing in non-profit K–12 schools and postsecondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the Copyright Act and the Supreme Court decisions.

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

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

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

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

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

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

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

Reference: Section 33, 52, 53, 196, 197, 222 Education Act
Copyright Act
Copyright Modernization Act
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines
Copyright Matters!
USE OF COPYRIGHTED MATERIALS

Background

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

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

- First Test: the “dealing” must be for a purpose stated in the Copyright Act: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.
- Second Test: the dealing must be “fair.” In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools.

Fair Dealing Guidelines

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

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

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

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

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

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

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

Procedures

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

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

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

Reference: Section 33, 52, 53, 196, 197, 222 Education Act
Copyright Act
Copyright Modernization Act
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines
Copyright Matters!
Administrative Procedure 191

COMPUTER SOFTWARE

Background

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

Procedures

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

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

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

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

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

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

7. The Corporate Secretary is designated to sign license agreements for software for schools in the Division.

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

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

Background

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

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

Definitions

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

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

Procedures

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

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

3. All materials and resources created or modified while the creator is in the employ of the Division shall be subject to this administrative procedure.

4. All new materials and resources shall be submitted to a Director of Facilities and Technology for identification.

5. Credit to creators of the materials and resources shall be given on the materials and resources. However, this does not in any way mean that copyright protection is not being given first and foremost to the owner (the Division).
5.1 The credit frame shall contain the statement, “This material is the property of the Living Waters Catholic Regional Division No. 42. This material may be released for unlimited use solely within the Division and shall not be copied, distributed or used in any form whatsoever without the written permission of the Division.”

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

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

Reference: Section 18, 20, 60, 61, 113 School Act
Copyright Act
Copyright Regulations
Access Copyright Agreement
PROFESSIONAL RESEARCH AND PUBLISHING

Background

Under the School Act, the Division may make rules respecting any matter under the jurisdiction of the Division. The Division believes that students, staff, and the Division benefit when Division personnel engage in the development and distribution of instructional materials. The Division also recognizes the desirability of sharing its programs and associated material not only with other Divisions, but from teacher to teacher and school to school within the Division. If materials developed by a teacher or a group of teachers are of such quality as to be saleable, the Division believes that it is important to protect the interests of the Division, the teacher(s), and the instructional program in establishing ownership of these materials. In so doing, the Division shall follow the principle that the Division and the teacher(s) shall share fairly in the returns which may accrue from educational research, curriculum development, and related work in which they are directly involved.

Procedures

1. Before entering into contractual arrangements with a publisher or making arrangements for independent publishing, employees shall seek approval from the Superintendent.

2. Materials Produced with Division Financial Support
   2.1 Materials produced with Division financial support as outlined below are the property of the Division:
      2.1.1 Those initiated or authorized by Division senior administrative personnel;
      2.1.2 Those for which regular school time and/or resources for development were used;
      2.1.3 Those for which employees were reimbursed or commissioned to develop;
      2.1.4 Those for which the Division purchases the rights directly from the employee.

2.2 If the rights or materials are subsequently sold at a profit, some agreed upon portion of that profit may be returned to the employees involved in the production of materials to compensate for time dedicated to the project beyond the normal school day.

2.3 Copies of the materials may be made available to employees in the Division and to outside persons for the cost of reproduction. The author(s)/creator(s) of the materials shall be acknowledged.

2.4 In some cases, the Division may be prepared to waive any of its proprietary rights provided that the Division is:
   2.4.1 Reimbursed for such resources as it has provided;
2.4.2 Has full reproduction rights to the products developed for use within the Division for non-profit distribution without recourse of copyright;

2.4.3 Acknowledged for its contribution.

2.5 When a teacher chooses to leave the Division, materials developed with Division support shall be left with the Division.

2.5.1 The employee shall be reimbursed for any personal costs of materials involved during production;

2.5.2 The contribution of the individual or individuals involved in the production will be recognized on the materials;

2.5.3 In the case of computer software, the producer of the material shall leave the program with the Division on the condition that it not be reproduced for profit;

2.5.4 The producer of the material may retain a copy of the software on the understanding that the copyright resides with the Division unless otherwise negotiated.

2.6 When a teacher leaves a particular school, but stays within the Division, the school has the right to reproduce any materials developed as part of the school’s program.

3. Material Produced Without Division Financial Support

3.1 In those instances where an employee has initiated and developed materials entirely on his/her own without using Division resources, the employee is clearly the sole proprietor of such materials.

3.2 In those cases where the materials are to be made available by the proprietor for the cost of reproduction (within or outside the Division), the requests are to be referred to Central Office where the materials will be duplicated and, where possible, the producers of the materials will be acknowledged and an appropriate billing made.

3.3 If a staff or a group of staff members has produced materials which they wish to sell for more than the costs of reproduction, that is the producer’s right. The fact that the producers are employed by the Division may be acknowledged.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
Freedom of Information and Protection of Privacy Act
Employment Standards Code
Labour Relations Act
ORGANIZATION FOR INSTRUCTION

Background

The Principal is held accountable for the organization of the plan for instruction in his/her school.

Procedures

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

2. The function of assigning students to classes is the responsibility of the Principal, in consultation with all staff members affected at that instructional level. As much as possible, schools are to utilize heterogeneous groupings of students.

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

Reference: Section 18, 20, 60, 61, 113 School Act
Administrative Procedure 201

BASIC INSTRUCTIONAL PROGRAM

Background

The Superintendent is responsible for providing leadership in all matters relating to education in the Division, and for ensuring students in the Division have the opportunity to meet the standards of education set by the Minister.

Procedures

1. The Division intends to operate a program of basic schooling in which students learn to:
   1.1 Acquire information and meaning through viewing, listening, and reading;
   1.2 Share information and express meaning through speaking and writing and through non-verbal expression;
   1.3 Manipulate symbols and to use mathematical reasoning;
   1.4 Pursue cross-disciplinary learning;
   1.5 Apply the basic principles and concepts of the arts, sciences, and humanities in order to interpret personal experiences and the world; analyze and act on public issues; and to adjust to technological progress;
   1.6 Base actions and decisions on the knowledge that it is necessary to continue to learn throughout the course of living; and
   1.7 Entertain and to advance the creative actions of self and/or others.

2. The Division intends to create an environment in schools in which students are encouraged to:
   2.1 Develop a positive self-image;
   2.2 Base actions and decisions on the knowledge that individuals differ yet are similar in many ways;
   2.3 Develop into responsible members of society;
   2.4 Adapt to environmental change while seeking to change destructive elements in the environment;
   2.5 Participate in productive, satisfying leisure-time activities;
   2.6 Base decisions on an awareness and knowledge of career options;
   2.7 Act with an understanding of the inter-dependence of the biological and physical resources of the environment;
   2.8 Develop their spiritual component of life including an understanding of their faith,
2.9 Act within an ethical framework characterized by honesty, fairness, integrity, and compassion.

3. The Division aims to develop students who are knowledgeable, independent, creative, thoughtful, spiritual, and cooperative; who have concern for others; who have a strong sense of ethics; and who can exercise initiative.

Reference: Section 20, 39, 60, 61, 113 School Act
Ministerial Order 001/2013 – Student Learning
Guide to Education ECS to Grade 12
RESOURCES/TEXTBOOK SELECTION AND ADOPTION

Background

Principals are authorized to select resources/textbooks that meet the outcomes outlined in the provincial Program of Studies. All textbooks must be authorized for use by Alberta Education. Textbooks not authorized by Alberta Education, but required by staff, must receive authorization from the Superintendent.

Procedures

1. When staff wish to use a set of textbooks that are not authorized by Alberta Education, the teacher(s) involved shall first discuss the need with his/her Principal.

2. If the Principal concurs with his/her staff, the Principal shall then submit a written request to the Associate Superintendent giving the reasons for the request and outlining how and why the desired resources will help meet the outcomes set out in the provincial program of studies.

3. For new purchases or resources of materials of which ten percent (10%) or more will be used for instruction, the resource is to be added to the Divisional authorized list.

4. Each year the Associate Superintendent shall publish the Divisional authorized Resources List.

5. Should parents object to instructional materials used in the schools, they shall:
   5.1 Speak with Principal. If not satisfied,
   5.2 Speak with the Associate Superintendent. If not satisfied,
   5.3 Speak with Superintendent
   5.4 After speaking with the Superintendent, they may make an appeal to the Board as per Policy 2.

6. Resources should also be scrutinized to ensure they align with the values of the Catholic Faith and are supported by the Bishop.

Reference: Section 3, 4, 7, 11, 12, 16, 17, 18, 32, 33, 52, 53, 196, 197, 222 Education Act
          Guide to Education ECS to Grade 12
FOSTERING POSITIVE STUDENT DEVELOPMENT

Background

The Division believes that a major function of the schools is to foster positive attitudes and promote Catholic values in students. The Division recognizes that parents have the primary responsibility for the moral, ethical, and spiritual development of students. However, the Division acknowledges that the actions of school staff and the activities which take place in schools contribute in a major way to the formation of attitudes.

In addition, the Division expects the parents and students to recognize their responsibility in developing self-discipline.

Procedures

1. In addition to the learner expectations established by Alberta Education, the Division endorses the following as desirable personal characteristics:

   1.1 Ethical/Moral Characteristics – respectful, responsible, fair/just, tolerant, honest, kind, forgiving, committed, loyal, and spiritual.

   1.2 Intellectual Characteristics – open-minded, critical in thinking, intellectual, creative, diligent in pursuit of excellence, and appreciative.

   1.3 Social/Personal Characteristics – cooperative, accepting, conserving, industrious, possesses a self-confident self-worth, persevering, prompt, neat, attentive, unselfish, and mentally and physically fit.

Reference: Section 18, 20, 39, 45, 45.1, 60, 61, 113 School Act
Guide to Education ECS to Grade 12
PROGRAM CONTINUITY

Background

The Division endorses the concept of program continuity as an effective approach to teaching and learning. The objectives of program continuity are to promote:

- Integration of the Catholic dimension throughout the curriculum;
- Continuation of a child’s learning experience from one year to another;
- Development of the total child;
- The utilization of a variety of instructional strategies and techniques which respect the educational needs of each child and permit them to learn in accordance with preferred learning styles/strategies; and
- The connection and integration of the child’s total learning experiences across subjects, from teacher to teacher, from grade to grade, from school to school, and between home and the school.

Definition

Continuity is an approach to learning and instruction which emphasizes integrating and connecting the total experiences of the student.

Procedures

1. All students will progress continuously through the curriculum according to their individual needs, abilities, and the appropriateness of learning environments. Decisions regarding a child’s program will be shared and will reflect the needs of the child.

2. Teachers will provide educational experiences that are consistent with principles of child/adolescent development through structures, practices and procedures that support program continuity.

3. Instructional strategies will recognize that:
   3.1 A positive self-concept is essential to successful learning;
   3.2 Each child is a unique individual whose uniqueness is to be accepted and encouraged;
   3.3 Different children often learn in different ways which must be respected;
   3.4 Learning is an interactive process;
   3.5 Children learn through interaction with the environment;
   3.6 Play is essential to an individual’s development;
3.7 Parent involvement influences learning outcomes.

4. Programs will provide a balanced emphasis on the social, emotional, physical, creative, intellectual, and moral development.

5. Evaluation strategies will be based upon established principles of child development.

6. Teachers are responsible for ensuring that their practices reflect the philosophy and intent of program continuity as follows:
   6.1 Continuity between the home and school will be emphasized with parents being provided opportunities for extensive involvement in their child’s education;
   6.2 Articulation across subject areas will be emphasized to assist students to view and interact with subject materials in an interrelated and connected way;
   6.3 Emphasis will be placed on continuity of learning experiences from one grade level to the next, ensuring that skills, knowledge, and attitudes are developed in a sequential manner;
   6.4 Student needs and abilities will determine the rate of progress through a program. Age, number of years in school or time of year need not be the key determinants of a student’s movement along the curriculum continuum;
   6.5 Teachers’ knowledge of each student will ensure that assessment procedures and mechanisms reflect curriculum content and related objectives appropriate to the individual student; and
   6.6 Coordinated planning will ensure that when students are taught by more than one (1) teacher, continuity from teacher to teacher exists.

7. Principals shall structure the timetable in a manner that reflects the needs and age of the students with a progression toward subject specialization at the senior high level.

8. All classrooms will reflect a range of abilities present in that grade level. At the senior high level, student course selection and class availability will determine the student grouping.

Reference: Section 18, 20, 23, 39, 47, 48, 60, 61, 113 School Act
CONTROVERSIAL ISSUES/MATERIALS

Background

Alberta Education, in response to representations made regarding the treatment in school programs of such matters as Canadian content, family life education, sex-stereotyping and evolution, established provincial policy to deal with controversial issues. Included in their policy guidelines was a recommendation that Divisions establish local procedures regarding the identification and treatment of controversial issues and materials in the classroom.

Students are to have classroom experience in selecting and organizing information that facilitates drawing intelligent, rational conclusions.

Procedures

1. For sound judgments to be made, information regarding controversial issues is to:
   1.1 Represent alternative points of view.
   1.2 Appropriately reflect the maturity, capabilities and educational needs of the students.
   1.3 Reflect the requirements of the course as stated in the Program of Studies.
   1.4 Reflect the neighbourhood and community in which the school is located, but not to the exclusion of provincial, national and international contexts.

2. In dealing with controversial issues and topics, principals are expected to consult with parents regarding the issues to be covered, the materials to be used and the approach to instruction in the classroom.

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

4. Parents have the right to formally challenge the use of a particular instructional resource on the grounds of sex, racial, ethnic or cultural stereotyping or offensiveness to community standards.

5. When offering programs that are controversial in nature the Principal is responsible for:
   5.1 Reviewing program content and materials to ensure conformity to Board policies and Division administrative procedures;
   5.2 Engaging parents by:
      5.2.1 Communicating to parents the nature of the program;
      5.2.2 Holding a parent meeting to review program content and materials;
      5.2.3 Responding to parental concerns; and
5.2.4 Informing parents of their right to exclude their children from certain program elements;

5.3 Ensuring that staff are adequately in-serviced to ensure effective program delivery; and

5.4 Ensuring that alternative learning activities are provided for excluded students.

6. In the event of a parental challenge to the use of a particular learning resource:

6.1 A meeting will be arranged between the parent and the teacher with the Principal to discuss the nature of the concern.

6.2 If the issue cannot be resolved at this level, the Principal will advise the parent of their right to formally challenge the use of the resource.

6.2.1 Such challenge is to be directed in writing to the Superintendent outlining the specific content of the resource that is found objectionable and the specific reasons for the objection.

6.3 The Superintendent will meet with the person challenging the resource and the Principal to review the appeal.

6.4 The Superintendent will conduct a hearing at which the challenger and the instructors may present their respective cases.

6.5 If the matter is not satisfactorily resolved by the Superintendent’s decision, the matter may be appealed to the Board.

7. The content of any controversial issues taught in the classroom shall be consistent with the teachings of the Magisterium of the Catholic Church.

Reference: Section 18, 20, 39, 50, 50.1, 60, 61, 113 School Act
Alberta Bill of Rights
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms, Constitution Act, 1982
Human Rights, Citizenship and Multiculturalism Amendment Act
Guide to Education ECS to Grade 12
HUMAN SEXUALITY EDUCATION

Background

The Division and public health officials have a responsibility to protect the health and safety of our youth by providing medically accurate and timely information to students in the area of human sexuality education. Moreover, Alberta Education requires that human sexuality education within the approved Alberta curriculum be provided for all students.

It is equally important that a complete educational program that addresses the moral and ethical aspects of human sexuality be provided for our students. Such a program must be consistent with our Catholic philosophy and be in keeping with the basic moral principles of respect and dignity for all human life, endeavoring to respond in a manner consistent with the teaching of our faith and with Gospel values.

Procedures

1. Formal classroom instruction on human sexuality education will be presented at the appropriate grade levels and integrated into the provincial curriculum as follows:

   Kindergarten to Grade 9
   - Health and Life Skills
   - Religious Education Programs

   Grade 10, 11 and 12
   - Career and Life Management
   - Religious Education 15, 25 and 35
   - Science 10
   - Biology 20, 30

2. This information is to be presented in a Catholic, ethical context.

3. Given that much information about the use of condoms or other methods to avoid sexually transmitted diseases is publicly available to students, the approved program of the Division will attempt to provide the correct technical information at appropriate grade levels, using the Catholic ethical context. It must be made clear to students that the only way to avoid sexually transmitted diseases is to do what one is morally obligated to do: confine sexual activity to monogamous marriage.

4. Principals will explain the rationale of this program to parents and to any other interested stakeholders prior to the introduction of the unit. This explanation:

   4.1 Must be in the form of a written letter from the Principal informing the parents of the scope and nature of the upcoming instruction in the area of human sexuality;

   4.2 May include parent information nights to allow parents to meet the teachers and review the learning resources and teaching concepts; and
4.3 Must inform parents of their right to exempt their child from the human sexuality component of any course.

4.3.1 Parents may request such exemption through a written request to the teacher (Form 205-1).

4.4 In such cases, principals must provide alternative learning experiences for students who are exempted by their parents.

5. Parents will be encouraged to become familiar with the information being presented to their children at various grade levels.

6. Staff in-service sessions will be accessed to assist staff in the delivery of human sexuality education.

7. Use of community resource personnel is encouraged, provided that the presentation is done in a manner respectful of the Catholic moral and ethical position.

8. Resources other than those in the approved curricula must be reviewed and approved by the Principal and the Superintendent prior to being utilized for instruction.

Reference: Section 18, 20, 39, 50, 50.1, 60, 61, 113 School Act
Ministerial Directive 4.1.2 – Human Sexuality Education
Guide to Education ECS to Grade 12
Administrative Procedure 207

RELIGIOUS EDUCATION

Background

Even though our schools are permeated by faith and Catholic lifestyle, the Division believes that formal religious instruction is essential to the purpose for which Catholic schools exist.

Procedures

1. The Religious Studies Program shall provide students the opportunity to develop their faith, skills, and personality, including an understanding and appreciation of the Catholic faith and its significance in terms of our life in this world, and our ultimate goal.

2. Religious Education will include both formal classroom instruction and religious celebrations in grades ECS to grade 12.

3. Religious Education will include interaction and involvement in parish, school, and community social justice programs.

4. There is in fact no delineation between religious and non-religious learning in a Catholic school. Instead, teachers focus on integrating the faith dimension into every subject area. Whether the subject is Science, Mathematics, or Fine Arts, students learn about the “whole person”, including the concepts of intelligence, free will, feelings, rights and responsibilities, interpersonal relationships, and the call to a specific mission in the world.

Reference: Section 18, 20, 50, 60, 61, 113 School Act
Guide to Education ECS to Grade 12
PATRIOTIC EXERCISES

Background

The Division believes that participation in and exposure to patriotic exercises play an important role in the development of good citizenship in students.

Procedures

1. Patriotic exercises will be designed to develop:
   1.1 An understanding and appreciation of what it means to be a Canadian;
   1.2 An awareness of civic rights, obligations and responsibilities; and
   1.3 A feeling of pride in our cultural heritage which can flourish in the Canadian Mosaic.

2. A student may be excluded from patriotic exercises on receipt by a Principal of a written statement signed by a parent (Form 205-1).
   2.1 The student may be permitted to leave the classroom or remain without taking part.
   2.2 Exclusion from patriotic exercises will be without prejudice to any other activities of the school.

3. Each morning before regular instruction commences, all individuals shall stand to participate in the playing of the National Anthem.

4. The Canadian Flag, the Alberta Flag and portraits of the Queen and His Royal Highness shall be prominently displayed in each school, particularly in areas where students congregate for special activities.

5. Whenever students are gathered for functions sponsored by the school and if circumstances are amenable, the activity shall be opened with the singing of “O Canada”.

6. Each Principal shall develop procedures which will involve students and staff to meet the intent of this procedure.

7. Each Principal shall designate one (1) day, to be called Canadian Citizen Day, to celebrate the benefits of Canadian citizenship.

8. Remembrance Day is acknowledged and honoured as outlined below:
   8.1 On November 11 at least two (2) minutes of silence from 11:00 a.m. to 11:02 a.m. will be observed in a Remembrance Day ceremony or by another appropriate means.
   8.2 When Remembrance Day falls on a non-school day, clause 8.1 will be complied with on the school day immediately preceding Remembrance Day.
8.3 If a ceremony is held at the school, all students shall either attend the ceremony or remain in the school.

8.4 In the event that staff members, for reason of conscience, are unable or unwilling to participate, they shall make it known to the Principal so that alternate arrangements can be made.

Reference: Section 3, 18, 20, 26, 50, 50.1, 60, 61, 113 School Act
Ministerial Order 001/2013 – Student Learning Outcomes
FIRST NATIONS, MÉTIS AND INUIT EDUCATION

Treaty 6

We would like to acknowledge that where we are today is within the boundaries of Treaty 6, which was first signed at Fort Carlton, Saskatchewan in 1876. Treaty 6 is a vast area covering large portions of Central Alberta and Saskatchewan, and encompasses the reserve lands of eighteen First Nations bands. Along with the Plains Cree First Nations, Treaty 6 also includes the traditional territories of the Nakoda, Saulteaux and Denesuline First Nations and Metis people. We would also like to acknowledge the traditional knowledge holders and elders who are still with us today and those who have gone before us.

Treaty 7

We would like to acknowledge that where we are today is within the boundaries of Treaty 7, signed at Blackfoot Crossing in 1877. It is the traditional territory of the Blackfoot Confederacy, which consists of three First Nations: Kainai (gai-nah) or Blood, Piikani (peekah=nee) or Peigan, and Sikskia (seeg-see-kah) or Blackfoot. Along with the three First Nations of the Blackfoot Confederacy, Treaty 7 also includes the Tsuu T’ina (soo-ten-ah) or Sarcee, and Stoney Nakoda (nah-koh-dah) First Nations and Metis people.

We would also like to acknowledge the traditional knowledge holders and elders who are still with us today and those who have gone before us.

Treaty 8

We would like to acknowledge that where we are today is located within the boundaries of Treaty 8, first signed at Lesser Slave Lake in 1899 and now encompasses the reserve lands of twenty-four First Nations. Treaty 8 is the traditional territories of the Cree, Denesuline (denay soong-lin-ay) or Chipewyan, Dunne’za (de-nay-zah) or Beaver, and Dene Tha’ (de-nay that) or Slavey people and Metis people.

We would also like acknowledge the traditional knowledge holders and elders who are still with us today and those who have gone before us.

Religious Event Acknowledgement

We acknowledge that Treaty _____ territory, on which we stand, is the ancestral land of the Indigenous peoples, and is common home to everyone in virtue of God, our Creator’s gracious gift.
Administrative Procedure 209

FIRST NATIONS, MÉTIS AND INUIT EDUCATION

Background

The Division supports educational programs and services which provide enhanced opportunities for all students to develop an understanding and appreciation of First Nations, Métis and Inuit (FNMI) governance, treaty and Indigenous rights, cultures, languages and traditions.

 Procedures

1. First Nations, Métis and Inuit Education Programming will endeavour to achieve the goals of Alberta Education’s First Nations, Métis and Inuit Policy Framework through the following objectives:
   1.1 To provide equal high quality learning opportunities that are responsive, flexible, and accessible for children of First Nations, Métis and Inuit ancestry in order for them to acquire a quality education;
   1.2 To promote courses which support the learning of the Indigenous languages such as the local Cree and Métis culture, along with that of other First Nations, Métis and Inuit cultures in Canada;
   1.3 To provide assistance and support to teachers, other instructors, school administrators and personnel seeking ways and means of incorporating elements of First Nations, Métis and Inuit governance, treaty and Indigenous rights, cultures, languages, and traditions within the school communities and the curriculum;
   1.4 To facilitate communications, networking, and relationship building between the First Nations, Métis and Inuit parents, communities, agencies, and the school;
   1.5 To increase and strengthen knowledge and understanding among all school population about First Nations, Métis and Inuit governance, treaty and Indigenous rights, cultures, languages and traditions within the school communities; and
   1.6 To increase the number of First Nations, Métis and Inuit teachers and school personnel within the school communities.

2. A committee shall be formed to coordinate the each school’s First Nations, Métis and Inuit Education Program activities throughout the school term.
   2.1 The First Nations, Métis and Inuit language/culture instructor and team lead along with possibly a teacher from each school shall be on the committee.
   2.3 An Elder from each nation within the community may also participate in this committee upon invitation from the Principal.
3. An Indigenous Parent Advisory Council (APAC) may be formed to provide recommendations on the First Nations, Métis and Inuit Education Program to the Superintendent.

3.1 APAC shall be open to FNMI parent representatives for each the First Nations and Métis communities within Divisional boundaries and from the towns of Edson, Slave Lake and Whitecourt.

3.2 Such representatives will be invited to the committee by the Superintendent in consultation with School Councils, First Nations, and Principals.

4. Incorporating FNMI protocols and traditions into school activities and events is encouraged. Such actions must be done sensitively and in consultation with Parent Councils, Elders, Knowledge Keepers and Parish Priests.

4.1 If such activities are to involve individual students, students and their families should be given advance notice of such plans and be provided the choice of participation.

4.2 If such activities are to be incorporated into Liturgies, Masses or other aspects of the school closely linked with Catholicism, schools must work closely with Parish Priests to ensure such activities are appropriate.

5. At school and divisional events open to the Public there shall be an acknowledgement publically stated after the prayer that recognizes the territory on which the event is being held.

5.1 If the public event is religious in nature such as a liturgy or class celebration, only the acknowledgement approved by the Alberta Council of Bishops shall be read.

Reference: Section 3, 4, 7, 11, 12, 16, 17, 18, 32, 33, 52, 53, 196, 197, 222 Education Act Truth and Reconciliation Commission Report
### AGES FOR FUNDING ELIGIBILITY IN ECS PROGRAMS DEPENDING UPON STATUS OF CHILD

<table>
<thead>
<tr>
<th>Funding Status of Child</th>
<th>For funding in an ECS program, the minimum age of the child on September 1 of program year must be the greater of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Severely Disabled Child</td>
<td>2 years, 6 months or 3 years less than minimum school age*</td>
</tr>
<tr>
<td>Hearing Impaired Child</td>
<td>3 years, 6 months or 2 years less than minimum school age*</td>
</tr>
<tr>
<td>Mildly or Moderately Disabled Child</td>
<td>4 years, 6 months or 1 year less than minimum school age*</td>
</tr>
<tr>
<td>Regular Program Child</td>
<td>5 years, 6 months or minimum school age*</td>
</tr>
<tr>
<td>Developmentally Immature Child</td>
<td></td>
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</tbody>
</table>

* The younger of the school entrance age as set.
  i. By the Division in which the parents of the child reside, or
  ii. In the School Act, which is six (6) years of age as of September 1.

Reference:  
Section 8, 30, 60, 61, 113 School Act  
Early Childhood Regulation 31/2002  
Guide to Education ECS to Grade 12  
Funding Manual for School Authorities  
Kindergarten Program Statement  
Standards for Special Education  
Standards for the Provision of Early Childhood Special Education  
Policy 13 – Appeals and Hearings Regarding Student Matters
EARLY CHILDHOOD SERVICES

Background

Early Childhood Services (ECS) is a voluntary program, the objective of which is to integrate educational, health, social, and recreational services for pre-school aged children. The program is to strengthen the sense of dignity and self worth of the child and provide parents opportunities to actively participate in their children’s programming.

Procedures

1. The Division shall provide an Early Childhood Services program designed to enhance student abilities and skills, and address children’s developmental needs.
   1.1 ECS programs will utilize an integrated approach to learning which involves parents, staff and community
   1.2 The program will be consistent with the Kindergarten Program Statement outlined by Alberta Education.
   1.3 Eligibility for entrance to ECS programs will be as outlined in Administrative Procedure 210 Appendix.
   1.4 Enrollment in ECS is voluntary.
   1.5 Current provincial regulations with respect to safety standards, programs, policies, teachers, records, finance, and insurance will be strictly maintained.
   1.6 Each severely disabled child for whom a Program Unit Fund has been accessed will be served through an individualized program plan (IPP).

Reference:  Section 8, 30, 60, 61, 113 School Act
           Early Childhood Regulation 31/2002
           Guide to Education ECS to Grade 12
           Funding Manual for School Authorities
           Kindergarten Program Statement
           Standards for Special Education
           Standards for the Provision of Early Childhood Special Education
           Policy 13 – Appeals and Hearings Regarding Student Matters
ENGLISH AS A SECOND LANGUAGE

Background

The Division supports the provision of an English as a Second Language (E.S.L.) program for students requiring assistance with the acquisition of basic English language skills. The Division expects English Language Learning (E.L.L.) students to be integrated into the regular classroom as quickly as possible.

Procedures

1. The E.S.L. Program shall include development, implementation, and assessment of appropriate instructional programs for E.L.L. students from grades 1 to 12. Attention is to be focused on the linguistic, cultural, and academic needs of the E.L.L. students.

2. The priority of E.S.L. programming is to be assistance that encourages the rapid integration of students into the school and community environment.

3. Eligibility for the program shall be determined by a student’s linguistic, cultural, and academic needs.

4. The program may vary in length and intensity depending on the student’s needs.

5. Program availability within the Division will be determined annually based upon:
   5.1 The number of students requiring the program;
   5.2 The availability of appropriate facilities and qualified staff;
   5.3 Program costs; and
   5.4 Other factors considered relevant by the Division.

Reference:
Section 8, 9, 45, 45.1, 60, 61, 113 School Act
Funding Manual for School Authorities
Guide to Education ECS to Grade 12
SECOND LANGUAGE PROGRAMS

Background

The Division recognizes Canada’s status as a bilingual country with French and English as the two official languages, and the linguistic aspirations of our First Nations community and therefore believes it has a responsibility to offer Second Language programs.

Procedures

1. The Division will offer a Second Language program to all students in grades 4 through 12.

2. The goals for the Second Language program are to:
   2.1 Acquire basic communication skills and develop competency in the language;
   2.2 Develop cultural sensitivity and enhance personal development;
   2.3 Develop originality and creativity in language;
   2.4 Acquire additional concepts and generalizations about language and language learning; and
   2.5 Develop a desire to extend or improve proficiency in languages through further language study, whether for interest, post-secondary requirements, or vocational needs.

3. The content of all Second Language courses is to be consistent with the scope and sequence as outlined in the appropriate curriculum guide.

4. Where numbers warrant, the Division will approve the establishment of a French Immersion program in a school.

5. The Division may direct children of parents who request French Immersion programming to an out of Division French Immersion program.

6. Where numbers warrant, the Division will approve the establishment of a Cree program in a school.

7. Student evaluation is to be consistent with Division procedures and the requirements of Alberta Education.

Reference: Section 6, 9, 10, 11, 21, 60, 61, 113 School Act
           Section 23 Canadian Charter of Rights and Freedom
           Funding Manual for School Authorities
           Guide to Education ECS to Grade 12
INCLUSIVE EDUCATION PROGRAMS

Background

All children can learn and reach their full potential given opportunity, effective teaching and appropriate resources. The goal of our inclusive education programming is to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential. Each student belongs and is to receive a quality education no matter his/her ability, disability, language, cultural background, gender or age. The success of inclusive education programming relies on the engagement, collaboration and involvement of students, parents, staff and community.

An inclusive system is supported through a continuum of specialized supports and services. The continuum of specialized supports and services refers to the expertise or skill sets required to meet the identified needs of learners and maximize the achievement of competencies through a range of intentional actions or strategies. A continuum plans for all learners and is instrumental in maximizing the success of each learner.

Every student – regardless of background, need or circumstance – must be the centre of all decisions related to his/her learning.

Definitions

_Inclusive Education_ refers to the education of all students including those with mild, moderate or severe disabilities and/or those children who are gifted and talented.

_Students with special needs_ means:

- Students described in Section 11(3) of the Education Act as being in need of special education programs because of their behavioural, communicational, intellectual, learning or physical characteristics;
- Students who may require specialized health care services; or
- Students who are gifted and talented.

_Education program for a student with special needs_ means a program based on the results of ongoing assessment and evaluation and includes an Individualized Program Plan (IPP) with specific goals and objectives and recommendations for education services that meet the student's needs.

_Individualized Program Plan (IPP)_ means a concise plan of action designed from a strength-based model approach to address the student’s unique needs. Broad-based instructional strategies will be based on the strengths of the individual student and diagnostic information. All students with special needs including the gifted and talented require an IPP.
Integration means the practice of meeting the physical, intellectual, social and emotional needs of students with special needs in regular classes in neighbourhood or local schools with same-aged peers and with appropriate support.

Neighbourhood or local school means the school a child would normally attend with siblings and neighbours.

Consultation means a process that gives parents/guardians of a student with special needs the opportunity to help make decisions about all aspects of placement and programming. Consultation includes conferencing and meeting with school staff.

Procedures

1. Every Principal will implement a collaborative team approach to inclusive education.

2. Educational Placement of Students with Diverse Learning Needs

   2.1 In a continuum, universal, targeted and individualized supports are to be put in place to ensure students are meaningfully engaged in learning the interrelated attitudes, skills, facts, procedures and principles that are required for success at school, at home and in the community.

      2.1.1 Within a flexible and responsive learning environment, diversity must be embraced and celebrated, and must be planned for by ensuring that curriculum is relevant.

   2.2 Children with diverse learning needs are to be provided with services in the most enabling environment. Therefore, educating students with diverse learning needs in regular classrooms in neighbourhood or local schools shall be the first placement option considered by the Division, in consultation with students, parents/guardians and school staff.

   2.3 A range of placements is to be provided in order to meet the diverse and unique needs of students. The range of options may include placement in:

      2.3.1 A regular classroom with appropriate support and program modification,

      2.3.2 A small group for instruction within the regular classroom or on a withdrawal basis,

      2.3.3 Highly Supportive Learning classrooms, or

      2.3.4 A residential program in a hospital facility or other provincial institution.

   2.4 Placement in an alternate setting is to be provided when such a placement is in the best interests of the student.

   2.5 Parents/guardians and students must be informed about the choices available to them, and be actively involved in discussions with teachers and administrators about placements and programs.

3. Parental Approval for Placements

   3.1 A Highly Supportive Learning classroom placement for students is only to be implemented if the parents or guardians provide formal written approval.
3.2 The Division is ultimately responsible for making placement decisions that are in the best interests of individual children and of all the children they serve.

4. Appeals

4.1 Parents may not be in agreement with the placement or program after certain compromise measures have been discussed or taken. The following appeal procedures shall then apply:

4.1.1 Parents wishing a review of the situation will make a written request to the Associate Superintendent.

4.1.2 The Associate Superintendent shall review the matter with the school administration and staff involved.

4.1.3 The Associate Superintendent will convene a case conference of all involved persons and the parents for review of recommendations.

4.1.4 If program or placement change is recommended and agreeable to the parents, the Associate Superintendent shall arrange implementation.

4.1.5 If program or placement recommendations are not acceptable, the parents shall be advised that they may make an appeal to the Superintendent.

4.2 Appeals to the Superintendent

4.2.1 Appeals will be heard by the Superintendent within thirty (30) days of the appeal referral date.

4.2.2 Parents may have the right to appeal a program or placement decision in accordance with Board Policy 13 - Appeals and Hearings Regarding Student Matters, if they are unsatisfied with the Superintendent’s review.

Reference: Sections 3, 11, 16, 33, 52, 53, 56, 196, 197, 204, 222 Education Act
Student Record Regulation 97/2019
Guide to Education ECS to Grade 12
Standards for Special Education
Standards for the Provision of Early Childhood Special Education
Informed Consent—Acknowledgment

Registration in Knowledge and Employability courses requires the informed consent of a parent/guardian and the student. Informed consent means that parents/guardians and students are fully aware that Knowledge and Employability courses have reduced academic expectations and a greater emphasis on occupational exploration and preparation.

__________________________ has been identified by school personnel as an individual (minimum age of 12 years 6 months) who may benefit from access to one or more Knowledge and Employability courses. These courses include:

__________________________  ______________________  ______________________  ______________________  ______________________

To indicate your informed consent, please read the following and sign below.

☐ I understand that my child will be eligible for the Certificate of High School Achievement upon fulfillment of the completion requirements.

☐ I understand that my child may have an opportunity to transition from Knowledge and Employability courses to Diploma courses on a course-by-course basis and may have an opportunity to achieve an Alberta High School Diploma.

☐ I understand that my child may only be eligible to obtain an Alberta High School Diploma upon fulfillment of significant additional requirements.

☐ I understand that my child may have access to additional semesters in senior high school at the discretion of the administrator.

☐ I understand that my child may not be successful in the Diploma course if I decline the opportunity to enroll (my child) in a Knowledge and Employability course.

☐ I understand that not all occupational courses will be offered at the designated senior high school.

☐ I have had information about the Knowledge and Employability courses explained to me.

☐ I have had the opportunity to ask questions and have them answered. An interpreter was provided as required. This consent will be in effect for the duration of the courses.

☐ I consent to the placement described above.
OR

☐ I decline the placement described above at this time. I understand that if I change my mind, I can discuss this again with school administration at a later date.

Name of Parent/Guardian (printed) __________________________ Signature of Parent/Guardian __________________________

Name of Student (printed) __________________________ Signature of Student __________________________

Personnel Requesting Consent (printed) __________________________ Signature of School Personnel __________________________

Date __________________________
CAREER AND TECHNOLOGY FOUNDATIONS/STUDIES

Background

Student participation in Career and Technology Foundations/Studies (CTF/CTS) is a valuable learning experience for students in grades 5 to 12.

Fees for specific CTF/CTS courses may be determined by the Principal, in consultation with the Associate Superintendent, Learning Services.

Procedures

1. Grade 5 to 9 CTF
   1.1 The CTF program will be offered to Grade 5 to 9 students in their neighbourhood school.
   1.2 The CTF program offered at the Grade 5 to 9 level is to be designed by combining components of courses within and across strands (e.g. career clusters) to enable students to explore a wide range of career options.

2. Senior High CTS
   2.1 CTS courses offered at the senior high level are to be designed to provide students the opportunity to investigate potential career choices from introductory courses to advanced courses in a career pathway of their choice, based on course availability and access.
   2.2 Students may elect to take a course in any year, depending on the availability of staff, facilities, and student places, recognizing that not all courses may be offered at all levels.

3. CTF/CTS courses will be offered to students in grades 5 to 12 with due consideration of the abilities and interests of the students, expertise of the staff, financial, material and physical resources within the school and student enrolments.

Reference: Section 18, 20, 39, 54, 60, 61, 113 School Act
Student Record Regulation 225/2008
Guide to Education ECS to Grade 12
Off-Campus Education Guide for Administrators, Counsellors and Teachers
OFF-CAMPUS EDUCATION

Background

The Division supports the provision of Off-Campus Education opportunities through the establishment of partnerships between the school and community agencies or businesses.

Procedures

1. Work Experience programs are available to high school students.

2. Work Study programs are available to junior or senior high students as an integral part of an approved course or program. No additional credits are given for Work Study programs.

3. Work Experience/Work Study programs will be supervised by a designated teacher/Work Experience teacher.

4. Work Experience, and all off-campus education programs shall at a minimum, align with the Employment Standards Regulation. The following recommendations are considered in planning a student's formal work agreement:

   - a standard work day of eight hours per day is recommended for a student who is not attending classes at the same time as participating in an off-campus learning experience (e.g., one full semester spent in off-campus work);
   - a maximum of 12 hours combined per day is recommended for a student who is attending classes at the same time as participating in an off-campus learning experience (e.g. attend classes for six hours; off-campus learning experience for six hours);
   - a maximum of 40 hours work per week is recommended for a student who is not attending classes at the same time as participating in an off-campus learning experience (e.g., one full semester spent in off-campus work); and
   - a maximum of 60 hours combined per week is recommended for a student who is attending classes at the same time as participating in an off-campus learning experience (e.g., attend classes for 30 hours; off-campus learning experience for 30 hours).

   - Where a student is required to work outside of the recommended maximums, additional health and safety parameters must be outlined in the work agreement.

5. Students will not receive credits for off-campus learning experiences that occur on Christmas, Good Friday, and Easter Monday.

6. Work Study programs will be conducted during regular school hours.

7. Work Experience programs will include both a classroom instructional component and a practical component.

   7.1 Selected modules from the Career and Technology Studies program are components
of Work Experience 15, 25, 35 as follows:

7.1.1 HCS3000: Workplace Safety Systems is a prerequisite course for the first work experience course taken by a student.

7.1.2 CTR1010: Job Preparation is a recommended prerequisite course for the second work experience course taken by a student.

7.1.3 CTR3010: Preparing for Change is a recommended prerequisite course for the third work experience course taken by a student.

8. Normally, wages will not be paid to students on Work Experience. The employer contribution is the instruction and training provided.

Reference: Section 18, 20, 39, 54, 60, 61, 113 School Act
Employment Standards Code
Freedom of Information and Protection of Privacy Act
Labour Relations Code
Occupational Health and Safety Act
Worker’s Compensation Act
Student Record Regulation 225/2006
Guide to Education ECS to Grade 12
SPECIAL PROJECTS

Background

Special Project credits are designed to recognize work undertaken by students on an individual or small group basis. They provide opportunities for students to undertake unique assignments tailored to their specific interests but not available in the regular program of studies. The Division recognizes that student learning can be enhanced by the provision of Special Projects credit courses for high school students.

Procedures

1. The opportunity to earn Special Project credits shall be available to all students, including those attending an authorized summer program.

2. Special Projects must be structured so that they allow students to:
   2.1 Become involved with the selection, design, planning and organization of the project; and
   2.2 Pursue activities in which they have considerable interest or ability but which are beyond the scope of the regular curriculum or programs offered in the school.

3. Students may enroll in Special Projects 10, 20 or 30. Special Projects do not have prerequisites.

4. Each Special Project shall be carried out under the supervision of a teacher.

5. Special Project credits shall not be awarded for student activities that would be considered a normal part of extracurricular or co-curricular activities generally offered by a school (e.g. school team sports, school newspaper, yearbook).

Reference: Section 18, 20, 39, 60, 61, 113 School Act
Guide to Education ECS to Grade 12
LOCAL DEVELOPED / 
ACQUIRED PROGRAMS AND COURSES

Background

The Division has a responsibility to ensure that the programs and curriculum being utilized in Division schools are appropriate to the needs of the students and desires of the community. The Division believes instruction will be enhanced through locally developed courses. However, the Division expects that all instruction be free of bias and discrimination of any type. Instructions in programs not specifically authorized by Alberta Education must have the prior authorization of the Board. The Division supports the development of courses by its teachers to meet the specific educational needs of students. The Division encourages teachers to investigate new curricular ideas, develop and improve programs, and evaluate results. The Division further believes that the process of developing curriculum will:

- Include the production and use of courses which address unique needs of students within the Division;
- Involve students, teachers, and members of the community in curriculum development;
- Encourage innovations which may strengthen educational programs; and
- Establish clearly defined objectives for ongoing and new programs by which to assist in planning of student learning and also to facilitate evaluation. Instruction in programs beyond the basic instructional program will be provided where student numbers warrant and resources are available.

Procedures

1. Locally developed courses shall be offered only after approval by the Associate Superintendent of Learning.

2. The objectives of courses being developed shall be consistent with the Division’s curriculum goals.

3. The resources required for the development and implementation of new courses shall be determined by each Principal.

4. New courses being developed will have built-in evaluation procedures.

5. Prior to development, a study will be conducted to ensure that:
   5.1 A proposed course will be chosen by a reasonable number of students;
   5.2 Materials for implementation of the program are accessible; and
   5.3 Teachers are available to deliver the course.
6. Requests for Board approval of a course shall be submitted to the Associate Superintendent of Learning by March 15 or September 15 and shall include:

6.1 Philosophy and rationale;
6.2 Learner expectations;
6.3 Specific content outline;
6.4 Special facilities required;
6.5 Identification of and proposed treatment of controversial course components;
6.6 Degree to which the course complements, but avoids overlap with, provincially developed courses;
6.7 Plan for assessing student achievement; and
6.8 Plan for course evaluation and monitoring by the school authority.

7. Any locally developed course becomes the property of the Division and, as such, the Division may retain copyright for these materials.

8. Principals shall obtain copyright permission to use courses, learning resources, and related materials developed by others.

9. Principals and the Associate Superintendent of Learning shall ensure that locally developed courses are evaluated and revised in accordance with approval processes.

Reference: Section 3, 18, 20, 39, 50, 60, 61, 113 School Act
Guide to Education ECS to Grade 12
Promoting Tolerance, Understanding and Respect for Diversity: A Monograph for Educators
ALTERNATIVE PROGRAMS

Background

An alternative program is one that emphasizes a particular language, culture or subject matter or which uses a particular teaching philosophy.

The Division will consider the development and implementation of alternative programs provided they are in:

- Keeping with the goals and objectives of the Division;
- Response to documented needs and/or interests of students and parents;
- Keeping with sound educational principles; and
- Keeping with the Division’s financial capabilities.

Procedures

1. Proponents shall submit a proposal to establish an alternative program to the Superintendent a minimum of twelve (12) months prior to the requested “start up” date.

2. The proposal must include the following program elements:
   
   2.1 Philosophy and objectives;
   2.2 Organization (variations from other schools);
   2.3 Curriculum (specific emphasis);
   2.4 Finances;
   2.5 Staffing (variations from regular staffing);
   2.6 Evaluation; and
   2.7 Projected student population.

3. The Superintendent will determine the appropriateness of the proposal and may arrange for the proponents to make a presentation to the Board.

4. If the Board gives approval in principle, the Superintendent will have established a set of administrative requirements to initiate the program. All system policies and procedures apply unless specifically exempted by the Board.

5. If the Board approves the administrative requirements, the detailed preparation for the program will be directed through the Superintendent.
6. If the per student non-instructional costs of an alternative program exceeds that of a regular program, the Board may charge a fee to parents who wish to enrol their students in the alternative program.

Reference: Section 8, 21, 22, 39, 47, 60, 61, 113 School Act
Guide to Education ECS to Grade 12
OUTREACH PROGRAMS

Background

Learning is a life-long journey and supports the provision of learning and growth opportunities. Outreach programs are alternative programs that assist students who have dropped out of school in making the transition back into school. They provide an educational alternative for students who, due to individual circumstances, find that the traditional school setting does not meet their needs. The program allows students to access resources that improve their ability to succeed academically and socially in an environment permeated with the Catholic faith. A flexible approach is taken to teaching and learning in recognition of individual student needs.

The Division supports the establishment of Outreach Programs which will provide a supportive non-traditional secondary school for students who require an individualized program.

Procedures

1. The Outreach Program shall be offered at a non-school site that will provide easy access on an ongoing basis to learning and growth opportunities not provided by other Division programs.

2. The Outreach Program must operate within the provisions of the School Act, and the requirements of Alberta Education.

3. All credit courses are to be taught by certificated teachers employed by the Division.

4. The Outreach Program shall provide for supervision and assessment of student achievement.

5. Students will have access to the number of instructional hours as specified in the Alberta Education Guide to Education.

6. Students shall have access to instructional materials that follow Alberta Education Programs of Study.

7. The student and the Principal of the previously attended school, if appropriate, will be required to complete the necessary application forms before the student will be considered for the Outreach Program. These forms are then submitted to the Outreach School for consideration for admittance to the program.

8. The student, along with his/her parent/guardian, if appropriate, will meet with the Outreach Program teacher to determine the appropriate course of instruction for the student.
9. The Outreach Program teacher and student shall jointly plan the program structure to meet the educational needs of the student. Attendance, punctuality and achievement standards will be included.

10. The Outreach Program staff will provide the appropriate instructional materials and assistance to the students.

11. The Outreach Program staff will be responsible for maintaining a record of all decisions and information pertinent to each student’s participation in the program.

12. Assessments will be ongoing, and progress reports and marks will be provided for students/parents.

13. The level of financial support for the Outreach Program shall be based on funding available from Alberta Education.

14. Students will be able to utilize student transportation services and/or provide their own transportation to the program.

15. Each outreach school location operates on a school calendar that responds to the needs of the students in that community.

Reference:  Section 8, 18, 20, 39, 45, 45.1, 49, 60, 61, 96, 113, 117 School Act
            Guide to Education ECS to Grade 12
            Outreach Programs Handbook
DISTANCE LEARNING

Background

To the extent reasonable, the Division attempts to provide Division students with access to a wide variety of secondary school courses. The Division, through the school, supports the use of Distance Learning programming to complement the Division’s course offerings or to meet special student needs.

Procedures

1. The Principal will encourage students to complete as much of their program as possible through regular classroom instruction.

2. The school will pay for Distance Learning courses upon approval by the Principal based on the following criteria:

   2.1 Severe timetable conflicts prevent a student from taking a required course by regular instruction during a particular school year;

   2.2 Limited student enrolments prevent the school from offering a required course during a particular school year;

   2.3 The Principal recommends student enrolment in a Distance Learning course due to extenuating circumstances;

   2.4 A student wishes to take an optional course that is not usually offered by the school; or

   2.5 A student wishes to register in a Distance Learning course over the summer to either upgrade a final standing, or complete a required credit.

Reference: Section 8, 12, 20, 39, 45, 45.1, 60, 61, 113 School Act
Administrative Procedure 240

GUIDANCE PROGRAM

Background

The Division recognizes the importance of the total well-being of the student and, as such, shall provide services in cooperation with community agencies, that focus on physical, social, and mental health as well as on the selection and maintenance of the student’s educational program. The Division shall make a guidance and counselling program available to all students as an integral part of school programs and services.

Definitions

*School Counsellor (Instructor)* is a permanent certified teacher with successful teaching experience and training (in-service) on guidance and counselling strategies. Work in a Masters in School Counselling program is required.

*School Career Counsellor* a certified teacher with successful teaching experience and knowledge of Alberta Education credentialing requirements and post-secondary entrance conditions.

*Other Professional Staff* are all other personnel hired fully or in part by the Division to provide personal and/or family counselling services to students in Division schools and will be defined according to their educational qualifications and designation (School Social Worker, School Community Liaison Worker, Psychologist (e.g. Community Youth Worker, Career Technologist) and will report on a regular basis to the Principal or designate and will have training appropriate for their designated role.

Procedures

1. Comprehensive guidance and counselling programs will include the following components:
   1.1 Developmental guidance instruction,
   1.2 Spiritual support,
   1.3 Individual student planning,
   1.4 Responsive services, and
   1.5 School community support.
2. Alberta Education expectations are established in the Comprehensive School Guidance and Counselling Programs and Services: Guidelines for Practice document. They include fifteen (15) guidelines in the following program and service components:

2.1 Philosophy and Goals

2.1.1 The school guidance and counselling program has a written statement of philosophy. This statement is consistent with the educational philosophy of the school, the Division, and Alberta Education.

2.1.2 Comprehensive school guidance and counselling program goals and objectives are based on identified student needs in three (3) domains:

   2.1.2.1 Personal/social growth,
   2.1.2.2 Educational planning, and 2.1.2.3 Career (vocational) education.

2.2 Program Development, Implementation, Coordination, and Evaluation

2.2.1 There is a school team involved with the development, implementation, coordination, and evaluation of the comprehensive school guidance and counselling program.

2.2.2 The comprehensive school guidance program has been organized to meet the needs of students.

2.2.3 Where a school is using the model with a guidance counsellor, the ratio of students-to-counsellor is reasonable in order for the professional school counsellor to provide a central role in the development, implementation, coordination, and evaluation of the comprehensive school guidance and counselling program.

2.2.4 The Principal provides time, resources, and support to ensure that the objectives of the comprehensive school guidance and counselling program are achieved.

2.2.5 There is an ongoing communication component that keeps students, parents, staff, and community members informed about the program and supportive of it.

2.2.6 A formal procedure involving staff, parents, and community members is used to evaluate the comprehensive school guidance and counselling program on a regular basis.

2.3 Delivery of Services

2.3.1 The program provides for individual counselling services to be available to all students.

2.3.2 The program includes consultation and coordination services.

2.3.3 The program incorporates student assessment and evaluation services.
2.3.4 The guidance and counselling staff member(s) and teachers make appropriate referrals.

2.4 Professional Development and Staff Effectiveness

2.4.1 Procedures are established for the evaluation of the guidance and counselling staff.

2.4.2 The guidance and counselling staff member participates in ongoing professional development experiences that meet his or her specific needs.

2.4.3 The school counsellor is a certified professional educator who demonstrates specific knowledge, skills, and professional attitudes.

3. The Division and its schools shall adhere to the Comprehensive School Guidance and Counselling Programs and Services: Guidelines for Practice when developing, monitoring, and evaluating their programs and services.

4. The Division will endeavor to employ professionally trained counsellors who have had successful teaching experience. For schools which do not have a counsellor, the Principal will ensure that guidance and counselling services are available to students.

5. Records created as a result of the guidance and counselling program must adhere to the procedures outlined in Administrative Procedure 320 – Student Records.

6. Records created by the guidance and counselling program, as defined by its four components, must be consistent with the Freedom of Information and Protection of Privacy Act.

7. All personnel hired to provide direct counselling services to students in schools will report to the Principal or school based designate on a regularly scheduled basis.

Reference: Section 18, 20, 39, 45, 45.1, 60, 61, 96, 113, 117 School Act
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Guide to Education ECS to Grade 12
Comprehensive School Guidance and Counseling Programs and Services (1997)
LEARNING COMMONS

Background

The learning commons is to be the centre of learning in each school. All students need access to information and the learning commons is the best depository for materials that students will need in their studies. Learning commons are to be more than book collections. Computers, the internet, and other media are standard fare in today’s learning commons. The Division is committed to providing students access to an effective, integrated learning commons program supported by a wide range of carefully selected learning resources that are Catholic in nature.

Procedures

1. The learning commons program is to be an integral part of the school’s instructional program.

2. Literature that is not in keeping with the teachings and doctrine of the Catholic Faith will be excluded as resource materials in the learning commons.

3. All reference materials shall be purchased and catalogued through the learning commons.

4. Learning commons collection selection criteria shall include:
   4.1 The potential of an item to widen the experience of the student or to help to fulfill some personal, educational, or cultural need.
   4.2 The potential of the item to directly or indirectly enhance the educational and/or recreational purposes of the learning commons.
   4.3 The item’s purpose, reputation, relevance, price, and quality of production.
   4.4 Where possible, materials of Canadian content and reflecting a Canadian point of view shall be encouraged.
   4.5 At no time shall an item be excluded from consideration because of the author’s race, religion, national origin, or political views.
   4.6 Copyright materials shall not be copied without proper authorization.

5. The Division is committed to instructional excellence for students and to practices that encourage resource based learning in its schools.

6. Leadership will be shown through:
   6.1 Approval of a stated aim for an integrated learning commons program;
   6.2 Providing a clear, written role description for learning commons personnel; and
   6.3 Organizing support services for the learning commons program.
7. The Division will encourage the application of new technology, systems and/or procedures for improving the efficiency and effectiveness of learning commons programs.

8. The learning commons program will be evaluated in accordance with the Division’s and the school’s plans and goals.

9. The Principal is responsible for ensuring the learning commons program operates in a manner consistent with the established goals and objectives.

10. Parents or organizations with concerns regarding instructional materials in the learning commons are first to approach the Principal. If the problem is not resolved to their satisfaction, a meeting with the Superintendent may then be requested. If necessary, a further meeting with the Board arranged via the Superintendent’s office may be initiated.

Reference: Section 18, 20, 39, 60, 61, 113 School Act
Guide to Education ECS to Grade 12
FIELD TRIPS AND EXCURSIONS

Parent/Guardian and Staff Consent Form for International Travel

Preamble

Living Waters Catholic Schools supports international travel as valuable opportunity for students to develop a deeper understanding of the global society, historical events and the impact those have on our collective development of a world citizen viewpoint. However, there are occasions when international travel must be considered in the light of security concerns that exist in various parts of the world. In these situations it is the wish of the Board of Trustees that all participants in the trip are given the opportunity to decide if they want to continue with their personal commitment to be involved in the event.

To allow all participants to have the background information necessary for that decision the administration of the school, in conjunction with supporting documentation from the trip provider, will provide an addendum to this consent form that outlines the following: the complete itinerary of the trip including destinations, accommodation arrangements and “in country travel” structures; the current levels of concern around the security of all aspects of the trip and the cancellation cost structure if the decision is made to not participate in the trip. With that background information this consent form will allow the school to ensure that each participant is fully knowledgeable about the trip and has made a decision that meets their needs and expectations.

Section One

As a parent/guardian or staff member, I have received and fully understand the information relative to the proposed international trip. As part of this information package I fully understand the itinerary, the destination points, the accommodation arrangements and the travel structures inside the country(s) we will be visiting. I have also been informed as to any trip advisories by the Canadian government and how that may change in the timeframe leading up to the departure date.

☐ Yes
☐ No

Comments:
Section Two

As a parent/guardian or staff member, I fully understand and have considered all security concerns around this proposed international trip.

☐ Yes
☐ No

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Section Three

The Board deserves the right to cancel international trips based on safety and security with no cost to the Board.

I have also received and fully understand the information and financial impact around cancellation procedures relative to this international trip. I also accept that I will face some financial costs in the event if the Board decides to cancel my participation in the event.

☐ Yes
☐ No

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Section Four

In accord with all of the information provided to me I wish to continue my participation in the international trip and will affix my signature to this document to confirm that position.

☐ Yes
☐ No

Comments:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

School and Destination: ____________________________________________________________

Signature(s): ________________________________________________________________
PROHIBITED ACTIVITIES

1. Participation in the following activities is prohibited on school board property, as a school-organized activity, and as an off-site activity:
   1.1 Aerial gymnastics
   1.2 American gladiator style events
   1.3 Auto racing
   1.4 Bicycle motocross (BMX)
   1.5 Boxing
   1.6 Bungee jumping
   1.7 Caving (spelunking)
   1.8 Canoeing in moving water greater than grade 2 rapids
   1.9 Demolition derbies
   1.10 Drag racing
   1.11 Dunk tanks
   1.12 Horse jumping
   1.13 Hot air balloon rides (tethered and untethered)
   1.14 Hiking on the West Coast Trail in the Pacific Rim National Park Reserve, British Columbia
   1.15 Ice climbing
   1.16 Luge above the tourist start at Canada Olympic Park
   1.17 Mechanical bull-riding or simulated mechanical rodeo events
   1.18 Motorcycling of any nature
   1.19 Snowmobiling of any nature
   1.20 Mountain climbing and mountaineering but not including hikes in the mountains
   1.21 Open water swimming
   1.22 Paintball, laser tag games, or war games
   1.23 Personal water craft
   1.24 Racing of watercraft
   1.25 Rifle ranges or other activities involving firearms
   1.26 Rodeos
   1.27 Scuba diving in open water
1.28 Skydiving
1.29 Tobogganing, tubing, crazy carpet, bobsledding, and sledding on a slope of greater than five (5) meters height or with an incline of greater than thirty-five degrees (35°)
1.30 Trampoline
1.31 Winter biathlon with firearms

2. Skiing/Snowboarding
   2.1 Skiing and snowboarding are part of a well balanced yearly program, and reflect the school’s commitment to a quality physical education program.
   2.2 Downhill skiing and snowboarding activities must be conducted in accordance with the applicable Physical Education Safety guidelines.
   2.3 For novices the activity includes, at a minimum, one (1) mandatory lesson at the beginning of each day on a ski hill.
   2.4 School sponsored downhill skiing and snowboarding activities shall be restricted to venues located within the Division boundaries unless the following provisions are met for other locations:
      2.4.1 Participation restricted to secondary (grades 7 to 12) students who are known to the teacher-in-charge to possess a skill level sufficient for safe use of the planned venue.
      2.4.2 A skiing supervisor to student ratio of 1:15, including at least one (1) advanced level skiing supervisor competent to circulate on all the terrain accessible to the participants and the planned venue.
      2.4.3 The provision of a waiver form (Form 260-5) as established by the Division, signed by the participant and the participant’s parent or guardian, in addition to the normal consent approval for the activity.

Reference: Section 12, 18, 20, 45, 60, 61, 113 School Act
           Traffic Safety Act
           Guide to Education ECS to Grade 12
           Safety Guidelines for Physical Activity in Alberta Schools
           Safety Guidelines for Secondary Inter-School Athletics in Alberta
           Physical Education Safety Guidelines
           Youth Safe Outdoor Field Trip Safety for Alberta Schools
PUBLIC INQUIRY

Recommendations for the prevention of similar deaths

Although Nazeem Kasim’s death occurred during a school field trip, it has implications which go beyond the proper planning of school-sponsored outings. While there were weaknesses in the School Board’s field trip policy at the time, it must still be acknowledged that it would have taken considerable effort to find out about the hidden dangers confronting inexperienced swimmers at Allan Beach. Neither the promotional material issued by the resort’s management nor the signs erected on site make mention of the sudden drop-off a short distance from shore. The manager of the resort conceded that such information would not likely have been provided at the time of booking, even if inquiries had been made about safety precautions. Those facts and opinions raise questions about what, if any, obligations should be imposed on resort operations offering outdoor recreation activities to the public where, to the knowledge of the operator, hidden hazards exist. Accordingly, I have attempted to address the ramifications of this tragic death for both school boards and resort operators.

School Boards

Introduction

Since Nazeem’s death the Edmonton Public School Board has put in place new policies governing school-sponsored field trips. These were filed as Exhibit #7 at the inquiry. While the new policy represents a considerable improvement over the old one (Exhibit #5), it places a significantly heavier burden on school principals without providing for a corresponding level of support services at the Board level to assist them. By definition principals carry out many administrative duties to ensure the smooth functioning of the school environment. While it is, of course, appropriate to require them to “ensure adequate preparation and supervision for all field trips” (Regulation 5), it may be impractical to expect this to occur to an appropriate standard without guidance and assistance from the Board itself. What is “adequate” preparation and supervision will vary with the trip undertaken, the site visited, the number of students in attendance, their maturity, and where physical activity is involved, their individual skills. If the School Board, in the proper exercise of its authority to supervise and regulate schools within its jurisdiction, chooses to impose standards of performance on its employees in the carrying out of school-sponsored activities, it should be prepared to set out the minimum standards to be met. The present guidelines do that in only the most general way. In saying that, I recognize the need to preserve a certain level of flexibility so that unforeseen developments during a field trip can be adequately addressed by a supervisory staff unfettered by rigid rules and regulations. However, both objectives can be met by requiring minimum levels of preparation and supervision leaving to those actually in charge the discretion to decide how, beyond the minimum requirements, resources are to be used.
**Preliminaries**

Proper preparation for a field trip presupposes adequate knowledge of the proposed destination. While new Regulation 5 places responsibility for acquiring that information on the “teacher-leader” appointed for each trip, the task could be made simpler, more efficient, and more certain if all school boards, with the assistance of the Ministry of Learning, developed a list of approved sites for field trips. There must already be a significant number of places which many schools in any given area visit. It makes sense then to provide a central repository of information on those places, using the accumulated expertise of all the schools in a particular district. An information package on each site should be assembled, describing its location, how the site is booked, what activities are offered, the potential hazards to be encountered, what supervision is provided by the site operator, whether and what safety equipment is available and how to access it, and the expertise required to provide safe supervision. Over time there could be added photographs, contact numbers for teachers who have previously taken trips there and even a little of those non-teacher experts who have previously provided competent instruction and supervision where high-risk activities like swimming and skiing are involved. A repository of such information, kept by each school board, would provide a useful starting point for schools planning a trip to sites already experienced by other schools and do away with the necessity of doing research which has already been done. If such a repository were established, it should be made mandatory that copies of the relevant material be obtained by the school before a trip to that site is approved by the principal.

In recommending the establishment of a list of approved sites, I do not mean to suggest that field trips should be restricted to places on the list. It should be flexible enough to accommodate new destinations. Even if the Board decided over time to develop a concurrent list of prohibited destinations, that is, places deemed to be too high risk to adequately accommodate a field trip, it should be open to a school to contemplate trips to places on neither list. In that case, it should fall to that school to do the necessary research beforehand and apply to the Board to have the site placed on the approved list. Its application should contain sufficient research to satisfy the Board that all the information usually available for sites on the approved list has been obtained and that trips there can be made safely if sufficient preparation is done. After approval, a short follow-up report should be required summarizing the advantages and disadvantages offered by the new site and setting out any unforeseen problems encountered.

**Parental Permission**

An important pre-requisite of any field trip is parental permission, but to have any validity parental consent must be informed consent. While new Regulation 4 goes a long way to ensuring that, it should require complete disclosure to parents of the potential hazards involved in the trip and the precise safeguards to be put in place to minimize the risks involved. Where high risk activities like swimming or skiing are contemplated, valid permission should require that the parents, not the students, evaluate their child’s skill level in the proposed activity so that adequate arrangements can be made to provide special attention to those with minimal skills or to improve restrictions on them if necessary. It should also be made clear to parents that the school reserves the right to deny a student the right to engage in a particular activity if his or her skills level makes adequate supervision impossible. Where the trip involves more than one possible activity, the various options should be made clear to parents and the permission form should be worded in such a way as to enable a parent to refuse permission to engage in some of the proposed activities while still consenting to the student’s participation in the trip itself. It
would also be most useful to require parents, in consultation with their children, to indicate on the permission form which of the activities offered the child intends to be involved in.

New Regulation 3 permits “documented verbal permission” for field trips. While that may be appropriate for many field trips, it is to be discouraged where trips involving high-risk activities are concerned. Considering the need for complete disclosure recommended above and the concurrent need to obtain assessments from parents of their child's abilities, neither the best interests of the school nor of the student are adequately served by verbal parental permission. Important information may not reach the teacher-leader when oral permission is given and there can be no assurance that the necessary disclosure has actually been read by the parent when this method is used. Accordingly, I recommend that written permission acknowledging that the disclosure provided by the school has been read and approved by the parents be required before allowing a student's participation in any field trip involving high-risk activities. I note in passing that no definition of “high risk activity” is contained in the new regulations. The School Board would be well advised to strike a list of activities which fall into this category for the benefit of both school principals and parents.

**Preparation**

Preparation starts by sharing the knowledge gained in the preliminary stage with both the students and teachers who are to be involved. The dangers inherent in both the high-risk activity being planned and the particular site chosen to be visited should be apparent well before the trip itself. Accordingly, it should be a pre-requisite of any high risk trip that each class be provided with a description of the particular hazards to be encountered and those inherent in the activity involved. They should also be well schooled in the procedure to be followed when an emergency arises, for example, what the chain of command is and the importance of reporting emergencies immediately and with as much precision as possible. Since different teachers will naturally have different notions of what information and instruction is or is not important for any given trips, the teacher-leader should be required to draw up a list of the particular points to be covered and be responsible for documenting that they have been dealt with in each class.

Some criticism was directed at the qualifying phrase “When necessary” in Regulation 6 which codifies the expectation that principals should seek advice and assistance from experts in planning field trips and assessing risk. While some flexibility should be left to principals in that regard, the central repository recommended above should include pertinent safety publications and a list of contract personnel and that material should be provided as a matter of course in the package sent to principals seeking information on field trips involving high risk activities to approved sites.

The supervision model in the present case involved “self-activated” supervision, which in reality meant that no teacher was assigned any particular duty but that each teacher was expected to “go with the flow” as it were so that resources could presumably be applied to the places where the greatest number of students were congregated. While the need for flexibility in a group of the size involved in this trip is apparent, it is still important to ensure that there be sufficient supervision in every activity area, especially where some of the activities involve high risk. Accordingly, I recommend that schools be required, before such a trip is undertaken, to ensure that appropriately skilled specified teachers be required to be present if any students are involved in high risk activities where such activities are one of several options open to students. Whether teacher-student ratios need to be established beforehand would depend on the number
of students permitted by their parents to engage in those activities. A more detailed permission form, as recommend above, would assist the school in determining ahead of time how many potential students are permitted to be involved in the optional high-risk activities provided and to assign a minimum number of supervisors accordingly.

The more knowledge and preparation involved, the more the odds of tragedies occurring can be reduced. Teachers as well as students should be made aware of the potential dangers involved and, where teachers are concerned, the important of a recognized chain of command and a practiced response strategy cannot be overemphasized. I leave it to the good sense of the School Board to determine whether group training of all teachers in this area should be provided periodically or whether it is sufficient to leave it to the “teacher-leader” under the supervision of a principal to ensure that, in any particular case, adequate pre-trip instructions is provided to teachers.

**Resort Operators**

Our free enterprise system has traditionally permitted those offering high-risk activities to the public to reduce their potential liability by publicizing both the dangers involved and the lack of safety measures offered by the entrepreneur him(her)self. That approach permits the risk to be transferred, to some extent at lease, from the provider of the attraction to his or her customers. Allan Beach Resort used this accepted device when it posted signs along the beach warning its patrons that no lifeguard services were provided and making it clear that they swam at their own risk.

It seems to me that the voluntary assumption of risk which underlies our approval of this tactic by entrepreneurs is attenuated somewhat where hidden dangers exist which are known to only one of the parties involved. Just as valid consent should be informed consent, bona fide assumption of risk should be fully forewarned assumption of risk. Accordingly, I recommend, not as a legislated determination of who bears the liability in the event of inquiry, but as a manner of public safety, that those who offer high-risk activities to the public be required to post signs sufficient to warn their patrons of any hidden hazards present on the site itself. By hidden hazards, I mean those dangers an average person could not readily ascertain by a reasonable inspection of the site with the naked eye.

Since the tragedy Allan Beach Resort has erected signs warning swimmers of the sudden drop-off in water depth just off the beach. It was suggested at the inquiry that it should be required to mark the exact spot of the drop-off with buoys connected by floating line. Given the irregular nature of the drop off, that would be both onerous and difficult. It should be sufficient to provide adequate warning of the existence of the drop-off and leave it to their patrons to take the necessary steps to determine precisely where it is in any given place.

A second question raised by the events which gave rise to the inquiry is the extent to which lifesaving equipment should have been made available by the resort operator. Without suggesting in any way that the availability of such equipment would have made a difference in the circumstances of this you student’s death, I believe that resort operators should be required to have a minimum amount of life saving equipment readily available at all times. Where water safety is concerned that might be no more than two or three flotation devices with floating lines attached and a readily accessible board and motor. I make it clear that I am not suggesting that resort operators be required to provide lifeguard services. While that might be a wise business
move, it is also fraught with potential liability problems that should properly be left to the individual operator to assess. On the other hand, those who patronize places like Allan Beach, even if they are forewarned of the potential dangers involved, should not bear either the burden or the expense of providing their own lifesaving equipment. An acceptable compromise would be the legal requirement that resort operators should make readily accessible a specified minimum amount of lifesaving equipment for use in an emergency by its patrons and post signs indicating where it is located. Such a requirement would place no burden on the operator to actively participate in rescue operations, while at the same time ensuring that the necessary equipment is close at hand for the use of those directly involved in those attempts.

**Conclusion**

It is of course trite to observe that we can never put in place sufficient safeguards to ensure that tragedies like the one which befell Nazeem Kasim will never occur again. We can, however, significantly reduce the risk by collectively putting in place rules and regulations which ensure that those who engage in the socially beneficial activities encouraged by our schools are adequately prepared to avoid the inherent dangers presented by such activities and to deal with the emergencies which will inevitably arise.

Reference:
- Section 12, 18, 20, 45, 60, 61, 113 School Act
- Traffic Safety Act
- Guide to Education ECS to Grade 12
- Safety Guidelines for Physical Activity in Alberta Schools
- Safety Guidelines for Secondary Inter-School Athletics in Alberta
- Physical Education Safety Guidelines
- Youth Safe Outdoor Field Trip Safety for Alberta Schools
Parent/Guardian and Staff Consent Form for International Travel

Preamble

Living Waters Catholic Schools supports international travel as valuable opportunity for students to develop a deeper understanding of the global society, historical events and the impact those have on our collective development of a world citizen viewpoint. However, there are occasions when international travel must be considered in the light of security concerns that exist in various parts of the world. In these situations it is the wish of the Board of Trustees that all participants in the trip are given the opportunity to decide if they want to continue with their personal commitment to be involved in the event.

To allow all participants to have the background information necessary for that decision the administration of the school, in conjunction with supporting documentation from the trip provider, will provide an addendum to this consent form that outlines the following: the complete itinerary of the trip including destinations, accommodation arrangements and “in country travel” structures; the current levels of concern around the security of all aspects of the trip and the cancellation cost structure if the decision is made to not participate in the trip. With that background information this consent form will allow the school to ensure that each participant is fully knowledgeable about the trip and has made a decision that meets their needs and expectations.

Section One

As a parent/guardian or staff member, I have received and fully understand the information relative to the proposed international trip. As part of this information package I fully understand the itinerary, the destination points, the accommodation arrangements and the travel structures inside the country(s) we will be visiting. I have also been informed as to any trip advisories by the Canadian government and how that may change in the timeframe leading up to the departure date.

☐ Yes
☐ No

Comments:

________________________________________

________________________________________

________________________________________
Section Two

As a parent/guardian or staff member, I fully understand and have considered all security concerns around this proposed international trip.

☐ Yes
☐ No

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Section Three

The Board deserves the right to cancel international trips based on safety and security with no cost to the Board.

I have also received and fully understand the information and financial impact around cancellation procedures relative to this international trip. I also accept that I will face some financial costs in the event if the Board decides to cancel my participation in the event.

☐ Yes
☐ No

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Section Four

In accord with all of the information provided to me I wish to continue my participation in the international trip and will affix my signature to this document to confirm that position.

☐ Yes
☐ No

Comments:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

School and Destination: ______________________________________________________

Signature(s): ________________________________________________________________
FIELD TRIPS AND EXCURSIONS

Background

Participation by students in special events such as field trips, athletic competitions, music and drama festivals, and student exchanges can significantly complement the educational program. While field trips and excursions have positive educational value, care must be taken to ensure that trips or excursions are organized in a manner that maximizes educational benefit and ensures the protection and safety of students.

The Division supports the conducting of co-curricular and extra-curricular educational field trips and excursions.

Procedures

1. Excursions that are not directly sponsored by a school or the Division are the total responsibility of the planners, tour agencies, and transportation agencies involved.
   1.1 Private trips or Travel Clubs not sponsored by the Division must have a disclaimer notice sent to parents. School staff must be advised that they must not in any way be involved, even on an advisory basis, in such field trips/excursions.

2. Field trips sponsored by a school are to:
   2.1 Have sufficient educational value to outweigh the loss of instructional time in the regular program.
   2.2 Be adequately supervised to ensure acceptable levels of student behaviour and safety.
   2.3 Be organized in a manner that conforms to Division procedures regarding student deportment, transportation, and use of private vehicles.

3. Travel Clubs are not approved Field Trips.

4. All staff and authorized supervisors are protected by the Division’s liability insurance when acting within the scope of their duties as approved by the Principal. With respect to liability coverage:
   4.1 Contact is to be made with the Superintendent or Corporate Secretary for advice concerning insurance coverage for out of province travel.
   4.2 When using a vehicle other than a public school bus to transport children, the Principal must make certain that the vehicle has adequate insurance, and the driver is appropriately licensed.
4.3 If the Division has to cancel a trip, the Division will not be liable for costs due to the cancellation.

4.4 To avoid losses due to trip cancellations, the Principal is advised to investigate the possibility of trip cancellation insurance.

5. For field trips organized to take place during the school day the following procedures apply:
   5.1 Approval for the trip is to be obtained by the teacher from the Principal, providing:
      5.1.1 The experience is an integral part or extension of the curricular program.
      5.1.2 Parents are advised of the nature of the trip, and have provided written permission for the child(ren) to attend by completing the Parent Field Trip Permission Form (Form 260-1).
      5.1.3 Students who are unable to pay associated fees are not to be excluded of curricular-based activities.
      5.1.4 Adequate supervision is provided.
      5.1.5 Meaningful alternate in-school learning experiences are made available for those students not going on the trip.
      5.1.6 Documentation for field trips which are farther that 85 km from the local town limit must be filed with division office prior to the trip taking place.

6. Field Trips Longer than One (1) School Day
   6.1 The Principal, in consultation with the Superintendent, shall determine if a field trip for longer than one (1) school day is approved.

   6.2 Planning for such trips shall:
      6.2.1 Consider the attitude of other teachers, parents, and the community toward the proposed excursion.
      6.2.2 Assess the educational value of the trip against the value lost as a result of lost regular instruction.
      6.2.3 Review staff and liability implications.
      6.2.4 Estimate the costs associated with the trip.
      6.2.5 Review Division procedure requirements.
      6.2.6 Include consultation with other teachers who teach courses to students who will be affected by the trip to arrive at a mutually acceptable time for the trip.

7. Out of Country Field Trips
   7.1 If the trip involves an out of country location, the teacher must prepare a written proposal, including educational goals and organizational details, and submit to the Principal for review and eventual submission to the Superintendent for approval. This includes:
7.1.1 Extent to which the trip will interfere with the student’s entire educational program.

7.1.2 Field trip/excursion budget.

7.1.3 Type of transportation required.

7.1.4 Itinerary outlining approximate times at which the field trip/excursion will be conducted at specific locations and must be followed.

7.1.5 Numbers and names of adults who will attend as supervisors; and the proposed level or ratio of supervision; and the number and names of students participating in the excursion.

7.1.6 Information must be included related to safety procedures and medical procedures for those that may require such.

7.1.7 Estimate of the costs associated with the trip for parents and for the Division.

7.1.8 For a field trip/excursion that involves being away on a Sunday, the group shall make every effort to attend Mass. If this is impossible, the group shall participate in a religious celebration that they can arrange.

7.2 The proposal, in principle, must be submitted no less than six (6) months prior to the date of the trip and prior to any deposits being made to provide adequate time for approval by the Board. A final submission must be sent to the Board for approval within 90 days of the trip.

7.3 Superintendent approval is to precede the collection of non-refundable deposits (Form 260-4 – Checklist For Out Of Country Field Trips).

7.4 Emergent trips must be directed to the Superintendent.

8. Approval for the field trip/excursion may be granted with the following conditions:

8.1 Cancellation of the field trip/excursion could occur up to departure based upon:

8.1.1 Travel advisory information from the Canadian Consulate Web Page at www.voyage.gc.ca/dest/sos/warnings/-en.asp; or

8.1.2 Cancellation of insurance by the Division’s carrier based upon associated risks at the time of travel.

8.2 Parents are notified by letter indicating the following:

8.2.1 The purpose or educational goal of the excursion.

8.2.2 The itinerary of the trip.

8.2.3 A description of the activities proposed.

8.2.4 Safety precautions in place to deal with activities involving known risks.

8.2.5 Emergency procedures to be followed in the event of injury, illness or
unusual circumstance.

8.2.6 The requirement of additional medical coverage and other types of insurance such as trip cancellation, and loss of property including cash.

8.2.7 All travel arrangements.

8.2.8 Supervision arrangements.

8.2.9 All costs associated with the trip.

8.2.10 Any supplies, equipment or documentation students must supply.

8.2.11 Accommodations or billeting arrangements.

8.3 Parents must sign a written consent form and waiver form acknowledging that the trip may be cancelled by the Board at any time without any cost to the Board.

8.4 The Principal signs the approval form acknowledging that any associated costs not covered will be charged to their school’s school generated funds.

8.5 Should a proposed field trip/excursion not be approved by the Board, the Board shall notify all staff involved in the proposal, and all parents of students listed as participants in the trip, that the trip was not approved and that the Board will be absolved of all liabilities incurred if parents proceed with the trip on their own. Staff will be informed through letter that they must not be involved in the trip even an advisory manner in the trip.

9. Supervision

9.1 All field trips/excursions must be under the direct supervision of at least one (1) teacher, although parents and other volunteers may be considered agents of the Board for insurance purposes. co-educational field trips.

9.2 Both male and female supervisors will be provided for overnight (or longer) out of town co-educational field trips.

9.3 The teacher(s) is/are responsible for ensuring that an acceptable level of student conduct and discipline is maintained. Students and staff are to remember they are ambassadors for the Division and are to conduct themselves accordingly.

9.4 Everyone involved in the trip or excursion must be dressed/equipped in a manner appropriate to the activities to be undertaken.

9.5 Administrative Procedure 354 – Substance Abuse will be in effect.

9.6 Bus transportation will require adequate supervision.

9.7 For short trips of one (1) day or less, there will be at least one (1) teacher and an adequate number of supervisors.

9.8 For extended trips, including overnight, out of province, out of country, the Division strongly recommends there be at least two (2) teachers supervising trips/excursions of four (4) or more days. Other proposals will be considered and are subject to approval.
by the Superintendent.

9.9 The teacher is responsible for being aware of, and making provision for, the special health needs of students that can be accommodated.

10 The Principal and staff are to take reasonable measures to minimize the risk to students participating in field trips. Safety guidelines are as follows:

10.1 Activities will be limited to the accepted list provided by the insurance provider.

10.2 Outdoor activities are normally not to be conducted where temperatures are below minus twenty-five degrees Celsius (−25°C).

10.3 When field trips involve swimming or boating:

10.3.1 The supervising teacher must ensure that the activity is under the supervision of a person trained in water safety procedures with a minimum of a current Bronze Medallion and emergency First Aid.

10.3.2 All students involved in boating activities must wear a Ministry of Transport approved Personal Flotation Device (PFD).

10.3.3 For boating activities involving power, sail or canoe, direct supervision must be provided by a teacher and/or instructor experienced with the type of craft being used.

10.4 When field trips are planned for remote wilderness areas, the supervising teacher is to:

10.4.1 Be familiar with the area and have established safety and emergency procedures understood by all participants.

10.4.2 Ensure that required permits, fishing licenses, and area use permits have been obtained from appropriate authorities.

10.4.3 Inform local authorities such as the RCMP, forestry or park officials about the program, the location and route.

10.4.4 Be aware of the location of the nearest accessible medical station.

10.4.5 Establish procedures to contact the Principal via RCMP, forestry or park officials in the event of an emergency.

10.4.6 Ensure that at least two (2) supervisors are qualified in emergency or standard First Aid.

10.5 When trips or excursions may be put in jeopardy because of acts that would endanger students (e.g. terrorism or war), the Board may cancel the excursion at no cost to the Board.
11. Student Safety

Schools shall keep a record of field trip documentation for seven (7) years from the end date of the field trip. Any documentation relating to a field trip upon which a Student Injury/Incident Report Form was completed shall be kept until the date upon which the student or students named in the Student Injury/Incident Report for all reach twenty one (21) years of age.

Field trip documentation shall include, but is not necessary limited to the following:

11.1 All forms relating to the field trip: principal and superintendent authorizations, waivers, consents, disclosures, informed consents, acknowledgement of risks.
11.2 Completed returned parent forms.
11.3 List of participating students.
11.4 Completed Student Injury/Incident Report Forms.
11.5 Agendas, minutes and attendance records from all field trip meetings, including parent and supervision meetings.
11.6 Copies of all correspondence, receipts, booking confirmation relating to the field trip including supervision schedules.
11.7 Any information distributed to parents, students, teachers, supervisors and volunteers about the field trip.

Reference: Section 12, 18, 20, 45, 60, 61, 113 School Act Traffic Safety Act
Guide to Education ECS to Grade 12
Safety Guidelines for Physical Activity in Alberta Schools
Safety Guidelines for Secondary Inter-School Athletics in Alberta
Physical Education Safety Guidelines
Youth Safe Outdoor Field Trip Safety for Alberta Schools
Physical Activity and Athletics

Background

Physical activity is essential for normal, healthy growth and development. Growing bones and muscles require not only good nutrition, but also the stimulation of vigorous physical activity to increase the strength and endurance necessary for a physically active lifestyle. Active participation in physical education classes, which includes games, fundamental movement skills, body awareness and movement, and outdoor pursuits, provides opportunities for students to develop the skills and confidence necessary to play and work cooperatively with their peers as does engaging in daily physical activity and/or intramural sports.

Definitions:

Physical Education:
Students participate in a variety of activities as an integral part of the Physical Education curriculum.

Daily Physical Activity:
Every student in our schools will be given opportunities to engage in daily in moderate-to-vigorous physical activity. Research has shown that daily sustained physical activity has a positive impact on students’ readiness to learn, behaviour, self-esteem, level of physical fitness and academic achievement. This daily physical activity will take place in physical education classes and in other areas of the school on non-physical education class days. Aerobic routines, fitness circuits, and power walks are some examples of daily physical activity sessions.

Intramurals/ Clubs:
Throughout the year students will also have an opportunity to participate in intramural and club activities.

Procedures:

In the interest of safety, students must:

1. For physical education classes and intramural activities: wear appropriate attire for safe participation (e.g., T-shirt, shorts or track pants that will not inhibit movement). Running shoes that provide good support and traction are a minimum requirement. Hanging jewelry (e.g., necklaces, hoop earrings) must not be worn. In many activities (e.g., tag games, climbing, etc.) no jewelry can be worn. Jewelry which cannot be removed and which presents a safety concern (e.g., medical alert identification, religious requirement jewelry) must be taped or securely covered.

In the interest of safety, we strongly recommend:

1. Students have an annual medical examination.

2. Students bring emergency medications (e.g., asthma inhalers, epinephrine pen) to all curricular and co-curricular physical activities.
3. Students remove eyeglasses during daily physical activity, physical education classes and intramurals. If eyeglasses cannot be removed, the students are strongly encouraged to wear an eyeglass strap or shatterproof lenses.

4. Students wear/apply environmental protection for all outdoor activities (e.g., sunscreen, hat, insect repellent).

5. A safety inspection is carried out at home of any equipment brought to school for personal use in class, or in intramural/club activities (e.g., skis, skates, helmets).

Should a student sustain an injury where a concussion is suspected then the Living Waters Catholic School Board Concussion protocols must be followed. If a student is diagnosed with a concussion, the “Monitoring/Medical Examination Form” must be completed and the Concussion protocols must be followed before the student returns to physical education classes and intramural/club activities.

Reference:
- Living Waters Administrative Procedure 315: Illness/Injury at School
- Living Waters Administrative Procedure 262: Interscholastic Athletics
- Living Waters Administrative Procedure 263: Extra Curricular Activities
- Alberta School Boards Insurance
Dear Parent/Guardian;

Physical activity is essential for normal, healthy growth and development. Growing bones and muscles require not only good nutrition, but also the stimulation of vigorous physical activity to increase the strength and endurance necessary for a physically active lifestyle. Active participation in physical education classes, which includes games, fundamental movement skills, body awareness and movement, and outdoor pursuits, provides opportunities for students to develop the skills and confidence necessary to play and work cooperatively with their peers.

Physical Education Curriculum:
Students will participate in a variety of activities as an integral part of the Physical Education curriculum. These activities may include but are not limited to:

Primary School: Tag games, fitness building activities and fundamental movement skills (circuits and relays), body awareness and movement/gymnastics, target games.

Middle School: Low Organizational and Team Building games, body awareness and movement/gymnastics, Lead up Volleyball and Soccer, Target Games, Track and Field and Fitness Activities

High School: Low Organizational and Team Building games, body awareness and movement/gymnastics, Badminton, Basketball, Soccer, Target Games, Track and Field and Fitness Activities;

Daily Physical Activity:
Every student in our schools will be participating daily in moderate-to-vigorous physical activity. Research has shown that daily sustained physical activity has a positive impact on students’ readiness to learn, behavior, self-esteem, level of physical fitness and academic achievement. This daily physical activity will take place in physical education classes and in other areas of the school on non-physical education class days. Aerobic routines, fitness circuits, and power walks are some examples of daily physical activity sessions.

Intramurals/ Clubs:
Throughout the year students will also have an opportunity to participate in intramural and club activities that may include but are not limited to: Ball Hockey; Basketball; Badminton; Volleyball; Dodge Ball; Terry Fox Run; running clubs; Track and Field days, Play days and Fun Fairs.

In the interest of safety, students must:
1. For physical education classes and intramural activities: wear appropriate attire for safe participation (e.g., T-shirt, shorts or track pants). Running shoes that provide good support and traction are a minimum requirement.
2. Hanging jewelry (e.g., necklaces, hoop earrings) must not be worn. In many activities (e.g., tag games, climbing, etc.) no jewelry can be worn. Jewelry which cannot be removed and which presents a safety concern (e.g., medical alert identification, religious requirement jewelry) must be taped or securely covered.
3. For the daily physical activities: wear appropriate running shoes and loose-fitting clothing that will not inhibit movement.
In the interest of safety, we strongly recommend:

1. Students have an annual medical examination.
2. Students bring emergency medications (e.g., asthma inhalers, epinephrine pen) to all curricular and co-curricular physical activities.
3. Students remove eyeglasses during daily physical activity, physical education classes and intramurals. If eyeglasses cannot be removed, the students must wear an eyeglass strap or shatterproof lenses.
4. Students wear/apply environmental protection for all outdoor activities (e.g., sunscreen, hat, insect repellent).
5. A safety inspection is carried out at home of any equipment brought to school for personal use in class, or in intramural/club activities (e.g., skis, skates, helmets).

Should your son/daughter/ward sustain an injury where a concussion is suspected then the Living Waters Catholic School Board Concussion procedures must be followed. If your son/daughter/ward is diagnosed with a concussion, the "Monitoring/Medical Examination Form" must be completed and the Concussion procedures must be followed before the student returns to physical education classes and intramural/club activities. The school administrator or school lead will provide further information should it be required.
**Medical Information Form**

*School, Physical Education, Off-Site Activities, Intramurals & Clubs*

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<tr>
<td>Home Address:</td>
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<tr>
<td>Parent/Guardian Names:</td>
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<td>Home Phone #:</td>
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<td>Cell Phone #1:</td>
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<tr>
<td>Physician Name:</td>
<td></td>
</tr>
<tr>
<td>Physician Phone #:</td>
<td></td>
</tr>
<tr>
<td>Health Card # (optional):</td>
<td></td>
</tr>
<tr>
<td>Emergency Contact Name:</td>
<td></td>
</tr>
<tr>
<td>Emergency Contact Phone #:</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE: An annual medical examination is recommended.**

**MEDICAL INFORMATION**

1. **Date of last complete examination:** ________________________________

2. **Date of last tetanus immunization:** ________________________________

3. **Is your son/daughter/ward allergic to any drugs, food or medication/other?** YES  NO

4. **Does your son/daughter/ward wear a medical alert bracelet, neck chain, or carry a medical alert card?** YES  NO
   - If yes, provide details. _________________________________________________

5. **Has your son/daughter/ward been identified as being anaphylactic?** YES  NO
   - If yes, does he/she carry an EpiPen? YES  NO

6. **Does your son/daughter/ward take any prescription drugs?** YES  NO
   - If yes, provide details _________________________________________________
   - What medication(s) should the participant (son/daughter/ward) have available during the sport activity? _________________________________________________
• Who should administer the medication? _______________________________________________________

7. Does your son/daughter/ward wear eyeglasses? YES NO

• Orthodontic appliances? YES / NO Crowns YES / NO Bridges? YES / NO

8. Please indicate if your son/daughter/ward has been subject to any of the following and provide pertinent details:

• Epilepsy, diabetes, orthopedic problems, hearing loss, asthma, allergies, heart disorder
  _______________________________________________________________________________________

• Head or back conditions or injuries
  _______________________________________________________________________________________

• Diagnosed concussion (in the past three years)
  _______________________________________________________________________________________

• Arthritis or rheumatism, chronic nosebleeds, dizziness, fainting, headaches, dislocated shoulder, hernia, swollen or hyper mobile or painful joints, trick or lock knee, etc.
  _______________________________________________________________________________________

9. Please indicate any other medical condition that will limit participation or require modification to the activity program:

  _______________________________________________________________________________________
  _______________________________________________________________________________________
  _______________________________________________________________________________________ 

NOTE:
If a concussion has been diagnosed over the summer break, the Request to Resume Participation – Concussion Related Injuries form must be completed by a physician before the student returns to class/intramural and interschool activities.
Permission and Acknowledgement of Risk
School, Physical Education, Off-Site Activities, Intramurals & Clubs

ELEMENTS OF RISK NOTICE
School, Physical Education, Off-Site Activities, Intramurals & Clubs

The risk of injury exists in every athletic activity. Falls, collisions and other incidents may occur and cause injury. Due to the very nature of some activities, the risk of injury may increase. Injuries may range from minor sprains and strains to more serious injuries affecting the head, neck or back. Some injuries can lead to paralysis or prove to be life-threatening. These injuries result from the nature of the activity and can occur without fault on either the part of the student, the school board or its employees/agents or the facility where the activity is taking place. The safety and well-being of students is a prime concern and attempts are made to manage, as effectively as possible, the foreseeable risks inherent in physical activity. A student choosing to participate in physical activities assumes the risk of an injury occurring. The chances of an injury can be reduced by carefully following instructions at all times while engaged in the activity. Please call the school to discuss safety concerns related to any physical activity in which your child/ward is participating.

MEDICAL SERVICES AUTHORIZATION (Optional)

In a situation when emergency medical or hospital services are required by the above listed participant, and with the understanding that every reasonable effort will be made by the school/hospital to contact me, my signature on this form authorizes medical personnel and/or hospital to administer medical and/or surgical services, including anesthesia and drugs. I understand that any cost will be my responsibility.

Parent/Guardian Signature: ______________________            Date:_____________________

I have read and acknowledge the activity and risk disclosure information provided to me about the School, Physical Education, Off-Site Activities, Intramurals, and Club activities my son/daughter/ward will participate in.

I give my permission for my son/daughter/ward _________________________________ to participate in the School, Physical Education, Off-Site Activities, Intramurals & Clubs Activities

Parent/Guardian Signature: _________________________________

Date: __________________________________________________________________________
ADMINISTRATIVE PROCEDURE 262: Appendix A

Interscholastic Activities & Athletics

Permission and Acknowledgement of Risk School Athletic Program

ELEMENTS OF RISK NOTICE

Interschool Athletics

The risk of injury exists in every athletic activity. Falls, collisions and other incidents may occur and cause injury. Due to the very nature of some activities, the risk of injury may increase. Injuries may range from minor sprains and strains to more serious injuries affecting the head, neck or back. Some injuries can lead to paralysis or prove to be life-threatening. These injuries result from the nature of the activity and can occur without fault on either the part of the student, the school board or its employees/agents or the facility where the activity is taking place. The safety and well-being of students is a prime concern and attempts are made to manage, as effectively as possible, the foreseeable risks inherent in physical activity. A student choosing to participate in physical activities assumes the risk of an injury occurring. The chances of an injury can be reduced by carefully following instructions at all times while engaged in the activity. Please call the school to discuss safety concerns related to any physical activity in which your child/ward is participating.

MEDICAL SERVICES AUTHORIZATION (Optional)

In a situation when emergency medical or hospital services are required by the above listed participant, and with the understanding that every reasonable effort will be made by the school/hospital to contact me, my signature on this form authorizes medical personnel and/or hospital to administer medical and/or surgical services, including anesthesia and drugs. I understand that any cost will be my responsibility.

Parent/Guardian Signature: ____________________________ Date: __________________

I/We have read and understand the notices of Elements of Risk and Student Accident Insurance. I/We hereby acknowledge and accept the risk inherent in the requested activity and assume responsibility for my/our son/daughter/ward for personal health, medical, dental and accident insurance coverage.

I/We give permission for my son/daughter/ward to try out/participate on the ___________________________ team during the school year.

Signature of Parent/Guardian ____________________________ Date: __________________

Signature of Parent/Guardian ____________________________ Date: __________________
Interscholastic Activities & Athletics

Permission and Acknowledgement of Risk School Athletic Program

ELEMENTS OF RISK NOTICE
Interschool Athletics

The risk of injury exists in every athletic activity. Falls, collisions and other incidents may occur and cause injury. Due to the very nature of some activities, the risk of injury may increase. Injuries may range from minor sprains and strains to more serious injuries affecting the head, neck or back. Some injuries can lead to paralysis or prove to be life-threatening. These injuries result from the nature of the activity and can occur without fault on either the part of the student, the school board or its employees/agents or the facility where the activity is taking place. The safety and well-being of students is a prime concern and attempts are made to manage, as effectively as possible, the foreseeable risks inherent in physical activity. A student choosing to participate in physical activities assumes the risk of an injury occurring. The chances of an injury can be reduced by carefully following instructions at all times while engaged in the activity. Please call the school to discuss safety concerns related to any physical activity in which your child/ward is participating.

MEDICAL SERVICES AUTHORIZATION (Optional)

In a situation when emergency medical or hospital services are required by the above listed participant, and with the understanding that every reasonable effort will be made by the school/hospital to contact me, my signature on this form authorizes medical personnel and/or hospital to administer medical and/or surgical services, including anesthesia and drugs. I understand that any cost will be my responsibility.

Parent/Guardian Signature: _______________________________ Date: ________________

I/We have read and understand the notices of Elements of Risk and Student Accident Insurance. I/We hereby acknowledge and accept the risk inherent in the requested activity and assume responsibility for my/our son/daughter/ward for personal health, medical, dental and accident insurance coverage.

I/We give permission for my son/daughter/ward to try out/participate on the ________________________ team during the school year.

Signature of Parent/Guardian _______________________________ Date: ________________

Signature of Parent/Guardian _______________________________ Date: ________________
INTERSCHOLASTIC ACTIVITIES & ATHLETICS

Background

The Division recognizes the importance of interscholastic activities in the overall education of its students. Schools are encouraged to take part in such opportunities where available. In particular, competitions such as debates, drama productions, and athletic events help develop school spirit and develop well-rounded individuals.

 Procedures

1. Principals and teachers may make use of classrooms for activities that include the students, and are of a general educational value, e.g. school concerts, school parties, school clubs, etc.

2. All such activities must be under the supervision of a teacher who is responsible for the conduct of the students and the general care of the property.

3. Students, when participating in interscholastic events, are representing their school and as such are to conduct themselves accordingly.

4. All students participating in interscholastic events, whether as team members or spectators, are subject to the authority of their teachers.

5. All Division students are expected to show respect for those teachers and adults who help make interscholastic events possible.

6. All students participating in athletic endeavors must have a Permission and Acknowledgment of Risk Form signed by a parent (Appendix 262A).

Reference: Section 12, 18, 20, 45, 60, 61, 113 School Act
Traffic Safety Act
Safety Guidelines for Physical Activity in Alberta Schools
Safety Guidelines for Secondary Inter-School Athletics in Alberta
Physical Education Safety Guidelines
Alberta School Board Insurance
EXTRA-CURRICULAR PROGRAMS

Background

The Division recognizes the value of extra-curricular programs in the development of student skills, knowledge, and abilities. The Division also recognizes that the greatest value can be derived from extra-curricular student activities when such activities are developed and encouraged through cooperative participation among the student body, staff, and interested community members.

Procedures

1. The formation of students’ councils, student clubs, and other student groups to promote or pursue specialized athletic, academic, cultural, community service, or social activities is encouraged.

2. All student clubs/organizations sanctioned by the Principal must have:
   2.1 Adequate supervision;
   2.2 Established student leaders;
   2.3 A brief statement of its major purposes/goals;
   2.4 Records of its meeting/activities; and
   2.5 Acceptable procedures for the management, expenditure, and accounting of any funds raised.

3. Student participation in extra-curricular activities must be on a voluntary basis.

4. The Principal and staff are responsible for the development of an extra-curricular program that meets the diverse needs of the student population.

5. Each Principal is responsible for establishing specific procedures to govern the operation of extra-curricular programs in accordance with Division procedures.

Reference:
Section 12, 18, 20, 45, 60, 61, 113 School Act
Traffic Safety Act
Guide to Education ECS to Grade 12
Safety Guidelines for Physical Activity in Alberta Schools
Safety Guidelines for Secondary Inter-School Athletics in Alberta
Physical Education Safety Guidelines
HOME EDUCATION

Background

Some parents may prefer to have their child excused from regular school attendance in favour of a home education program.

Procedures

1. All home education programs will be approved where they are comprised in total of Alberta Distance Learning Centre courses and where the child is registered with the Alberta Distance Learning Centre.

2. Home education programs other than those noted in clause 1 above will be considered, provided that the student is receiving instruction satisfactory to the Superintendent. A student will be deemed to be receiving satisfactory instruction when:
   2.1 The home education program, proposed or in place, is consistent with the Alberta Program of Studies, or with the goals and standards approved by the Minister;
   2.2 There is an appropriate detailed educational plan submitted by the parent(s) or legal guardian;
   2.3 There are appropriate and necessary provisions for ongoing monitoring and supervising of the home education program; and
   2.4 The educational progress of the student is evaluated through the regular use of examinations or other methods of assessment appropriate to the home education program being provided.

Reference:

Section 8, 13, 20, 29, 39, 40, 45, 45.1, 60, 61, 113, 123, 124, 125 School Act
Alberta Bill of Rights
Child Welfare Act
Canadian Charter of Rights and Freedoms
Home Education Regulation 145/2006
Ministerial Order 001/2013 – Student Learning
Guide to Education ECS to Grade 12
Home Education Handbook
EVALUATION OF INSTRUCTIONAL PROGRAMS

Background

Program evaluation is an essential step toward program improvement. Programs of instruction from kindergarten to grade 12 within the Division will be evaluated as needed to determine whether the program objectives are being attained in an efficient and effective manner, and whether students are achieving defined program standards and outcomes.

Definition

A Program is defined as a structured series of intended student learning outcomes (student achievements) and the sequenced events leading to those outcomes (achievement(s)). The intended student learning outcomes may consist of:

- Knowledge (facts, concepts, generalization);
- Processes, skills and abilities (cognitive and psychomotor); and/or
- Values in academic, physical, and/or socio-behavioral terms.

Procedures

1. The intent of the procedure is to identify and develop program and student learning standard outcomes, to determine whether programs effectively and efficiently achieve their desired outcomes, and identify any actions required for improvement. The process of program review will be referred to as program auditing.

2. The major benefit of a program audit is to be to those persons directly involved in the program and is to be viewed by them as a major opportunity for professional development. The key responsibility for the effectiveness of a program audit will be at the facility level since qualitative information is best obtained from those directly involved.

3. Evaluation of Division programs will occur as needed throughout the Division, according to priorities as identified in the Division’s program audit review, and according to emergent needs.

4. Division program evaluations may include, but will not be restricted to, the following categories of information:

   4.1 Need/rationale for the program;
   4.2 Goals and objectives/expected outcomes;
   4.3 Definition of students served/and placement procedures;
   4.4 Facilities/location;
   4.5 Equipment/resources;
4.6 Program content/instructional strategies/curriculum fidelity;
4.7 Staff requirements and/or development;
4.8 Evaluation methods used;
4.9 Results of provincial achievements tests; and
4.10 Funding/budget.

5. Evaluations will be used to make decisions concerning:
   5.1 Staff development requirements within the Division;
   5.2 Maintenance, modification or discontinuation of existing programs;
   5.3 The need for the development and implementation of other programs;
   5.4 Ways in which existing or proposed objectives should be attained in a more efficient manner.

6. The final reports of the evaluations of Division programs will be available to the public.

7. Follow-up action reports on completed program audits will be provided by the Superintendent to the Board.

Reference: Section 18, 20, 39, 60, 61, 77, 78, 113 School Act
Guide to Education ECS to Grade 12
Policy and Requirements for School Board Planning and Reporting
School Authority Planning and Reporting Reference Guide
USE OF INDEPENDENT EVALUATORS

Background

It is both desirable and advisable to utilize the services of independent evaluators on evaluations conducted within the Division. Independent evaluators are expected to bring to the evaluation process knowledge pertinent to the task at hand. Because they are not part of the staff or Division, they also bring with them a broader perspective of education than might be the case with internal staff. In addition, because they are independent, they may be seen as less biased and less likely to be influenced by local politics or local events.

Procedures

1. The Superintendent has the responsibility for the selection and appointment of independent evaluators for evaluations conducted within the Division.

2. Where it is judged that independent evaluators have a role to play, it is understood that they are to have the training and/or experience necessary to enable them to make a contribution to the evaluation process.

3. Where the evaluation requires professional knowledge, the independent evaluator must have training and experience in the appropriate field.

4. Evaluators may come from outside Divisions, Alberta Education, consulting groups, ASBA, ACSTA, or the ATA.

5. The numbers and frequency of use of independent evaluators shall be governed by the availability of financial resources within the Division.

6. The Superintendent will ensure the independent evaluators understand the scope of their task and both parties shall agree on the method and amount of payment prior to the evaluation.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
RESEARCH STUDIES

Background

The Division recognizes its responsibility to share educational experiences and provide opportunities for individuals to interact with the system and its schools.

Procedures

1. All applications to undertake research projects or surveys within the school system or to obtain assistance from the system with respect to studies or research projects shall be submitted to the Superintendent or designate.

2. After due consideration and applying the criteria identified in this administrative procedure, an application will, depending upon its nature, be approved or denied.

3. Research projects undertaken by or for the system shall be conducted and/or coordinated by the Superintendent or designate.

4. The Corporate Treasurer shall be responsible for the financial arrangements for research projects.

5. Externally initiated research projects may be terminated at any time if, in the judgment of the Superintendent or designate, the guidelines established for the study have been violated.

6. Research studies will be approved and conducted according to the following procedures.

   6.1 All applications shall be satisfactorily completed at least one (1) month in advance of the study and must be submitted to the Superintendent or designate. Timelines shorter than one (1) month will be considered if extenuating circumstances exist.

   6.2 Requests to undertake graduate level research or survey studies must be submitted to the Superintendent.

   6.3 Upon completion of the study, the researcher shall be required to submit to the Superintendent a complete report, an abstract describing the project, and the findings.

   6.4 The following criteria will be used by the Superintendent or designate in considering research studies:

      6.4.1 The study shall have recognizable value to the Division and/or to education in general.

      6.4.2 The content of any proposed questionnaire or survey instrument must not be objectionable to staff, students, or parents.

      6.4.3 The involvement of students or teachers does not require an unreasonable amount of time.
6.4.4 The willingness of schools or individuals to participate.
6.4.5 The number of research studies planned or underway in the Division.

7. The Superintendent or designate shall, when necessary, ensure that the contents of a study are held in confidence.

Reference: Section 20, 60, 61, 113, 116 School Act
ADMISSION OF RESIDENT STUDENTS

Background

The Division will accommodate all resident students who meet the requirements of the School Act and who are entitled to have access to education in accordance with Division procedures related to student admission, placement, and accommodation. The School Act specifies eligibility for access to education and defines a resident student.

Procedures

1. All individuals of school age seeking admission to Division programs shall provide proof of eligibility.

2. The Principal shall request a baptism certificate from all individuals wishing admission to Division schools.

3. An individual who is at least five (5) years on or before December 31 of the school year in which admission is sought shall be permitted to attend Kindergarten.

4. An individual who is at least six (6) years on or before December 31 of the school year in which admission is sought shall be permitted to attend grade 1.

5. An individual who is nineteen (19) years of age or older as of September 1 of the calendar year in which admission is sought may be provided with programming subject to the payment of applicable tuition fees.

6. All resident students shall be placed in a school in the Division. If the student needs special programming and none is available within the Division, the student may be referred to another school outside the Division, at Division expense.

   6.1 The Principal will notify the Superintendent immediately, if a student requires a program not available in his/her school.

7. The Board shall establish annually, as part of the budget process, a schedule of Division tuition fees to be charged to non-resident, special needs, adult and foreign students.

Reference: Section 3, 8, 13, 14, 15, 20, 30, 44, 45, 45.1, 49, 55, 60, 61, 113 School Act
ASSIGNMENT OF NON-RESIDENT STUDENTS TO CLASSES

Background

The Division recognizes that non-resident students will, from time to time, arrive at our schools wishing to enroll.

Procedures

1. Each Principal shall establish administrative practices for his/her school that will deal with the enrollment of students.

2. Students from other points in Alberta will be assigned to appropriate classes by the Principal.

3. Students from other points of Canada will be assigned to specific classes by the Principal.
   3.1 It is expected that the Principal will make the assignment based on the best available evidence at the time of enrollment.
   3.2 If, at a later time, further information becomes available that would prompt the Principal to change the assignment, he/she shall do so keeping in mind the best interests of the student.

4. Students from other parts of the world wishing to enroll in Division schools shall be placed by the Principal, using the students’ age, language, and available records as guides.
   4.1 For high school students, principals are to utilize Alberta Education documents that provide guidance in assessing the quality and type of schooling a student may have received.

Reference:  Section 8, 20, 44, 47, 48, 49, 60, 61, 113, 124, 273 School Act
            International School Partnership Bulletin 3.4.1
            International Student Bulletin 3.4.2
            Student Exchange Bulletin 3.4.3
FOREIGN AND NON-RESIDENT STUDENTS

Background

The Division supports the practice of allowing foreign students to study in Division schools and exchanging Division students with those from other provinces or countries. The Division believes these practices serve as a means to foster national and international goodwill, and because such experience provides valuable learning opportunities for students. As an outgrowth of this support, the Division encourages schools and hosting organizations to provide opportunities that enrich the exchange experience. However, any activities of this nature will remain within the funding parameters of the host organization, or school, and no financial obligation will be undertaken by the Division to assist with their completion.

Definitions

*International student* or *foreign student* is a student whose parents/legal guardians are citizens of, and reside in another country.

*Exchange student* means an international/foreign student on an exchange program.

*Non-resident students* include all foreign students and Canadian students who are not resident students of the Division nor any other Division nor the Government as defined in the School Act.

*Other international students* are foreign students who are not on a recognized exchange program nor have arrangements made by organizations such as those who assist visiting students, and there is no option for reciprocal exchange.

*Student exchange program* is a program whereby a resident student of the Division exchanges places for a portion of a school year with a student from another country (direct reciprocal exchange). Two types of exchange programs are available but both must be approved by Alberta Education. The two programs are:

- Alberta Education exchange program – approval through National and International Education usually available for three (3) months and available to grade 11 students who have second language courses. Students apply in their second semester of grade 10.
- Program approved by Board resolution and receiving approval from Alberta Education.

*Visiting student* is a foreign student who comes to Alberta for a school year and who is not in a non-mandated reciprocal exchange or indirect reciprocal student exchange program.

Arrangements for these students to study in Alberta are made by such organizations as the American Scandinavian Student Exchange (ASSE), Education Foundation (EF), and Intercultural Canada. Alberta students have the same opportunity to attend school in another participating country, not necessarily in the same country as the visiting student nor with the visiting student's family.
Procedures

1. It is expected that all non-resident students applying for admission to Division schools shall have a working knowledge and understanding of the English language and have purchased health insurance from a Canadian provider.

2. While attending Division schools, all non-resident students identified above shall adhere to the Division and school policies/regulations.

3. Students on a student exchange program will be admitted on a non-tuition basis.

4. Approval for all foreign and non-resident Canadian students attending Division schools shall be at the discretion of the receiving Principal. Factors to be taken into consideration when approving foreign student attendance at Division schools include but are not limited to:
   4.1 Availability of space,
   4.2 Staffing,
   4.3 Amount of preplanning,
   4.4 Supervision and security measures,
   4.5 Financing,
   4.6 Criteria for selection,
   4.7 Length of stay, and
   4.8 Number of students involved.

5. The Principal of every school offering an exchange or study program for foreign and/or non-resident students will develop criteria to ensure equitable treatment of students involved in the program.

6. Suitable accommodation is to be assured for foreign students prior to accepting such students.

7. At the discretion of the Principal, visiting students, other international students, and non-resident Canadian students may be admitted to a Division school at less than full tuition in any particular school year.

8. Fees shall be payable thirty (30) days prior to registration for each year/semester (high school). The Principal is responsible for authorizing the admittance of foreign students and for ensuring all the requirements of this procedure are met.
   8.1 The Division will not charge tuition for reciprocal exchanges, as the Division receives funding for its resident student on exchange.

9. The Approval for Reciprocal Student Exchange form (Form 301-1) must be submitted to the Director of National and International Education (Alberta Education) for a student exchange.

Reference: Section 8, 20, 44, 47, 48, 49, 60, 61, 113, 124, 273 School Act
            International School Partnership Bulletin 3.4.1
            International Student Bulletin 3.4.2
            Student Exchange Bulletin 3.4.3
ADMISSION OF NON-CATHOLIC STUDENTS

Background

The schools operated by the Division exist to serve the educational needs of the resident students of the Division. Division schools have a legal mandate to offer the programs prescribed by Alberta Education and the mandate to do so within the context of the Catholic Church’s mission to educate the whole person in the name of Jesus Christ. The overall educational program in Division schools must be based on the Catholic concept of the human person, and the objectives and purposes of education, as stated by Alberta Education, must be set in this total Christian concept.

The Congregation for Catholic Education, 1988, declared that the distinctiveness of the Catholic school is its religious dimension, and that is to be found in the:

- Educational climate;
- Personal development of each student;
- Relationship established between culture and the Gospel; and
- Illumination of all knowledge with the light of faith.

The documents of Vatican II state that, as Catholics, we are called to unity with all believers. We are invited by our Church’s teachings to respond to the concept of ecumenism and appreciate the giftedness of other religious traditions.

It is recognized that many parents of the pluralistic and believing community, some of whom are not of the Catholic faith, are seeking an education that includes the spiritual and moral, as well as the cognitive, social and physical domains.

Procedures

1. The Division welcomes the children of parents who wish them to:
   1.1 Participate in the academic, social, physical and religious education program offered in the Division’s schools;
   1.2 Be educated in the context of the Catholic community, which is a sign of the reign of God as revealed in Jesus Christ; and
   1.3 Receive all the benefits and assume all the responsibilities of membership associated with membership in the Catholic school community.

2. The Principal shall, on receiving a request for admission from the parent of a non-Catholic student, interview the parents to ensure that they understand that their children will be expected to participate in all prescribed school programs, including the formal Religious Studies program.
3. The Principal shall make the decision to admit the student dependent on student and parent commitment to respect the Catholic faith and activities within the school, sufficient resources, facilities and programs, as defined by the appropriate Division policies and procedures regarding facilities, class size and staffing.

4. If the student is accepted for admission into a Division school, an Application for Admissions Form (Form 300-1) is provided for parents who wish to enroll their children in Division schools.

5. The Principal shall sign the Application for Admissions form and place it into the student's cumulative record file.

Reference: Section 3, 8, 13, 14, 15, 20, 30, 44, 45, 45.1, 60, 61, 113 School Act
SCHOOL ATTENDANCE AREAS

Background

It is important to set attendance boundaries for each school in the Division to allow for the efficient utilization of school facilities and resources and to allow for effective program planning. School attendance areas will also define transportation service areas.

Procedures

1. As required by the School Act, the Board will designate schools which will accommodate students residing within defined geographical areas of the Division and/or students requiring particular instructional programs.

2. The Superintendent will ensure that school designations remain current and are communicated to parents and the public within the Division.

3. The Division recognizes its obligation, as outlined in the School Act, to accept as an enrolled student, a student residing outside a defined attendance area, if sufficient resources and facilities are available.

4. The Superintendent or designate will establish and oversee administrative procedures to guide student relocations.

Reference: Section 20, 44, 45, 45.1, 51, 60, 61, 113 School Act
SUPERVISION OF STUDENTS

Background

Teachers have an obligation under the School Act to maintain order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in school sponsored/authorized activities. The Division believes that this obligation extends to all staff. The Division expects all staff to carry out their supervision responsibilities in accordance with these procedures.

Principals shall arrange for supervision of students in accordance with these procedures.

Procedures

1. Students shall be supervised:
   1.1 For thirty (30) minutes prior to the commencement of school;
   1.2 At recess and lunch time;
   1.3 To ensure orderly dismissal and dispersal at the end of the school day.

2. A minimum of one (1) teacher shall be designated as responsible for the supervision of students as identified in clause 1.
   2.1 Non-teaching staff may be used to provide supervision;
   2.2 A minimum supervision ratio of one (1) supervisor per two hundred (200) students (1:200) shall be maintained; and
   2.3 Volunteers may be used to supplement supervision, but shall not be included as part of the supervision ratio.

3. Noon hour supervision shall be provided by teaching or non-teaching staff for:
   3.1 Students who are transported to school by bus and are not taken home during the noon hour.
      3.1.1 No fee will be assessed for these students.
   3.2 Students who are permitted by the Principal to remain in the school at noon.
      3.2.1 A fee may be charged to these students through individual agreements with the parents/guardians.

4. The Principal shall arrange for the supervision of students loading and unloading at the school site from Division provided transportation.
5. Supervision at school sponsored/authorized activities shall be provided:
   5.1 At all times during the activity;
   5.2 During travel to and from the activity when such transportation is provided or arranged by the Principal; and
   5.3 At a ratio of students to staff appropriate to the activity.

6. Where the activity involves an overnight stay of both male and female students, the females must have a female supervisor and the males must have a male supervisor.

7. All supervisors shall report all accidents or incidents of a serious nature to the Principal or designate at the earliest possible opportunity.

Reference: Section 8, 12, 18, 20, 22, 24, 25, 27, 45, 45.1, 60, 61, 113 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)
SCHOOL PATROLS

Background

The Division supports the use of school patrols in the Division.

Procedures

1. The Principal of every school with elementary students is encouraged to set up school patrols.

Reference: Section 20, 45, 45.1, 60, 61, 113 School Act
行政程序 315：附件 A：头盔协议

头盔协议

背景
生活水天主教学校董事会认识到健康、安全和整体福祉的重要性，并承诺采取措施来降低风险。研究表明，头盔可以对学生产生显著影响——认知、身体、情感和社会。事实上，研究表明需要集中精力的活动实际上会导致学生的头盔症状重新出现或恶化。如果没有识别和适当的管理，头盔可以导致永久性脑损伤，并在极少数情况下，甚至会导致死亡。研究还表明，如果一个儿童或青少年在他们感到没有症状的第一次头盔之前遭受第二次头盔，他/她可能会经历长期的恢复期，并且可能受到第二头盔综合症的影响——一种罕见的状况，导致快速和严重的脑肿胀，结果往往是灾难性的。在帮助学生在课堂上“返回学习”时，这同样重要，因为帮助他们“返回身体活动”也同等重要。

生活水天主教学校董事会认识到儿童和青少年是最容易遭受头盔的人群，而且在任何有身体创伤的情况下都有可能遭受头盔，但风险最大的是那些可能会发生碰撞的活动，例如体育课、玩耍时间、学校活动或实地考察。教育者和学校工作人员在识别可疑头盔方面发挥着至关重要的作用，以及对患有头盔的学生成长的管理。了解头盔的症状和知如何正确管理诊断头盔对于学生的康复是至关重要的，并且对于防止学生过早返回学习或身体活动而冒险进一步并发症是至关重要的。最终，这种意识和知识可能有助于学生长期的健康和学业成功。

生活水天主教学校董事会已经制定了这些头盔程序作为其操作指南的一部分。这些程序是根据当前研究证据和知识制定的，包含头盔预防、症状和头盔的信号，以及应对头盔的步骤，管理程序以及对诊断头盔的程序，包括帮助学生返回学习和身体活动的计划。

这些程序的内容必须由管理者、教育者、学校工作人员、学生、家长和学校志愿者来实施和遵循，以帮助他们:

- 理解他们在这些程序中各自的职责和责任；
- 理解头盔的严重性，其原因，其症状；
- 最小化头盔的出现，通过实施防止和降低风险的策略来实施；
- 按照安全移除受伤学生并适当响应可疑头盔，对可疑头盔进行识别，并按照初次诊断采取步骤。
• Following management procedures for a diagnosed concussion, including the Return to Learn/Return to Physical Activity Plan;
• Attending/completing appropriate training to remain informed of the concussion procedures.

Concussion Definition:

A concussion:
• is a brain injury that causes changes in how the brain functions, leading to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioural (e.g., depression, irritability) and/or related to sleep (e.g., drowsiness, difficulty falling asleep);
• may be caused either by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
• can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness); and,
• cannot normally be seen on X-rays, standard CT scans or MRIs.

Concussion Diagnosis:

Concussion is the term for a clinical diagnosis that is made by a medical doctor or a nurse practitioner. Since a medical doctor or nurse practitioners are the only health professionals able to diagnose concussions, educators, school staff, or volunteers cannot make the diagnosis of concussion. In the best interest of the child it is critical that a medical doctor or nurse practitioner examine a student with a suspected concussion. Without medical documentation the student’s participation in learning or physical activities will be restricted. This decision resides with the school Principal.

**Please refer to the concussion resources found on the Alberta School Boards Insurance Exchange website.

Note: It should also be noted that injuries that result from a second concussion may lead to “Second Impact Syndrome”, which is a rare condition that causes rapid and severe brain swelling and often catastrophic results, if an individual suffers a second concussion before he or she is free from symptoms sustained from the first concussion.

Prevention and Minimizing the Risk of Concussions:

Education is the prime factor in supporting the prevention of a concussion. Any time a student/athlete is involved in physical activity there is a chance of sustaining a concussion. Therefore, it is important to take a preventative approach when dealing with concussions.

Prior to any activity school staff (includes administration staff, teaching staff, support staff, coaches, volunteers, etc.) must meet with participants to provide instruction on strategies for preventing and minimizing the risk of sustaining a concussion and other head injuries.
Summary of Return to Learn/Return to Physical Activity Plan:
The Return to Learn/Return to Physical Activity Plan is a collaborative effort between home and school to support the student’s progress through the plan following a diagnosed concussion. Table 1 shows a summary of this plan. Refer to the form Documentation for a Diagnosed Concussion – Return to Learn & Return to Physical Activity Plan for detailed directions.

The 6 Step Plan is necessary and identifies the sequence of supporting a Return to Learn priority prior to a Return to Physical Activity focus.

A minimum of 24 hours is necessary for EACH step. There is no set timeline for a student’s progression through each of the steps.

Table 1: Summary of Steps for Return to Learn/Return to Physical Activity

<table>
<thead>
<tr>
<th>Return to Learn/Return to Physical Activity – Step 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Completed at home; student requires cognitive and physical rest</td>
</tr>
<tr>
<td>• If symptom free, student may go directly to Return to Learn Step 2b and Return to Physical Activity Step 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Return to Learn – Step 2a</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Symptoms improving</td>
</tr>
<tr>
<td>• Return to school with monitored re-integration to classroom and cognitive effort; and Physical Rest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Return to Learn – Step 2b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: Return to Learn Step 2b and Return to Physical Activity Step 2 occur concurrently</td>
</tr>
<tr>
<td>• Symptom free</td>
</tr>
<tr>
<td>• Return to regular school routine and learning activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Return to Physical Activity – Step 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Light aerobic physical activity and regular learning activities</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Return to Physical Activity – Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Begin sport specific type of physical activities</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Return to Physical Activity – Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Greater range of physical activity options permitted, but no body contact</td>
</tr>
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<tr>
<th>Return to Physical Activity – Step 5</th>
</tr>
</thead>
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<tr>
<td>• Full participation in all non-contact type physical activities, and return to training in contact sports</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Return to Physical Activity – Step 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Full participation, no restrictions</td>
</tr>
</tbody>
</table>

BUT
If after Return to Learn Step 2a, concussion symptoms return, the student will return to the designated step as directed by the physician – this may include return to step 1.
**RESPONSIBILITIES:**

**Superintendent will:**
- Perform a regular review of the Administrative Procedures including protocols for concussions to ensure guidelines align with current best practice recommendations;

**Principal will:**
- Abide by Administrative Procedures they relate illness and injury including the protocols for concussions;
- Ensure staff, volunteers, parents/guardians, and students are aware of the Administrative Procedure for Concussion and understand their roles and responsibilities;
- Ensure the protocols for Concussion is followed by all school staff (including occasional staff/support staff, recess supervisors), parents/guardians, students, and volunteers;
- Share concussion prevention, identification and management information with students and their parents/guardians;
- Facilitate attendance and/or completion of concussion in-servicing/training for staff and coaching volunteers, and repeat as necessary;
- Ensure Administrative Procedures relating to concussion documentation is readily available to all school staff and volunteers;
- Ensure that information relating to concussions is shared with the greater school community, including organizations that use the school facilities, such as community sports organizations and licensed child-care providers operating in schools of the Board;
- Ensure that the ASBIE Off-Site Guidelines and Procedures Manual is followed;
- Ensure that the “Physical Activity Letter to Parents/Guardians,” the “Medical Information Form”, and the appropriate “Permission and Acknowledgement of Risk Form” is distributed to all parents/guardians, collected by the school and remind all staff the form must be completed prior to student participation in any physical activity, physical education class, off-site activity, school intramural program, or interschool program;
- Ensure that all incidents are recorded, reported and filed as required by this Administrative Procedure/protocol, as appropriate, and with ASBIE incident report forms;
- Prior to student return to school, ensure completion and collection of the following documentation (forms can be found on the ASBIE website):
  - Documentation of Monitoring/Medical Examination Form (AP 261 Appendix B)
  - Documentation for a Diagnosed Concussion - Return to Learn / Return to Physical Activity Plan Form AP 315 Appendix A1) is completed and signed by Parents/Medical Doctor/Nurse Practitioner as needed, as student progresses through each step
- File the above documents in the student’s file and provide copy to appropriate school staff;
- Alert appropriate staff about students with a suspected or diagnosed concussion;
- Work as closely as possible with students, parents/guardians, staff, volunteers, and health professionals to support concussed students with their recovery and academic success;
- For students who are experiencing difficulty in their learning environment as a result of a concussion, coordinate the development of an Individual Learning Plan, using Table 1: Return to Learn Strategies/Return to Physical Activity and approve any adjustments to the student’s schedule as required;
- Attempt to obtain parental/guardian cooperation in reporting all non-school related concussions.
School Staff (Includes administration staff, teaching staff, support staff, coaches, volunteers, etc.) will:

- Understand and follow the Administrative Procedures as they relate to illness/injury and concussion;
- Attend and complete concussion training (e.g. staff meeting, online, workshop, read Administrative Procedures for Concussion package, etc.)
- Prior to students participation in school, physical education, off-site activities, or intramural programs ensure the following documentation has been adequately administered and signed by parents where required:
  - Physical Activity Letter to Parents/Guardians (AP 261 Appendix A)
  - Medical Information Form and Acknowledgement of Risk for School/Physical Education/ Intramurals and Clubs (AP 261 Appendix B)
- Prior to students participating in Interschool Athletics ensure the following documentation has been adequately administered and signed by parents where required, for each athletic season:
  - Physical Activity Letter to Parents/Guardians (AP 261 Appendix A)
  - Permission and Acknowledgement of Risk – Interschool Athletics (AP 261 Appendix C)
- Ensure that the ASBIE Off-site Guidelines and Procedures Manual is being followed and implement risk management and injury prevention strategies specific to each sport/activity;
- Provide concussion educational materials to students and athletes;
- Be able to recognize signs, symptoms and respond appropriately in the event of a suspected concussion;
- Be familiar with the resources:
  - Concussion Guidelines for Teachers (AP 315 A7)
  - Concussion Guidelines for Coaches (AP 315 A5)
  - Concussion Recognition Tool (AP 315 A8)
- Be able to use the Concussion Recognition Tool;
- If a concussion is suspected, fill out and send the Documentation of Concussion Monitoring-Medical Examination form home to parent/guardian. This form must be returned to the school signed by the parent/guardian prior to a student re-engaging in physical activity;
- When a student concussion has occurred, implement and track the Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity form. This should be done in conjunction with the school Principal;
- Provide the following resources to parents and students as educational and treatment information as required:
  - Concussion Recognition Tool (AP 315 A8)
  - Concussion Guidelines for Athletes (AP 315 A4)
  - Concussion Guidelines for Parents (AP 315 A6)
  - Parent Guide to Dealing with Concussions(AP 315 A9)
- Ensure the appropriate content from all relevant Administrative Procedures is included in teacher lesson plans and that the appropriate forms are carried on field trips and athletic events;
- Make sure that occasional teaching staff is updated on concussed student’s condition.
Parents/Guardians will:
- Reinforce concussion prevention strategies with their child (e.g. following rules of fair play, playground safety rules, wearing properly fitted helmets, using equipment safely);
- Understand and follow parents/guardian roles and responsibilities in the Administrative Procedure for Concussion;
- In the event of a suspected concussion, ensure child is assessed as soon as possible by medical doctor/nurse practitioner;
- Be responsible for the completion of all required documentation;
- Collaborate with school to manage suspected or diagnosed concussions appropriately;
- Follow physician/nurse practitioner recommendations to promote recovery;
- Cooperate with school to facilitate concussion diagnosis and treatment and support their child’s progress through the Documentation for Diagnosed Concussion – Return to Learn /Return to Physical Activity Form;
- Report non-school related concussion to principal (Documentation for Diagnosed Concussion Return to Learn/Return to Physical Activity plan forms will apply);

Students will:
- Learn about concussions, including prevention strategies, signs and symptoms, concussion management and student roles and responsibilities, throughout applicable curriculum, coaches modules, and safety lessons connected to personal safety and injury prevention;
- Immediately inform school staff of suspected or diagnosed concussions occurring during or outside of school;
- Inform school staff if they experience any concussion related symptoms (immediate, delayed or reoccurring);
- Remain on school premises until parent/guardian arrives if concussion is suspected;
- Follow concussion management strategies as per medical doctor/nurse practitioner direction and Diagnosed Concussion Return to Learn / Return to Physical Activity plan;
- Communicate concerns and challenges during recovery process with school lead, school staff, parents/guardians, and health care providers.

Reference:
Living Waters Administrative Procedure 261: Student Physical Activity and Athletics
Living Waters Administrative Procedure 262: Interscholastic Athletics
Living Waters Administrative Procedure 263: Extra Curricular Activities
Administrative Procedure 315: APPENDIX A1: Return to Learn/Return to Physical Activity

- The Return to Learn / Return to Physical Activity Plan is a collaborative effort between home and school to support the student’s progress through the plan following a diagnosed concussion. The 6 Step Plan is necessary and identifies the sequence of supporting return to normal learning and physical activity.
- A minimum of 24 hours is necessary for EACH step.
- Please contact the school if you have any questions about the following.

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</tr>
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<td>2. If symptom free, student may go directly to Return to Learn Step 2b and Return to Physical Activity Step 2</td>
</tr>
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<td><strong>Return to Learn – Step 2a</strong></td>
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<td><em>Note: Return to Learn Step 2b and Return to Physical Activity Step 2 occur concurrently</em></td>
</tr>
<tr>
<td>1. Symptom free</td>
</tr>
<tr>
<td>2. Return to regular school routine and learning activities</td>
</tr>
<tr>
<td><strong>Return to Physical Activity – Step 2</strong></td>
</tr>
<tr>
<td>1. Light aerobic physical activity and regular learning activities</td>
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<tr>
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Administrative Procedure 315: APPENDIX A2: Documentation of Concussion Monitoring

Documentation of Concussion Monitoring/Medical Examination Form

NOTE: This form is provided to the parent/guardian, in conjunction with Concussion Guidelines for Parents and Parents Guide to Dealing with Concussions. A parent/guardian signature is required for this form to be accepted by the school.

______________________________ (student/athlete name) ____________________________ (date)
sustained a blow to the head, face or neck or a blow to the body that transmits a force to the head, and as a result may have suffered a concussion.

Results of the Concussion Recognition Tool to identify a suspected concussion:

☐ NO SIGNS OR SYMPTOMS OBSERVED AT THE TIME OF INCIDENT.

However, signs or symptoms can occur later within a 24 hour period. Your child/ward is not to participate in physical activity for a 24 hour period. While at home the parent/guardian is to monitor their child/ward using the information found in the Concussion Guidelines for Parents and Parents Guide to Dealing with Concussions documents provided. School staff will monitor the student/athlete while at school.

ACTIONS: If no signs/symptoms occur during the monitoring period, the parent/guardian is to complete the following Results of Monitoring section prior to their child/ward returning to school.

Results of Monitoring

☐ As the parent/guardian, my child/ward has been observed for the 24 hour period, and no signs/symptoms have been observed.

Parent/Guardian signature: ____________________________ Date: _________________

Comments: ___________________________________________________________________________________________________

Results of Medical Examination

☐ My child/ward has been examined and no concussion has been diagnosed and therefore may resume full participation in learning and physical activity with no restrictions.

☐ My child/ward has been examined and a concussion has been diagnosed and therefore must begin a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan. I understand that the school has a documentation process for this plan.

Parent/Guardian signature: ____________________________ Date: _________________

__________________________________________ (student/athlete name) ____________________________ (date)
Administrative Procedure 315: APPENDIX A3: Documentation for a Diagnosed Concussion

Documentation for a Diagnosed Concussion
Return to Learn/Return to Physical Activity Plan

This form is to be used by parents/guardians and the school contact, to communicate the student’s progress through the plan.

The Return to Learn/Return to Physical Activity Plan is a combined approach, with collaborative effort between the home and school.

Return to Learn Step 2a must be completed prior to the student returning to physical activity.

Each step must take a minimum of 24 hours (Note: step 2 and 2b can occur concurrently).

All steps must be followed.

Return to Learn/Return to Physical Activity – Step 1
(Must be completed prior to Step 2a)

- Completed at home
- Cognitive Rest – includes limiting activities that require concentration and attention (e.g. reading, texting, television, computer, video/electronic games)
- Physical Rest – includes restricting recreational/leisure and competitive physical activities

☐ My child/ward has completed Step 1 of the Return to Learn/Return to Physical Activity Plan (cognitive and physical rest at home) and his/her symptoms have shown improvement. My child/ward is ready to proceed to Return to Learn – Step 2a.

☐ My child/ward has completed Step 1 of the Return to Learn/Return to Physical Activity Plan (cognitive and physical rest at home) and is symptom free. My child/ward is ready to proceed directly to Return to Learn – Step 2b and Return to Physical Activity – Step 2.

Parent/Guardian signature: ____________________________

Date: ______________________

Comments: ____________________________________________
Return of Symptoms

☐ My child/ward has experienced a return of concussion signs and/or symptoms and has been examined by a medical doctor/nurse practitioner, who has advised a return to:

Return to Learn/Return to Physical Activity – Step ________ of the Plan.

Parent/Guardian signature: ________________________________

Date: ________________

Comments:
_____________________________________________________________________________________________________

If at any time during the following steps symptoms return, please refer to the “Return of Symptoms” section on page 3.
## Return to Learn – Step 2a

- Student returns to school
- Student requires individualized classroom strategies and/or approaches which gradually increase cognitive activity
- Physical rest – includes restricting recreational/leisure and competitive physical activities

☐ My child/ward has been receiving individualized classroom strategies and/or approaches and is symptom free. My child/ward is ready to proceed directly to Return to Learn – Step 2b and Return to Physical Activity – Step 2.

Parent/Guardian signature: ________________________________

Date: ____________________________

Comments: ____________________________________________________________________________________

## Return to Learn – Step 2b

- Student returns to regular learning activities at the school

## Return to Physical Activity – Step 2

- Student can participate in individual light aerobic physical activity only
- Student continues with regular learning activities

☐ My child/ward is symptom free after participating in light aerobic physical activity. My child/ward is ready to proceed to Return to Physical Activity – Step 3

Parent/Guardian signature: ________________________________

Date: ____________________________

Comments: ____________________________________________________________________________________
If at any time during the following steps symptoms return, please refer to the “Return of Symptoms” section on page 3.

Return to Physical Activity – Step 3

- Student may begin individual sport-specific physical activity only

Return to Physical Activity – Step 4

- Student may begin activities where there is no body contact (e.g., dance, badminton); light resistance/weight training; non-contact practice; and non-contact sport-specific drills

☐ Student has successfully completed Steps 3 and 4 and is symptom free

☐ This form has been returned by the school contact to the parent/guardian to obtain medical doctor/nurse practitioner diagnosis and signature

Medical Examination

☐ I, ____________________________________________ (medical doctor/nurse practitioner name) have examined ________________________________ (student name) and confirm he/she continues to be symptom free and is able to return to regular physical education class/intramural activities/interschool activities in non-contact sports and full training/practices for contact sports.

Medical Doctor/Nurse Practitioner signature:
________________________________________________________

Date: __________________________________________________
This form, with medical doctor/nurse practitioner signature, is to be returned to the School Contact before the student may proceed to Step 5.

If at any time during the following steps symptoms return, please refer to the “Return of Symptoms” section on page 3.

Return to Physical Activity – Step 5

- Student may resume regular physical education/intramural activities/interschool activities in non-contact sports and full training/practices for contact sports

This form is to be returned to the parent/guardian for final signature:

☐ My child/ward is symptom free after participating in activities, in practice, where there is body contact and has my permission to participate fully, including participation in competition.

Parent/Guardian signature: ________________________________

Date: ________________________________

Comments:
__________________________________________________________
Return to Physical Activity – Step 6

- The student may resume full participation in contact sports with no restrictions
**Administrative Procedure 315: APPENDIX A4: Concussion Guidelines: Athlete**

**Concussion Guidelines for THE ATHLETE**

**WHAT IS A CONCUSSION?**
A concussion is a brain injury that cannot be seen on routine x-rays, CT scans, or MRIs. It affects the way a person may think and remember things for a short time, and can cause a variety of symptoms.

**WHAT ARE THE SYMPTOMS AND SIGNS OF CONCUSSION?**
YOU DON'T NEED TO BE KNOCKED OUT (LOSE CONSCIOUSNESS) TO HAVE HAD A CONCUSSION.

<table>
<thead>
<tr>
<th>THINKING PROBLEMS</th>
<th>ATHLETE'S COMPLAINTS</th>
<th>OTHER PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does not know time, date, place, period of game, opposing team, score of game</td>
<td>• Headache</td>
<td>• Poor coordination or balance</td>
</tr>
<tr>
<td>• General confusion</td>
<td>• Dizziness</td>
<td>• Blank stare/glassy eyed</td>
</tr>
<tr>
<td>• Cannot remember things that happened before and after the injury</td>
<td>• Feels “dinged” or stunned: &quot;having my bell rung&quot;</td>
<td>• Vomiting</td>
</tr>
<tr>
<td>• Knocked out</td>
<td>• Sees stars, flashing lights</td>
<td>• Slurred speech</td>
</tr>
<tr>
<td></td>
<td>• Rings in the ears</td>
<td>• Slow to answer questions or follow directions</td>
</tr>
<tr>
<td></td>
<td>• Sleepiness</td>
<td>• Easily distracted</td>
</tr>
<tr>
<td></td>
<td>• Loss of vision</td>
<td>• Poor concentration</td>
</tr>
<tr>
<td></td>
<td>• Sees double or blurry</td>
<td>• Strange or inappropriate emotions (i.e. laughing, crying, getting mad easily)</td>
</tr>
<tr>
<td></td>
<td>• Stomachache, stomach pain, nausea</td>
<td>• Not playing as well</td>
</tr>
</tbody>
</table>

**WHAT CAUSES A CONCUSSION?**
Any blow to the head, face or neck, or a blow to the body which causes a sudden jarring of the head may cause a concussion (i.e. a ball to the head, being checked into the boards in hockey).

**WHAT SHOULD YOU DO IF YOU GET A CONCUSSION?**
You should stop playing the sport right away.
Continuing to play increases your risk of more severe, longer lasting concussion symptoms, as well as increases your risk of other injury. You should tell your coach, trainer, parent or other responsible person that you are concerned you have had a concussion, and should not return to play that day. You should not be left alone and should be seen by a doctor as soon as possible that day. You should not drive. If someone is knocked out, call an ambulance to take them to a hospital immediately. Do not move them or remove athletic equipment such as a helmet until the paramedics arrive.

Parachute is bringing attention to preventable injury and helping Canadians reduce their risk of injury and enjoy long lives lived to the fullest.

[www.parachutecanada.org](http://www.parachutecanada.org)
CONCUSSION GUIDELINES FOR THE ATHLETE

HOW LONG WILL IT TAKE TO GET BETTER?

The signs and symptoms of a concussion often last for 7-10 days but may last much longer. In some cases, symptoms may take many weeks or months to heal. Having had previous concussions may increase the chance that a person may take longer to heal.

HOW IS A CONCUSSION TREATED?

CONCUSSION SYMPTOMS ARE MADE WORSE BY EXERTION. BOTH PHYSICAL AND MENTAL. THE MOST IMPORTANT TREATMENT FOR A CONCUSSION IS REST.

You should not exercise or do any activities that may make you worse, like driving a car, reading, working on the computer or playing video games. No snow shoveling, cutting the lawn, moving heavy objects, etc. If mental activities (eg: reading, concentrating, using the computer) worsen your symptoms, you may have to stay home from school. You may also have to miss work, depending on what type of job you have, and whether it worsens your symptoms. If you go back to activities before you are completely better, you are more likely to get worse, and to have symptoms last longer. Even though it is very hard for an active person to rest, this is the most important step.

Return to school should not happen until you feel better, and these activities do not aggravate your symptoms. It is best to return to school part-time at first, moving to full time if you have no problems. Once you are completely better at rest, you can start a step-wise increase in activities (see “When can I return to sport?”) It is important that you are seen by a doctor before you begin the steps needed to return to activity. Make sure you are completely better. If possible, you should be seen by a doctor with experience in treating concussions.

WHEN SHOULD I GO TO THE DOCTOR?

Anyone who gets a head injury should be seen by a doctor as soon as possible. You should go back to the doctor IMMEDIATELY if, after being told you have a concussion, you have worsening of symptoms like:

1. being more confused
2. headache that is getting worse
3. vomiting more than twice
4. not waking up
5. having any trouble walking
6. having a seizure
7. strange behaviour

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WHEN CAN I RETURN TO SPORT?

It is very important that you do not go back to sports if you have any concussion symptoms or signs. Return to sport and activity must follow a step-wise approach:

STEP 1) No activity. Complete rest. Once back to normal and cleared by a doctor, go to step 2.

STEP 2) Light exercise such as walking or stationary cycling, for 10-15 minutes.

STEP 3) Sport specific aerobic activity (ie. skating in hockey, running in soccer), for 20-30 minutes. NO CONTACT.

STEP 4) "On field" practice such as ball drills, shooting drills, and other activities with NO CONTACT (ie. no checking, no heading the ball, etc.).

STEP 5) "On field" practice with body contact, once cleared by a doctor.

STEP 6) Game play.

Note: Each step must take a minimum of one day. If you have any symptoms of a concussion (e.g. headache, feeling sick to your stomach) that come back either with activity or later that day, stop the activity immediately and rest until symptoms resolve, for a minimum of 24 hours. See a doctor and be cleared before starting the step wise protocol again.

You should not go back to sport until you have been cleared to do so by a doctor.
Administrative Procedure 315: APPENDIX A5: Concussion Guidelines: Coaches

Concussion Guidelines for
COACHES & TRAINERS

WHAT IS A CONCUSSION?
A concussion is a brain injury that cannot be seen on routine x-rays, CT scans, or MRIs. It affects the way a person may think and remember things, and can cause a variety of symptoms.

WHAT ARE THE SYMPTOMS AND SIGNS OF CONCUSSION?
A student does not need to be knocked out (lose consciousness) to have had a concussion.

<table>
<thead>
<tr>
<th>THINKING PROBLEMS</th>
<th>ATHLETE’S COMPLAINTS</th>
<th>OTHER PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does not know time, date, place, period of game, opposing team, score of game</td>
<td>• Headache</td>
<td>• Poor coordination or balance</td>
</tr>
<tr>
<td>• General confusion</td>
<td>• Dizziness</td>
<td>• Blank stare/glassy eyed</td>
</tr>
<tr>
<td>• Cannot remember things that happened before and after the injury</td>
<td>• Feels dazed</td>
<td>• Vomiting</td>
</tr>
<tr>
<td>• Knocked out</td>
<td>• Feels “dinged” or stunned; “having my bell rung”</td>
<td>• Slurred speech</td>
</tr>
<tr>
<td></td>
<td>• Sees stars, flashing lights</td>
<td>• Slow to answer questions or follow directions</td>
</tr>
<tr>
<td></td>
<td>• Ringing in the ears</td>
<td>• Easily distracted</td>
</tr>
<tr>
<td></td>
<td>• Sleepiness</td>
<td>• Poor concentration</td>
</tr>
<tr>
<td></td>
<td>• Loss of vision</td>
<td>• Strange or inappropriate emotions (i.e. laughing, crying, getting mad easily)</td>
</tr>
<tr>
<td></td>
<td>• Sees double or blurry</td>
<td>• Not playing as well</td>
</tr>
<tr>
<td></td>
<td>• Stomachache, stomach pain, nausea</td>
<td></td>
</tr>
</tbody>
</table>

WHAT CAUSES A CONCUSSION?
Any blow to the head, face or neck, or a blow to the body which causes a sudden jarring of the head may cause a concussion (i.e. a ball to the head, being checked into the boards in hockey).

WHAT SHOULD YOU DO IF AN ATHLETE GETS A CONCUSSION?
The athlete should stop playing the sport right away. They should not be left alone and should be seen by a doctor as soon as possible that day. If an athlete is knocked out, call an ambulance to take them to a

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CONCUSSION GUIDELINES FOR COACHES & TRAINERS

Hospital immediately. Do not move the athlete or remove athletic equipment like a helmet as there may also be a cervical spine injury; wait for paramedics to arrive.

An athlete with a concussion should not go back to play that day, even if they say they are feeling better. Problems caused by a head injury can get worse later that day or night. They should not return to sports until he/she has been seen by a doctor.

HOW LONG WILL IT TAKE FOR THE STUDENT TO GET BETTER?

The signs and symptoms of a concussion often last for 7-10 days but may last much longer. In some cases, athletes may take many weeks or months to heal. Having had previous concussions may increase the chance that a person may take longer to heal.

HOW IS A CONCUSSION TREATED?

IT IS VERY IMPORTANT THAT AN ATHLETE DOES NOT GO BACK TO SPORTS IF THEY HAVE ANY CONCUSSION SYMPTOMS OR SIGNS.

Return to sport and activity must follow a step-wise approach.

STEP 1) No activity, complete rest. Once back to normal and cleared by a doctor, go to step 2.

STEP 2) Light exercise such as walking or stationary cycling, for 10-15 minutes.

STEP 3) Sport specific aerobic activity (e.g. skating in hockey, running in soccer), for about 20-30 minutes. NO CONTACT.

STEP 4) "On field" practice such as ball drills, shooting drills, and other activities with NO CONTACT (i.e. no checking, no heading the ball, etc.).

STEP 5) "On field" practice with hard contact, once cleared by a doctor.

STEP 6) Game play.

Note: Each step must take a minimum of one day. If the athlete has any symptoms of a concussion (e.g. headache, feeling sick to his/her stomach) that come back at any step, STOP activity, wait 24-48 hours, and resume activity at previous step. This protocol must be individualized to the athlete, their injury and the sport they are returning to.

WHEN CAN AN ATHLETE RETURN TO SPORT?

It is very important that an athlete not play any sports if they have any signs or symptoms of concussion. The athlete must rest until he/she is completely back to normal. When he/she is back to normal and has been seen by a doctor, he/she can then go through the steps of increasing activity described above. When the athlete has progressed through these steps with no symptoms or problems, and has received clearance from a doctor, he/she may return to play. If you are unsure if an athlete should play, remember...

when in doubt, sit them out!

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Concussion Guidelines for
PARENTS & CAREGIVERS

WHAT IS A CONCUSSION?
A concussion is a brain injury that cannot be seen on routine x-rays, CT scans, or MRIs. It affects the way a child may think and remember things, and can cause a variety of symptoms.

WHAT ARE THE SYMPTOMS AND SIGNS OF CONCUSSION?
A CHILD DOES NOT NEED TO BE KNOCKED OUT (LOSE CONSCIOUSNESS) TO HAVE HAD A CONCUSSION.

<table>
<thead>
<tr>
<th>THINKING PROBLEMS</th>
<th>CHILD’S COMPLAINTS</th>
<th>OTHER PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does not know time, date, place, period of game, opposing team, score of game</td>
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</tr>
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</tr>
<tr>
<td></td>
<td>• Sees double or blurry</td>
<td>• Strange or inappropriate emotions (i.e. laughing, crying, getting mad easily)</td>
</tr>
<tr>
<td></td>
<td>• Stomachache, stomach pain, nausea</td>
<td>• Not playing as well</td>
</tr>
</tbody>
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WHAT CAUSES A CONCUSSION?
Any blow to the head, face or neck, or a blow to the body which causes a sudden jarring of the head may cause a concussion (i.e. a ball to the head, being checked into the boards in hockey).

WHAT SHOULD YOU DO IF YOUR CHILD GETS A CONCUSSION?
Your child should stop playing the sport right away. They should not be left alone and should be seen by a doctor as soon as possible that day. If your child is knocked out, call an ambulance to take him/her to the hospital immediately. Do not move your child or remove any equipment such as helmet, in case of a cervical spine injury. Wait for paramedics to arrive.

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Our aim is an injury-free Canada. Parachute is bringing attention to the issue of preventable injury and to help Canadians reduce their risks of injury and enjoy long lives lived to the fullest.
### WHAT IS A CONCUSSION?
A concussion is a brain injury that cannot be seen on routine x-rays, CT scans, or MRIs. It affects the way a person may think and remember things, and can cause a variety of symptoms.

### WHAT ARE THE SYMPTOMS AND SIGNS OF CONCUSSION?
A student does not need to be knocked out (lose consciousness) to have had a concussion.

<table>
<thead>
<tr>
<th>THINKING PROBLEMS</th>
<th>STUDENT’S COMPLAINTS</th>
<th>OTHER PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does not know time, date, place, period of game, opposing team, score of game</td>
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### WHAT CAUSES A CONCUSSION?
Any blow to the head, face or neck, or a blow to the body which causes a sudden jarring of the head may cause a concussion (ie. a ball to the head, being checked into the boards in hockey).

### WHAT SHOULD YOU DO IF A STUDENT GETS A CONCUSSION?
You will most often have students who have sustained a concussion outside of school, but it is important to know how to deal with a student whom you suspect has sustained a concussion while participating in

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[www.parachute.ca](http://www.parachute.ca)
CONCUSSION GUIDELINES FOR PARENTS & CAREGIVERS

HOW LONG WILL IT TAKE FOR MY CHILD TO GET BETTER?

The signs and symptoms of a concussion often last for 7-10 days but may last much longer. In some cases, children may take many weeks or months to heal. Having had previous concussions may increase the chance that a person may take longer to heal.

HOW IS A CONCUSSION TREATED?

THE MOST IMPORTANT TREATMENT FOR A CONCUSSION IS REST.

The child should not exercise, go to school or do any activities that may make them worse, like riding a bike, play wrestling, reading, working on the computer or playing video games. If your child goes back to activities before they are completely better, they are more likely to get worse, and to have symptoms longer. Even though it is very hard for an active child to rest, this is the most important step.

Once your child is completely better at rest (all symptoms have resolved), they can start a step-wise increase in activities. It is important that your child is seen by a doctor before he/she begins the steps needed to return to activity, to make sure he/she is completely better. If possible, your child should be seen by a doctor with experience in treating concussions.

WHEN CAN MY CHILD RETURN TO SCHOOL?

Sometimes children who have a concussion may find it hard to concentrate in school and may get a worse headache or feel sick to their stomach if they are in school. Children should stay home from school if their symptoms get worse while they are in class. Once they feel better, they can try going back to school part time to start (eg, for half days initially) and if they are okay with that, then they can go back full time.

WHEN CAN MY CHILD RETURN TO SPORT?

It is very important that your child not go back to sports if he/she has any concussion symptoms or signs. Return to sport and activity must follow a step-wise approach:

| STEP 1 | No activity, complete rest. Once back to normal and cleared by a doctor, go to step 2. |
| STEP 2 | Light exercise such as walking or stationary cycling, for 10-15 minutes. |
| STEP 3 | Sport specific aerobic activity (ie. skating in hockey, running in soccer), for 20-30 minutes. NO CONTACT. |
| STEP 4 | “On field” practice such as ball drills, shooting drills, and other activities with NO CONTACT (ie. no checking, no heading the ball, etc.). |
| STEP 5 | “In field” practice with body contact, once cleared by a doctor. |
| S1LP b | Game play. |

Note: Each step must take a minimum of one day. If your child has any symptoms of a concussion (e.g., headache, feeling sick to his/her stomach) that come back at any step, STOP activity, wait 24-48 hours, and resume activity at previous step.

When should I take my child to the doctor?

Every child who gets a head injury should be seen by a doctor as soon as possible. Your child should go back to the doctor IMMEDIATELY if, after being told he/she has a concussion, he/she has worsening of symptoms such as:

1. being more confused
2. headache that is getting worse
3. vomiting more than twice
4. strange behaviour
5. not waking up
6. having any trouble walking
7. having a seizure

Problems caused by a head injury can get worse later that day or night. The child should not be left alone and should be checked throughout the night. If you have any concerns about the child’s breathing or how they are sleeping, wake them up. Otherwise, let them sleep. If they seem to be getting worse, you should see your doctor immediately. NO CHILD SHOULD GO BACK TO SPORT UNTIL THEY HAVE BEEN CLEARED TO DO SO BY A DOCTOR.

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CONCUSSION GUIDELINES FOR TEACHERS

A sport or activity at school. IF YOU SUSPECT A CONCUSSION, THE STUDENT SHOULD STOP PLAYING THE SPORT OR ACTIVITY RIGHT AWAY. He/she should not be left alone and should be seen by a doctor as soon as possible that day. If a student is knocked out for more than a minute, call an ambulance to take him/her to a hospital immediately. Do not move him/her or remove athletic equipment like a helmet; wait for paramedics to arrive.

Anyone with a concussion should not go back to play that day, even if he/she says he/she is feeling better. Problems caused by a head injury can get worse later that day or night. He/she should not return to activity until he/she has been seen by a doctor.

HOW LONG WILL IT TAKE FOR THE STUDENT TO GET BETTER?

The signs and symptoms of a concussion often last for 7-10 days but may last much longer. In some cases, children may take many weeks or months to heal. Having had previous concussions may increase the chance that a person may take longer to heal.

HOW IS A CONCUSSION TREATED?

IT IS CLEAR THAT EXHERTION, BOTH PHYSICAL AND MENTAL, WORSENS CONCUSSION SYMPTOMS AND MAY DELAY RECOVERY. THUS, THE MOST IMPORTANT TREATMENT FOR CONCUSSION IS REST.

Many students find that attending school aggravates their symptoms, and may have to stay home and rest. It is not possible to know when symptoms will improve, as each concussion is unique. Therefore, a specific return date to school may not initially be possible for the student, their parents, or doctor to provide. Once they feel better, they can try going back to school, initially part time (e.g., half days at first) and, if their symptoms do not return, full time. Remember that mental exertion can make symptoms worse, so the student’s workload may need to be adjusted accordingly.

IT IS VERY IMPORTANT THAT A STUDENT DOES NOT GO BACK TO ACTIVITY IF HE/SHE HAS ANY CONCUSSION SYMPTOMS OR SIGNS.

Return to sport and activity must follow a step-wise approach:

**STEP 1** No activity. Complete rest. Uncover back to normal and cleared by a doctor, go to step 2.

**STEP 2** Light exercises such as walking or stationary cycling, for 10-15 minutes.

**STEP 3** Sport specific aerobic activity (i.e. skating in hockey, running in soccer), for about 20-30 minutes. NO CONTACT.

**STEP 4** “On field” practice such as ball drills, shooting drills, and other activities with NO CONTACT (i.e. no checking, no hitting the ball, etc.).

**STEP 5** “On field” practice with body contact, once cleared by a doctor.

**STEP 6** Game play.

WHEN CAN A STUDENT WITH A CONCUSSION RETURN TO SPORT?

It is very important that a student not play any sports, including P.E. class activities if he/she has any signs or symptoms of concussion. The student must rest until he/she is completely back to normal. When he/she has been back to normal and has been seen by a doctor, he/she can then go through the steps of increasing activity described above. When the student has progressed through these steps with no symptoms or problems, and has received clearance from a doctor, he/she may return to play. If you are unsure if a student should participate, remember...

**when in doubt, sit them out!**

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Administrative Procedure 315: APPENDIX A8: Pocket Concussion Recognition Tool

Pocket CONCUSSION RECOGNITION TOOL
To help identify concussion in children, youth and adults

RECOGNIZE & REMOVE
Concussion should be suspected if one or more of the following visible clues, signs, symptoms or errors in memory questions are present.

1. Visible clues of suspected concussion
Any one or more of the following visual clues can indicate a possible concussion:

- Loss of consciousness or responsiveness
- Lying motionless on ground/SLOW to get up
- Unsteady on feet/Balance problems or falling over/Incoordination
- Grabbing/Clutching of head
- Dazed, blank, or vacant look
- Confused/Not aware of plays or events

2. Signs and symptoms of suspected concussion
Presence of any one or more of the following signs & symptoms may suggest a concussion:

- Loss of consciousness
- Seizure or convulsion
- Balance problems
- Nausea or vomiting
- Dizziness
- Mood swings
- More emotional
- Irritability
- Depression
- Fatigue or low energy
- Nervous or anxious
- “Don’t feel right”
- Difficulty remembering
- Headache
- Dizziness
- Confusion
- Feeling slowed down
- “Pressure in head”
- Blurred vision
- Sensitivity to light
- Amnesia
- Feeling like “in a fog”
- Neck Pain
- Sensitivity to noise
- Difficulty concentrating

3. Memory function
Failure to answer any of these questions correctly may suggest a concussion.

- “At what venue were we at today?”
- “Which half is it now?”
- “Who scored last in this game?”
- “What team did you play last week/game?”
- “Did your team win the last game?”

Any athlete with a suspected concussion should be IMMEDIATELY REMOVED FROM PLAY, and should not be returned to activity until they are assessed medically. Athletes with a suspected concussion should not be left alone and should not drive a motor vehicle.

It is recommended that, in all cases of suspected concussion, the player is referred to a medical professional for diagnosis and guidance as well as return to play decisions, even if the symptoms resolve.

RED FLAGS
If ANY of the following are reported then the player should be safely and immediately removed from the field. If no qualified medical professional is available, consider transporting by ambulance for urgent medical assessment:

- Athlete complains of neck pain
- Deteriorating conscious state
- Increasing confusion or instability
- Severe or increasing headache
- Repeated vomiting
- Unusual behaviour change
- Seizure or concussion
- Double vision
- Weakness or tingling/burning in arms or legs

Remember:
- In all cases, the basic principles of first aid (danger, response, airway, breathing, circulation) should be followed.
- Do not attempt to move the player (other than required for airway support) unless trained to do so.
- Do not remove helmet (if present) unless trained to do so.

A parent’s guide to dealing with concussions

Concussions pose a significant injury risk to Canadians. They are often viewed as minor events that are tacitly accepted as part of sports. In reality, concussions are injuries to the brain that can have lasting effects. A group of world-renowned researchers recently defined concussion as a complex issue, in which one’s brain is injured as the result of a direct force to the body, such as a blow to the head or elsewhere that causes a shaking or jarring to the brain.

As a busy parent, you may not understand the full complexity of concussions – they are a tricky topic! It’s easy to identify your child’s bruise or scrape, but it’s not always as simple to identify an injury inside the head. If your child has experienced a sudden blow or impact, some signs of concussion include: headache, nausea, difficulty concentrating and various emotional issues – a full list of symptoms is available on the Parachute website. You need to be alert to these symptoms – just as you would treat a sprained ankle, you also need to make sure you treat and respond to “sprained brains”!

Another way to be alert is to understand your role – parents are key influences on children’s risk-taking patterns, particularly through the knowledge they have about their children’s lives and experiences. As a parent, you may wonder how you can help reduce your child’s risk of concussion. First, be aware of the behaviours you display to your children as they are constantly looking to you for examples. In fact, research has demonstrated that parents’ risk-taking behaviours are strong predictors of children’s behaviours in the present and future. Setting proper examples and encouraging safe practices will help ensure your children are learning and viewing the best ways to keep their most important body part safe and healthy!
**Be Safe:** Have the tools that help to prevent and identify concussions

Beyond being alert to the symptoms and being a good role model, parents can also find the tools and information to prevent, identify and manage concussions. These tools are available online and include:

- Pocket Concussion Recognition Tool
- Hockey Canada’s Concussion App
- Things to Know About Concussions Tip Sheet

Another important way to prevent concussions is ensuring that you teach children to respect the rules of sport and the players. As a parent, you should talk with your children about the meaning of good sportsmanship. One helpful example is the Player Code of Conduct form, which was developed for hockey players but could be adapted for other activities.

Here are some common myths about concussions that might surprise you...

**Concussions: Myths and Facts**

<table>
<thead>
<tr>
<th>Myth</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helmets can protect against concussions</td>
<td>There is no helmet available to make your child concussion-proof</td>
</tr>
<tr>
<td>My child didn’t get hit on the head, so there’s no way he has a concussion</td>
<td>A hit does not have to be directly to the head in order to result in a concussion</td>
</tr>
<tr>
<td>As long as I keep my child out of sports until she’s better, she can do anything else</td>
<td>Concussions require mental and physical rest, beyond avoiding the activity where the concussion occurred</td>
</tr>
<tr>
<td>As long as my child rests, it is not necessary to see a doctor</td>
<td>Concussions are injuries—they are best treated by someone with experience</td>
</tr>
<tr>
<td>If my child did not lose consciousness, he probably doesn’t have a concussion</td>
<td>Concussions do not always include a loss of consciousness and symptoms can take time to emerge</td>
</tr>
</tbody>
</table>

**Be Aware:** Know how to manage concussions

Even when following the rules of fair play, concussions can still happen. If the event that your child suffers a concussion, you need to be aware of how to best manage and treat this injury. First, it’s always better to be safe than sorry — *when in doubt, sit them out*. It’s better to miss a few games or classes and have a child treated than send him back in the game.

Second, if you are unsure whether your child may have suffered a concussion or if they are healing properly, see a doctor — *when in doubt, check them out*.

Even if your child says they feel better, specific guidelines and recommendations outline how best to return to sports and education:

- Return to Play Guidelines
- Return to school information for teachers and parents

Concussions are not always a one-time event; symptoms may reappear or get worse, and after the first concussion, a child may be more susceptible to a second and subsequent concussions. It is important to be aware that multiple concussions can add increased stress to your child.

Repeated concussions should be taken seriously and activities may need to be altered or even permanently stopped. The advice of a physician is important to consider when making these decisions.

**References**

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

In this Act,

Physician means a person who is registered as a medical practitioner under the Medical Profession Act;

Registered health discipline member means a person who is registered under the Health Disciplines Act;

Registered nurse means a person who is a registered nurse under the Nursing Profession Act.

RSA 1980 cE-9 s1; RSA 1980 cH-5.1 s34; 1983 cN-14.5 s126; 1984 c53 s27

Protection From Action

If, in respect of a person who is ill, injured or unconscious as the result of an accident or other emergency:

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

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

Repealed RSA 1980 c7(Supp.) s1

Reference: Emergency Medical Aid Act
ILLNESS/INJURY AT SCHOOL

Background

Staff are expected to act as would a reasonable parent if a student becomes ill or injured at school or on a school-sponsored activity.

Procedures

1. Administrators, staff and volunteers shall take all reasonable precautions to prevent accidents from occurring to students under their care and supervision.

2. Potential hazards to students shall be reported to the Principal as soon as possible.

3. The Principal shall ensure that the school is equipped with first aid supplies and equipment that are accessible to staff at all times.

4. The Principal shall ensure that school staff are made aware of basic first aid procedures and the names of persons on staff with first aid training.

5. Staff who handle any body fluids shall ensure that they take precautions to protect themselves and others from the spread of infection – refer to Administrative Procedure 161 Appendix – Universal Precautions.

6. Accident insurance shall be made available to students and their parents.

7. At the commencement of the school year, principals shall ensure that parents have made school staff and bus drivers aware of any specific medical problems of their children and any reasonable precautions and remedies that an adult would be expected to administer.

8. When a student is ill or injured, staff shall ensure that s/he is comfortable and safe before leaving the student to summon additional help. If possible, the staff member is to stay with the student and have another person summon assistance.

9. Staff are expected to take any action to provide medical assistance as would be expected of any reasonable adult.

9.1 Staff are to apply first aid treatment, if required and practical, and if the staff member is competent to do so.

9.2 Blows to the head or abdominal area may not result in readily observable injury; however, such blows must always be treated as potentially serious. Students who have received such blows are to be kept under continuous careful observation until medical attention is obtained for the student. The parent or legal guardian is to be advised of the situation and of action taken. Refer to Appendix 315A for Concussion Protocols.
10. Staff may summon emergency personnel and shall accompany students to a medical facility.
  
  10.1 If the student has suffered a serious injury, and moving the student might lead to more adverse consequences, an ambulance shall be summoned immediately.
  
  10.2 If, in the judgment of a staff member, it is necessary for a student to obtain the services of a medical practitioner/medical facility, the staff member or agent of the Board shall attempt to contact the parent or legal guardian immediately.
  
  10.3 In the event that paramedics are not available, e.g. on camping trips, excursions, etc., appropriate arrangement is to be made to access medical attention or to transport the injured student to a medical facility. The staff member shall attempt to contact the parent or legal guardian.
  
11. In non-emergent situations, staff may transport students in a private vehicle to a medical facility.

12. Under no circumstances will employees of the Division give legal consent to medical treatment of students in their charge. In the event medical treatment is refused by a medical practitioner because of lack of valid consent, the employee shall:
  
  12.1 Defer to the opinion of the medical practitioner;
  
  12.2 Advise the Principal or designate of the problem and the recommendation of the medical practitioner; and
  
  12.3 Continue to attempt to contact the parents.

13. If consideration is given to sending an ill or injured student home, the Principal or designate shall:
  
  13.1 Contact the parents or emergency contact and ensure that the student is escorted home or to a designated location; or
  
  13.2 Keep the student at school if unable to contact the parents or emergency contact.

14. Within twenty-four (24) hours after the occurrence of an injury during school hours or at a school sponsored activity, the Principal shall complete an injury report form (Form 315-1), which shall be retained on file at the school and send a copy to the Corporate Secretary.

Reference: Section 11, 33, 52, 53, 196, 197, 222 Education Act
Emergency Medical Aid Act
ATA Provision of Medical Services to Medically Fragile Students
Administrative Procedure 316

ADMINISTERING MEDICAL TREATMENT TO STUDENTS

Background

The Division recognizes that Division employees do not generally possess the expertise required to determine the need for, or the appropriate means of, administering the medical treatment or emergency first aid treatment to a student in order to preserve the life or physical well-being of that student.

This is a natural extension of school personnel's general duty to exercise reasonable care and skill in attending to the safety, health, and comfort of their students.

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.

Procedures

1. Doctrine of “In Loco Parentis"
   1.1 In situations relating to the medical treatment of students, the Division recognizes that its employees are subject to the responsibilities inherent in the common law doctrine of “in loco parentis.” Specifically, in loco parentis requires that:
       1.1.1 An employee act as would a reasonable and prudent parent in the same circumstance and conditions;
       1.1.2 The employee does not have all of the authority that a parent would have; e.g. employees do not have the authority to provide consent for the medical treatment of a student;
       1.1.3 The employee recognizes the limitations of his/her ability to provide direct assistance.

2. Scope of Routine Medical Services
   2.1 The level of service provided by Division staff for students requiring routine medical attention will be determined by application of the following criteria:
       2.1.1 The attending physician may indicate in writing that:
           2.1.1.1 The service requested is of such a simplistic nature that a lay person, e.g. teacher, teacher assistant, could successfully perform the function;
           2.1.1.2 The service has to be performed during regular school hours and/or approved school activities;
           2.1.1.3 The service is critical to the well-being and functioning of the student;
2.1.1.4 No other reasonable alternative service is available, e.g. through the Local Regional Health Authority, Community Health division.

2.1.2 The Principal deems that appropriate resources are available and that the services will not be disruptive to the educational program.

2.1.3 The Division insurance provider is familiar with and approves of Division procedures such that all employees are fully indemnified by the insurance policy.

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 the Emergency Medical Aid Act.

3.3 All employees are protected by the Divisions Liability insurance within the scope of their approved dates.

4. Administration of Prescription Drugs to Students

4.1 If a student who is incapable of self-administration must receive medication, administered at the request of the parent and prescribed by a medical practitioner, during the school day or during an extracurricular or co-curricular activity, the Principal will provide a monitoring function.

4.2 Where staff members are designated by the Principal to monitor the administration of medication, it is essential that medication directions be obtained and followed explicitly and that adequate records are kept. For example:

4.2.1 Student’s name;
4.2.2 Name of medication or preparation;
4.2.3 Prescription number;
4.2.4 Physician;
4.2.5 Prescribed dosage during school hours;
4.2.6 Observed dates and times of consumption;
4.2.7 Notes of any related incidents, if applicable;
4.2.8 Reactions, if any;
4.2.9 Breaks in routine, if any;
4.2.10 Related communication with parents, guardian or physician;
4.2.11 Extenuating circumstances.

4.3 The Principal will ensure the secure storage of prescription drugs.

4.4 All students known to have a life-threatening allergy are to have an Epi-Pen or prescribed alternative available to be used for such an emergency. Epi-Pens and other forms of
adrenalin are prescribed by a physician. Each school site will also maintain a minimum of one Epi-pen as per the Protection of Students with Life-Threatening Allergies Act (2019).

4.5 Principals shall ensure that staff monitoring the administration of any medication are informed in advance concerning possible reactions which may occur and the appropriate procedures to follow. Parents or guardians are to be consulted as necessary.

4.6 All medications administered or observed in accordance with this Administrative Procedure must be provided or produced in the original packaging, with the original label as provided by the pharmacy or other dispensary.

4.7 The Division reserves the right to request information relevant to the administration of the medication from the prescribing or advising physician or medical practitioner, including confirmation that dosing during the course of the school day is required.

4.8 For the purposes of the Administrative Procedure, a medication prescribed by a medical professional as contemplated by Section 4.1 also includes medication authorized by a medical document, as contemplated by the Access to Cannabis for Medical Purposes Regulation.

5. Life-Threatening Medical Conditions

5.1 The Principal, through registration procedures and in consultation with parents or guardians, shall attempt to identify any students who are subject to medical conditions which may be life threatening and who, therefore, may require specific medical attention.

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.

5.2.1 – The Principal will ensure that a medical care plan is created in consultation with parents for students with Type 1 Diabetes. See Appendix for the divisional form

5.2.2 – The Principal will ensure that a medical care plan is created in consultation with parents for students with life-threatening allergies. See Appendix for the divisional form.

5.2.3. – The Principal will ensure that a medical care plan is created in consultation with parents for students with other life-threatening medical conditions. See Appendix for the divisional form.

5.3 Specific instruction by medically qualified personnel shall be sought for staff members who may be required to apply respiratory equipment or give injections, e.g., severe allergic reactions, etc.
6. Non-Prescription Drugs

6.1 Non-prescription drugs shall not be purchased on the accounts of the Division or the school and will not be distributed to any student enrolled in a school operated by the Division.

6.2 The Division reserves the right to request information relevant to the use and administration of non-prescription or over-the-counter drugs where the Division has reason to suspect a student is using such medication during school hours, even in circumstances where the Division has not been requested or required to administer or monitor the administration of such medication.

Reference: Section 31, 32, 33 Education Act
Emergency Medical Aid Act
Occupation Health & Safety Act
Access to Cannabis for Medical Purposes Regulation
ATA Provision of Medical Services to Medically Fragile Students
Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association
Guidelines for Supporting Students with Type 1 Diabetes in Schools
Protection of Students with Life-Threatening Allergies Act
Anaphylaxis Emergency Plan: 

This person has a potentially life-threatening allergy (anaphylaxis) to:

(Check the appropriate boxes.)

- [ ] Food(s):
- [ ] Insect stings
- [ ] Other:

**Epinephrine Auto-Injector:** Expiry Date: / 

**Dosage:**
- [ ] EpiPen® Jr. 0.15 mg
- [ ] EpiPen® 0.30 mg
- [ ] Allerject™ 0.15 mg
- [ ] Allerject™ 0.30 mg

**Location of Auto-Injector(s):**

- [ ] Previous anaphylactic reaction: Person is at greater risk.
- [ ] Asthmatic: Person is at greater risk. If person is having a reaction and has difficulty breathing, give epinephrine auto-injector before asthma medication.

A person having an anaphylactic reaction might have ANY of these signs and symptoms:

- **Skin system:** hives, swelling (face, lips, tongue), itching, warmth, redness
- **Respiratory system (breathing):** coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing
- **Gastrointestinal system (stomach):** nausea, pain or cramps, vomiting, diarrhea
- **Cardiovascular system (heart):** paler than normal skin colour/blue colour, weak pulse, passing out, dizziness or lightheadedness, shock
- **Other:** anxiety, sense of doom (the feeling that something bad is about to happen), headache, uterine cramps, metallic taste

Early recognition of symptoms and immediate treatment could save a person's life.

**Act quickly. The first signs of a reaction can be mild, but symptoms can get worse very quickly.**

1. Give epinephrine auto-injector (e.g. EpiPen® or Allerject™) at the first sign of a known or suspected anaphylactic reaction. (See attached instruction sheet.)
2. Call 9-1-1 or local emergency medical services. Tell them someone is having a life-threatening allergic reaction.
3. Give a second dose of epinephrine as early as 5 minutes after the first dose if there is no improvement in symptoms.
4. Go to the nearest hospital immediately (ideally by ambulance), even if symptoms are mild or have stopped. The reaction could worsen or come back, even after proper treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4-6 hours).
5. Call emergency contact person (e.g. parent, guardian).

**Emergency Contact Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Home Phone</th>
<th>Work Phone</th>
<th>Cell Phone</th>
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</tbody>
</table>

The undersigned patient, parent, or guardian authorizes any adult to administer epinephrine to the above-named person in the event of an anaphylactic reaction, as described above. This protocol has been recommended by the patient's physician.

Patient/Parent/Guardian Signature: ______________________ Date: ____________

Physician Signature: ______________________ Date: ____________

---

March 2015
How to use EpiPen® and EpiPen® Jr Auto-injectors.

Remove the EpiPen® Auto-Injector from the carrier tube and follow these 2 simple steps:

1. Hold firmly with orange tip pointing downward.
2. Remove blue safety cap by pulling straight up. Do not bend or twist.

1. Swing and push orange tip firmly into mid-outer thigh until you hear a ‘click’.
2. Hold on thigh for several seconds.

Built-in needle protection
- When the EpiPen® Auto-injector is removed, the orange needle cover automatically extends to cover the injection needle, ensuring the needle is never exposed.

After administration, patients should seek medical attention immediately or go to the emergency room. For the next 48 hours, patients must stay within close proximity to a healthcare facility or where they can call 911.

For more information visit EpiPen.ca.
# Individual Care Plan - Diabetes

*Instructions*: This form will be used for the purposes of establishing a day-to-day plan as well as an emergency plan for students with diabetes. This plan will be created with the student (where applicable), parents, school team members and/or health care providers.

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>Date of Plan (mm/dd/yr):</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Staff Responsible:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alberta Health Care Number:</th>
<th>Date of Birth (mm/dd/yr):</th>
</tr>
</thead>
</table>

## CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Parent/Guardian 1:</th>
<th>Name:</th>
<th>Call First</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Numbers:</td>
<td>Cell</td>
<td>Work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/Guardian 2:</th>
<th>Name:</th>
<th>Call First</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Numbers:</td>
<td>Cell</td>
<td>Work:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other/Emergency:</th>
<th>Name:</th>
<th>Relationship:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to advise on diabetes care:</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Phone Numbers:</td>
<td>Cell:</td>
<td>Work:</td>
</tr>
</tbody>
</table>
Have emergency supplies been provided in the event of a natural disaster? □ Yes □ No
If yes, location of emergency supply of insulin: _____________________________________

<table>
<thead>
<tr>
<th>SYMPTOMS</th>
<th>TREATMENT FOR STUDENTS NEEDING ASSISTANCE (anyone can give sugar to a student):</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Shaky, sweaty</td>
<td>Location of fast acting sugar: ________________________________________________</td>
</tr>
<tr>
<td>□ Hungry</td>
<td>1. If the student is able to swallow, give one of the following fast acting sugars:</td>
</tr>
<tr>
<td>□ Pale</td>
<td>□ 10 grams</td>
</tr>
<tr>
<td>□ Dizzy</td>
<td>□ □ glucose tablets</td>
</tr>
<tr>
<td>□ Irritable</td>
<td>□ ½ cup of juice or regular soft drink</td>
</tr>
<tr>
<td>□ Tired/sleepy</td>
<td>□ 2 teaspoons of honey</td>
</tr>
<tr>
<td>□ Blurry vision</td>
<td>□ 10 Skittles</td>
</tr>
<tr>
<td>□ Confused</td>
<td>□ 10 mL (2 teaspoons) or 2 packets of table sugar dissolved in water</td>
</tr>
<tr>
<td>□ Poor coordination</td>
<td>□ Other (ONLY if 10 grams are labelled on package):</td>
</tr>
<tr>
<td>□ Difficulty speaking</td>
<td>□ □ glucose tablets</td>
</tr>
<tr>
<td>□ Headache</td>
<td>□ 3/4 cup of juice or regular soft drink</td>
</tr>
<tr>
<td>□ Difficulty concentrating</td>
<td>□ 1 tablespoon of honey</td>
</tr>
<tr>
<td>Other:</td>
<td>□ 15 Skittles</td>
</tr>
<tr>
<td>□ Difficulty concentrating</td>
<td>□ 15 mL (1 tablespoon) or 3 packets of table sugar dissolved in water</td>
</tr>
<tr>
<td></td>
<td>□ Other (ONLY if 15 grams are labelled on package):</td>
</tr>
<tr>
<td>□ Other:</td>
<td>2. Contact designated emergency school staff person</td>
</tr>
<tr>
<td>□ Other:</td>
<td>3. Blood glucose should be retested in 15 minutes. Retreat as above if symptoms do not improve or if blood glucose remains below 4 mmol/L</td>
</tr>
<tr>
<td>□ Other:</td>
<td>4. Do not leave student unattended until blood glucose 4 mmol/L or above</td>
</tr>
<tr>
<td>□ Other:</td>
<td>5. Give an extra snack such as cheese and crackers if next planned meal/snack is not for 45 minutes.</td>
</tr>
</tbody>
</table>

MEDICAL ALERT – GIVING GLUCAGON FOR SEVERE LOW BLOOD GLUCOSE
**Individual Care Plan**  
**2019-2020**

<table>
<thead>
<tr>
<th>SYMPTOMS</th>
<th>PLAN OF ACTION</th>
</tr>
</thead>
</table>
| - Unconsciousness  
- Having a seizure (or jerky movements)  
- So uncooperative that you cannot give juice or sugar by mouth | - Place on left side and maintain airway  
- Call 911, then notify parents  
- Manage a seizure: protect head, clear area of hard or sharp objects, guide arms and legs but do not forcibly restrain, do not put anything in mouth  
  - Administer glucagon |

<table>
<thead>
<tr>
<th>Medication</th>
<th>Dose &amp; Route</th>
<th>Directions</th>
</tr>
</thead>
</table>
| Glucagon (GlucaGen or Lilly Glucagon)  
Frequency: Emergency treatment for severe low blood glucose  
0.5 mg = 0.5 mL (for students 5 years of age and under)  
OR 1.0 mg = 1.0 mL (for students 6 years of age and over)  
Give by injection: Intramuscular |  | - Remove cap  
- Inject liquid from syringe into dry powder bottle  
- Roll bottle gently to dissolve powder  
- Draw fluid dose back into the syringe  
- Inject into outer mid-thigh (may go through clothing)  
- Once student is alert, give juice or fast acting sugar |

**LEVEL OF SUPPORT REQUIRED FOR STUDENTS**

<table>
<thead>
<tr>
<th>Requires checking that task is done (child is proficient in task):</th>
<th>Requires reminding to complete:</th>
<th>□ Student is completely independent</th>
</tr>
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</table>
| □ Blood glucose testing  
□ Carb counting/adding  
□ Administers insulin  
□ Eating on time if on NPH insulin  
□ Act based on BG result | □ Blood glucose testing  
□ Carb counting/adding  
□ Insulin administration  
□ Eating on time if on NPH insulin  
□ Act based on BG result | |

**MEAL PLANNING:** The maintenance of a proper balance of food, insulin and physical activity is important to achieving good blood glucose control in students with diabetes.

In circumstances when treats or classroom food is provided but not labelled, the student is to:

□ Call the parent for instructions  
□ Manage independently

**BLOOD GLUCOSE TESTING:** Students must be allowed to check blood glucose level and respond to the results in the classroom, at every school location or at any school activity. If preferred by the student, a private location to do blood glucose monitoring must be provided, unless low blood sugar is suspected.
Frequency of Testing: □ midmorning □ lunchtime □ mid afternoon □ before sport or exercise

□ With symptoms of hyper/hypoglycemia □ Before leaving school

Location of equipment: With student ___________________ In classroom ________________________
In office ___________________ Other ________________________

Time of day when low blood glucose is most likely to occur: _____________________________________________

Instructions if student takes school bus home:

**PHYSICAL ACTIVITY:** Physical exercise can lower the blood glucose level. A source of fast-acting sugar should be within reach of the student at all times (see page 2 for more details). Blood glucose monitoring is often performed prior to exercise. Extra carbohydrates may need to be eaten based on the blood glucose level and the expected intensity of the exercise.

Comments:

**INSULIN:** All students with type 1 diabetes use insulin. Some students require insulin during the school day, most commonly before meals.

Is insulin required at school on a daily basis? Yes  No

Insulin delivery system: □ Pump □ Pen □ Needle and syringe (at home or student fully independent)

Frequency of insulin administration:

Location of insulin: with student ___________________
In classroom ___________________ In office ___________________
Other ________________________

Insulin should never be stored in a locked cupboard.

Parent Signature: _____________________________________

Name (please print): ___________________________________
## Individual Care Plan

**2019-2020**

### Plan Review Dates and Signatures

<table>
<thead>
<tr>
<th>Review Date:</th>
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<tbody>
<tr>
<td>Name</td>
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</table>
CONSENT FOR SHARING OF INFORMATION 20__ - 20 __

Student Name: ………………………………           Date of Birth (m/d/y): ……………………………
Address: …………………………………………………………………………………………………….
Home Telephone #: ……………………….             Cell #: ……………………..

I,________________________________________, (legal guardians) authorize (School Name)
to receive/release information to/from _____________________________________________.

Please check which of the following to which you consent for the sharing of information:

_____ Medical/Psychiatric
_____ Psychological (diagnosis and treatment)
_____ Immunization records
_____ Student behaviour records
_____ Attendance records
_____ Referrals to Student Support Team
_____ Other (specify) __________________________________________________________

I understand that the information will be released and received for the purpose of educational programming.

Signature of  Parent/Guardian: ______________________________________________
Date:_______________________________

Signature of  Parent/Guardian: ______________________________________________
Date:_______________________________

Witness:__________________________________________________________________
Date:_______________________________
PERMISSION TO POST STUDENT MEDICAL INFORMATION
20__ - 20 __

In order to promote quick responses and care for your student, it is requested that you consent to have the Individual Care Plan posted in areas which your student may frequently spend time. These locations include but are not limited to: classroom, gym, music room and other instructional spaces within the school. Posting of the plan will make it available to all staff members who are caring for your student so they can quickly reference the Plan.

I consent to have my student’s Individual Care Plan posted in appropriate locations within the school.

Name:..................................................................
Date:....................................................................
Signature:..................................................

Name:..................................................................
Date: ………………………………………………..
Signature:...........................................................

I DO NOT consent to have my student’s Individual Care Plan posted in appropriate locations within the school.

Name:..................................................................
Date:....................................................................
Signature:..........................................................

Name:..................................................................
Date: ………………………………………………..
Signature:..........................................................
Anaphylaxis Emergency Plan:

This person has a potentially life-threatening allergy (anaphylaxis) to:

(Check the appropriate boxes.)

- Food(s): 

- Insect stings
- Other: 

Epinephrine Auto-Injector: Expiry Date:__/____
Dosage:
- EpiPen® Jr. 0.15 mg
- EpiPen® 0.30 mg
- Allerject™ 0.15 mg
- Allerject™ 0.30 mg

Location of Auto-Injector(s):

- Previous anaphylactic reaction: Person is at greater risk.
- Asthmatic: Person is at greater risk. If person is having a reaction and has difficulty breathing, give epinephrine auto-injector before asthma medication.

A person having an anaphylactic reaction might have ANY of these signs and symptoms:

- Skin system: hives, swelling (face, lips, tongue), itching, warmth, redness
- Respiratory system (breathing): coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing
- Gastrointestinal system (stomach): nausea, pain or cramps, vomiting, diarrhea
- Cardiovascular system (heart): paler than normal skin colour/blue colour, weak pulse, passing out, dizziness or lightheadedness, shock
- Other: anxiety, sense of doom (the feeling that something bad is about to happen), headache, uterine cramps, metallic taste

Early recognition of symptoms and immediate treatment could save a person’s life.

Act quickly. The first signs of a reaction can be mild, but symptoms can get worse very quickly.

1. Give epinephrine auto-injector (e.g. EpiPen® or Allerject™) at the first sign of a known or suspected anaphylactic reaction. (See attached instruction sheet.)
2. Call 9-1-1 or local emergency medical services. Tell them someone is having a life-threatening allergic reaction.
3. Give a second dose of epinephrine as early as 5 minutes after the first dose if there is no improvement in symptoms.
4. Go to the nearest hospital immediately (ideally by ambulance), even if symptoms are mild or have stopped. The reaction could worsen or come back, even after proper treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4-6 hours).
5. Call emergency contact person (e.g. parent, guardian).

Emergency Contact Information

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</table>

The undersigned patient, parent, or guardian authorizes any adult to administer epinephrine to the above-named person in the event of an anaphylactic reaction, as described above. This protocol has been recommended by the patient’s physician.
How to use EpiPen® and EpiPen® Jr Auto-injectors.

Remove the EpiPen® Auto-Injector from the carrier tube and follow these 2 simple steps:

**1.**
- Hold firmly with orange tip pointing downward.
- Remove blue safety cap by pulling straight up. Do not bend or twist.

**2.**
- Swing and push orange tip firmly into mid-outer thigh until you hear a ‘click’.
- Hold on thigh for several seconds.

**Built-in needle protection**
- When the EpiPen® Auto-injector is removed, the orange needle cover automatically extends to cover the injection needle, ensuring the needle is never exposed.

**After administration, patients should seek medical attention immediately or go to the emergency room. For the next 48 hours, patients must stay within close proximity to a healthcare facility or where they can call 911.**

For more information visit EpiPen.ca.

EpiPen® and EpiPen® Jr Auto-injectors are indicated for the emergency treatment of anaphylactic reactions in patients who are determined to be at increased risk for anaphylaxis, including individuals with a history of anaphylactic reactions. This product may not be right for you. Always read and follow the product label.
LIFE THREATENING ALLERGIES

Background

We live in a world that is contaminated with potential allergens. While the key responsibility lies with the anaphylactic individual and his/her family to learn to avoid specific triggers, in the case of an anaphylactic student, the school community must also be aware of the student’s needs and assist the student as necessary. The approach is to regularly educate the community, solicit the cooperation of families and set in place procedures that are designed to create a safe and caring environment for all students and staff.

Parents may ask that peanuts and peanut products (or other allergens) be banned from the school as part of a prevention plan, however, such a request cannot be reliably implemented. The Division cannot assume responsibility for providing a ‘peanut-free’ (or other allergen-free) environment. It would be impractical to have an allergen free school as the Division cannot control with one hundred percent (100%) certainty what allergens come into the school or when a sensitivity to an allergen would affect a member of the community.

Ensuring the safety of students in a school setting depends on the cooperation of the entire school community. To minimize risk of exposure, and to ensure rapid response to an emergency, parents, students and school personnel must understand and fulfill their responsibilities. The school must also meet the requirements under Protection of Students with Life-Threatening Allergies Act (2019).

Procedures

1. Principals/Staff Responsibilities

   1.1 In schools where students are identified with a life threatening allergy, the Principal or designate will develop and communicate:

      1.1.1 School procedures for responding to emergency situations associated with life threatening conditions;

      1.1.2 Any agreements which may be necessary between home and school to ensure a student’s well-being, in the absence of a person(s) designated to administer an epinephrine auto injector or inhaler. This will be part of the Student’s Care Plan (see Appendix);

      1.1.3 School procedures for making all staff members (including teachers, substitute teachers and support staff) aware of the identity of students with serious, or life threatening allergies, who are attending the school;

      1.1.4 An annual in-service plan for all regular staff members (including both teaching and support staff) and others who may be in a position of responsibility for students with serious or life threatening allergies;

      1.1.5 Specific instruction by medically qualified personnel shall be provided for staff members (teaching and support), who may be required to assist
students with interventions/ procedures such as injections with Epinephrine auto injectors or inhaler.

1.1.6 Staff will review their responsibilities under the Protection of Students with Life-Threatening Allergies Act annually.

1.2 The Principal or designate, through registration procedures and in consultation with parents, shall attempt to identify students who are subject to medical reactions which may be life threatening and who, therefore may require specific care or intervention.

1.2.1 Parents are responsible for informing the Principal if their child is known to have a life threatening or serious allergy.

1.2.2 Parents are also responsible for ensuring that each year, the Principal receives a copy of the Request for Assistance to Administer Medication Form (Form 316-1) completed and signed by their child’s physician.

1.3 The Principal or designate shall provide a paper copy of Administrative Procedure 317 – Life Threatening Allergies to the parent / guardian.

1.4 In any case where the Principal has been notified of a student with a life threatening allergy or ailment, the Principal or designate shall attempt to ensure that all who may be involved with the student (e.g. school staff, volunteers, substitute teachers, the manager, student transportation) are informed concerning any required emergency procedures.

1.5 The Principal or designate shall:

1.5.1 Record the date medication is brought in,

1.5.2 Ensure that the required authorization and indemnification and release forms are on file, and

1.5.3 Record the amount of medication provided by the parent/guardian.

1.6 The Principal will outline preventative measures to be taken at schools to minimize the risk of allergen exposure of an anaphylactic individual, in accordance with the recommendations of the Canadian School Boards Association (in its Anaphylaxis: A Handbook for School Boards), without depriving the individual of normal peer interactions.

1.7 Epinephrine auto injectors and inhalers can remain in the possession of the student, unless the student is not yet mature enough to discharge that responsibility. This decision must be the result of a discussion, with appropriate consent and information, involving the Principal, the parent(s), and the student. The location of auto injectors and inhaler will be recorded in the student’s care plan.

1.8 Any emergency medications kept by the Principal or designate are to be in a secured location easily accessible to school personnel responsible for their administration in the event of an emergency

1.9 Emergency medication must be on hand during any field trips, outdoor activities, or physical education sessions (i.e. with the student or in the office). Duplicate units that provide multiple access points are to be provided by the parents.
1.10 Medication shall be stored at the school in a secure area when not being administered to students. Access will be limited to those school personnel responsible for administering medication.

1.11. As per the *Protection of Students with Life-Threatening Allergies Act*, each school site will maintain, in accordance with the regulations, a minimum of one epinephrine auto-injector.

2. Parent/Guardian Responsibilities

2.1 Parents are responsible for informing the Principal if their child has a known life-threatening, serious allergy.

2.2 Parents must complete and sign the Request for Assistance to Administer Medication Form (Form 316-1) on an annual basis.

2.3 A picture of the child must be provided for identification purposes.

2.4 Medication

2.4.1 All medications to be administered by school personnel shall be brought to school by a parent / guardian, except in situations in which the physician determines it is in the best interest of the student that she/he carry the medication on her/his person.

2.4.2 Medication is to be received by the Principal or designate only in the original pharmaceutical containers, or otherwise as authorized in writing by a physician.

2.4.3 If a child is carrying an auto injector/inhaler, etc., parents are to provide duplicate unit(s).

2.4.4 When a medication reaches its expiry date, parents will be responsible for replacing the medication as may be medically necessary.

2.5 Consent

2.5.1 Before any involvement in the provision of any medication in the case of an emergency, the Principal or designate must have received a written authorization by the custodial parent, for the involvement of the school staff in the administration of medication.

2.5.2 The Request for Assistance to Administer Medication Form (Form 316-1) must be completed and/or updated by the child’s physician on an annual basis and returned to the Principal.

2.5.3 The forms are deemed an integral part of these procedures and include the information necessary to fully inform the Principal on how to properly and safely administer and dispense the Epinephrine auto injector / inhaler.

2.5.4 The instructions must be agreed to and be deemed sufficient by the Principal or designate before administration of medications can proceed.
2.6 Changes to Prescription
   2.6.1 It is the responsibility of the parent to notify the Principal of any changes to the original prescription and to provide a new pharmacy label and container, or a note of authorization from the physician regarding the change.

3. Student Identification
   3.1 Students with serious or life threatening allergies are expected to wear a medical alert identification.

4. Proper Records
   4.1 When the Principal or designate has approved staff involvement in the administration of medication, s/he must keep an Administering Medications – Administration Record Form (Form 316-2) for each student requiring medication.
   4.2 Each school site will maintain a file for every student who has an anaphylactic allergy or life-threatening medical condition. The file will contain: any current treatments, copies of any prescriptions, any instructions from health professionals and a current emergency contact list. A medical alert will be set in PowerSchool.
   4.3 Any literature provided to the parent, by a physician and related to medication is to be kept on file.
   4.4 Written instructions from the medical doctor must be completed.
   4.5 All records shall be kept confidential except as disclosed to staff members on a need to know basis.

5. Student Responsibilities
   Students with severe allergies must:
   5.1 Eat only foods brought from home unless otherwise authorized by the parent in writing.
   5.2 Wash their hands before eating.
   5.3 Learn to recognize symptoms of severe allergic reaction.
   5.4 Promptly inform a teacher or adult as soon as accidental ingestion or exposure to an allergen occurs or symptoms of allergic reaction appear.
   5.5 Keep an injector or medication handy at all times.
   5.6 When age appropriate, know how to use an injector or take medications, although that may not always be sufficient.

6. Emergencies
   6.1 In emergency situations, the staff may be required to administer epinephrine auto injectors or inhalers.
   6.2 The standard of care in all such instances is to be that of a careful and prudent parent of a large family.
6.3 The Principal or designate must develop and communicate appropriate procedures for known cases where emergencies may arise using these Division procedures.

Reference: Section 31, 32, 33 Education Act
Emergency Medical Aid Act
Occupational Health and Safety Act
Anaphylaxis: A Handbook for School Boards (CSBA)
Protection of Students with Life-Threatening Allergies Act
HEALTH INFORMATION: PEDICULOSIS (HEAD LICE)

Background

What are head lice?
Head lice are small grayish 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 1 to 2 days away from the head.

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

What are the symptoms of head lice?
Symptoms of lice may include:
- Constant itching of the head
- Red marks on the scalp
  Nits (1mm long) can be seen firmly attached to hair (don’t confuse with dandruff, which is easily brushed off). Lice are hard to see.

How are head lice prevented?
- Teach your child not to share combs, hats, headgear, etc.
- Check your child’s head every week. Look carefully for nits or lice around the temples, behind the ears and at the back of the neck.
- If you think your child may have lice, but are unsure, contact a healthcare professional.
- Treat lice as quickly as possible and take time to remove nits after treatment.
- Discretely tell all possible contacts (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 in hot water. Bedding, hats, toys, etc. should be washed in hot water and dried on a hot dry cycle, dry cleaned, or sealed in plastic bags for two 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 bottle).

• Leave the product in for the amount of time noted on bottle (usually 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, 45.1, 60, 61, 113 School Act
Public Health Act
PEDICULOSIS (HEAD 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 staffs 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, 45.1, 60, 61, 113 School Act
           Public Health Act
STUDENT RECORDS

Background

Student records are maintained in order to provide accurate, up to date background information for making important educational decisions such as grade promotion/retention, program assignment and assisting students who have special educational needs. Student records must be maintained in accordance with Alberta Education requirements and kept in a format that protects the privacy of the student in accordance with the Freedom of Information and Protection of Privacy Act.

Procedures

1. Principals are required to establish and maintain on file a student cumulative record for each student enrolled in their schools.

2. A student's record shall consist of the following information:
   2.1 Student identification data:
      2.1.1 Date of birth,
      2.1.2 Legal name,
      2.1.3 Citizenship,
      2.1.4 Gender,
      2.1.5 Number assigned to the student by Alberta Education (ASN).
   2.2 Name of parent/s.
   2.3 Address and telephone numbers of parent/s,
   2.4 A copy of any separation agreement or court order, if applicable.
   2.5 Resident status.
   2.6 Eligibility and desire for education under section 23 of the Canadian Charter of Rights and Freedoms.
   2.7 Schools, grades, programs attended, levels of achievement/progress and attendance history.
   2.8 Relevant health information.
   2.9 Results of diagnostic tests, achievement tests and diploma examinations conducted by or on behalf of the Province.
   2.10 Standardized tests under any testing program administered by the Division to all or a large portion of the students.
   2.11 A notation to indicate special education services, if any.
2.12 Individual Program Plan, if one has been developed.
2.13 Self declaration of Aboriginal ancestry.
2.14 A summary report of any formal intellectual, cognitive, social or emotional evaluation of the student, the name of the person who conducted the evaluation, the date conducted and action taken as a result of the evaluation.

3. A student record shall not include:
   3.1 Psycho-educational assessment instruments and protocols.
   3.2 Information of a sensitive nature, which in the opinion of the Superintendent would be injurious to the student if disclosed.
   3.3 Notes and observations that are prepared by and for the exclusive use of a teacher or Principal, and that are not used in program placement decisions.
   3.4 Any information relating to a report or an investigation under the Child, Youth and Family Enhancement Act.

4. Student records shall be updated annually.
5. Student records shall be stored in a secure location.
6. Disclosure of Student Records
   The contents of a student record are not to be disclosed except:
   6.1 Where an employee or agent of the Division requires the information to better meet the educational needs of a student.
   6.2 With the written permission of the parent/s if the student is less than sixteen (16) years of age.
   6.3 With the written permission of the parent/s or student if the student is sixteen (16) years of age or older.
   6.4 With the written permission of the Minister.
   6.5 Where required by law pursuant to a court order, subpoena, warrant or other appropriate legal document.
   6.6 In accordance with the Division’s procedures for transfer of records as noted in section 8.

7. Review of Student Records
   A student record may be reviewed in accordance with the following:
   7.1 A parent of a student if the student is younger than sixteen (16) years old, by the student and parent if the student is sixteen (16) years of age or older, or by an independent student.
   7.2 An individual who has access to the student by order made under the Divorce Act of Canada.
7.3 Where a student record contains psycho-educational information that has been provided by a person who has recognized expertise or training, the individuals referred in 7.1 and 7.2 above are entitled to review such information. This information will only be reviewed at a time when a person who is competent to explain and interpret the information is available.

7.4 When a student record has been reviewed the date and name of the reviewer shall be recorded in the record.

7.5 If any information is challenged as being inaccurate or incomplete, the reviewer shall record the challenge or correction in the student record.

7.6 In the case of an unresolved dispute the Principal may refer the matter to the Superintendent.

8. Transfer of Student Records

8.1 Within the Division, the student record shall be forwarded to the receiving Principal upon written request.

8.2 Within Alberta, the Principal of the school from which the student has transferred shall, on receipt of a written request from the receiving Principal, send the record.

8.3 Outside of Alberta, the Principal of the school from which the student has transferred may, on receipt of a written request from the receiving Principal, send a copy of the student record.

9. Retention of Student Records

9.1 A student record shall be kept for at least seven (7) years after the student ceases to attend a school operated by the Division or until the record has been forwarded to another school in Alberta.

9.2 When a student transfers to a school outside Alberta, the student record shall be kept seven (7) years after the date the student could be expected to have completed grade 12 if the student had not transferred from the school.

9.3 After a student record has been kept for the required amount of time, it shall be destroyed.

10. An annual review of student record procedures will be carried out by the Superintendent or designate.

Reference: Section 15, 18, 20, 23, 39, 40, 41, 43, 60, 61, 113 School Act
Child, Youth and Family Enhancement Act
Freedom of Information and Protection of Privacy Act
Public Health Act
Social Development Act
Vital Statistics Act
Youth Justice Act
Section 23 Canadian Charter of Rights and Freedoms
Youth Criminal Justice Act
Divorce Act
Freedom of Information and Protection of Privacy Regulation 200/95
Student Record Regulation 225/2006
YOUNG OFFENDER RECORDS

Background

The Information Sharing Protocol for Young Persons with Status under the Youth Criminal Justice Act, a joint agreement entered into by Alberta Education and Alberta Justice, allowed for the administering and sharing the management of information about a student with young offender status in the school system. The protocol ensures that those who need to know have access to records concerning a student’s young offender status. The goal of the protocol was to help to ensure school safety and support a co-coordinated and collaborative case management approach to the rehabilitation of students with young offender status. It also specified procedures for sharing of information between Alberta Justice and Alberta Education to assist with preparation of disposition reports or to ensure compliance with court orders.

The Superintendent has been designated as the individual to receive the information from Alberta Justice and to ensure disclosure is limited on a need to know basis as a breach of confidentiality carries legal and professional consequences.

Procedures

1. The Superintendent may seek relevant information regarding a specific student that has young offender status in order to:
   1.1 Protect the safety of students and staff.
   1.2 Assist Alberta Justice with the preparation of disposition/other reports.
   1.3 Ensure compliance with court orders.

2. The Superintendent may seek relevant information from youth justice system personnel regarding information regarding a specific student file including:
   2.1 Any offenses or a prior record of offenses that result in concerns about the safety of staff and students.
   2.2 Recommendations for reducing the risk of violence and increasing the level of safety.
   2.3 Patterns of behavior that may signal the onset of activity that could affect safety.
   2.4 Individuals or groups of persons who may be at risk from the student.
   2.5 The identity of other youths who were convicted along with the youth as a result of gang activity.

3. The Superintendent has the authority to request from youth justice personnel additional information such as:
   3.1 Disclosure of pertinent psychological assessments; or
3.2 Additional information that will assist school personnel in providing an educational program for the student and creating an appropriate environment for that program.

4. The Superintendent will only disclose information on a “need to know basis” to those staff members who may have to provide for the safety of students and staff.

5. The Superintendent may advise school personnel who are involved with the students with young offenders’ status about circumstance which uphold the spirit and mandate of the Young Offender’s Protocol such as:
   5.1 Impressing upon the student the requirement to attend school in order to comply with a probation order, conditional supervision or bail.
   5.2 Establishing monitoring procedures.
   5.3 Developing an educational program to assist the student in areas such as socialization and anger management.
   5.4 Providing an environment in which the student could participate in an educational program while ensuring the safety of other students and staff members.
   5.5 Training for staff in dealing with violent persons.

6. Young Offender Record Management
   6.1 The Superintendent will arrange for management of records about students and any such management procedure shall properly address the following:
      6.1.1 Storage
         6.1.1.1 May be kept at the school and at the Division office but must be kept separate from other student records.
         6.1.1.2 Shall be kept in a secure location.
      6.1.2 Access shall be:
         6.1.2.1 Restricted to those who require access in order to meet the needs of the student.
         6.1.2.2 Limited to those staff members or others within the school system placed on a list affixed to the file.
      6.1.3 Destruction shall occur when the information is no longer required for the purpose for which it was disclosed, and when:
         6.1.3.1 Youth justice personnel notify the Superintendent or designate in writing that no further safety risk exists.
         6.1.3.2 Youth justice personnel advise the Superintendent or designate of the expiry of the court order relating to bail, probation, conditional supervision or temporary absence, which led to creation of the record.
      6.1.4 Notification shall be made to youth justice personnel, in writing, when the school system’s record has been destroyed.
7. Transfer of Student

7.1 Within the Division

7.1.1 It is the responsibility of youth justice personnel to advise the Principal of the receiving school of the safety concerns, or the Court Order relative to that student, not the sending Principal.

7.1.2 The Principal of the sending school shall destroy the record.

7.2 Outside the Division

7.2.1 It is the responsibility of youth justice personnel to inform the Superintendent of the receiving jurisdiction of safety concerns or the relevant Court Order.

7.2.2 The Superintendent of the sending jurisdiction shall arrange for destruction of that jurisdiction’s record.

8. Release of Information

8.1 The Superintendent, upon request from youth justice personnel to provide information for a report ordered by a youth court judge, will arrange for the release of information from the student record after first receiving the following information from youth justice personnel:

- 8.1.1 Name;
- 8.1.2 Age;
- 8.1.3 The nature of the report to be provided and the section of the Youth Criminal Justice Act under which such a report is authorized; and
- 8.1.4 Timelines with respect to provide information.

8.1.5 Specific description of the information required such as:

- 8.1.5.1 Attendance of the student.
- 8.1.5.2 The program or courses in which the student is enrolled.
- 8.1.5.3 The performance of the student.
- 8.1.5.4 The nature of the incidents resulting in disciplinary action and type of discipline imposed.
- 8.1.5.5 Number of years for which the information is required (for the current school year or the student’s entire career in the school).

8.2 Before any information is released, the Superintendent must obtain the written consent of the parent. If the student is sixteen (16) years of age or older, student or parental written consent must be obtained.
9. The Superintendent will 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, 39, 44, 45, 47, 60, 61, 113 School Act
Student Records Regulation 225/2006
Youth Criminal Justice Act
Section 125 Youth Criminal Justice Act
Information Sharing Protocol for Young Persons with Status under the Youth Criminal Justice Act
The Need to Know, A Guide for Timely and Ongoing Information Sharing Between School Officials and Justice System Personnel (The Canadian School Boards Association, 2003)
LEGAL CUSTODY OF CHILDREN

Background

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

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

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

Procedures

1. All claims for the custody of students must be referred to the Principal.

2. Where there is a demand for access to 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 request for access has been made.
   
   2.3 Notify the parent/guardian with whom the student lives that the request for access 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, assigned by Child/Family Services, 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 a 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 to be consulted for advice and assistance in dealing with such requests.

Reference: Section 1, 2, 11, 31, 32, 33, 52, 53, 56, 57, 196, 222 Education Act
Child, Youth and Family Enhancement Act
Domestic Relations Act
Canadian Charter of Rights and Freedoms
Divorce Act
Family Law Act
Student Records Regulation 97/2019
Freedom of Information and Privacy Act
CHILD ABUSE

Background

Children have a right to be safe and adequately cared for at home, at school and in the community. School staff have a responsibility to safeguard children from abuse and neglect and will seek to work in cooperation with Alberta Children and Family Services, the police and/or medical services in order to fulfill that responsibility.

Definitions

*Child in need of intervention services* is a term found in the Child, Youth and Family Enhancement Act. A child is in need of intervention 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:

- The child has been abandoned or lost.
- The parent of the child is dead and the child has no other parent.
- The child is neglected by the parent.
- The child has been or there is substantial risk that the child will be physically injured or sexually abused by the parent of the child.
- The parent of the child is unable or unwilling to protect the child from physical injury or sexual abuse.
- The child has been emotionally injured by the parent.
- The parent of the child is unable or unwilling to protect the child from emotional injury.
- The parent of the child has subjected the child to or is unable or unwilling to protect the child from cruel and unusual treatment or punishment.

*Emotional abuse* is the impairment of a child’s mental or emotional functioning or development and there are reasonable and probable grounds to believe that the emotional injury is the result of:

- Rejection.
- Deprivation of affection and/or cognitive stimulation.
- Exposure of domestic violence or severe domestic disharmony.
- Inappropriate criticism, threats, humiliation, accusations or expectations.
- The mental or emotional condition of the parent of the child or of anyone living in the same residence as the child.
- Chronic alcohol or drug abuse by anyone living in the child’s home.
Neglect is if the parent is unable or unwilling to:

- Provide the child with the necessities of life;
- Obtain for the child, or permit the child to receive essential medical, surgical or other remedial treatment that is necessary for the health or well-being of the child; or
- Provide the child with adequate care or supervision.

Physical abuse is an intentional, substantial and observable injury to a child as a result of the non-accidental application of force or an agent to the child’s body.

Sexual abuse is inappropriate exposure or subjection to sexual contact, activity or behavior, including prostitution-related activities. Exposing children to child pornography or luring children through the Internet are forms of sexual abuse.

Procedures

1. The Associate Superintendent of Learning has the responsibility to ensure that all staff are aware of the obligations to report under the Child, Youth and Family Enhancement Act.

2. Division employees are required to report suspected cases of abuse and neglect to the appropriate authorities in accordance with the Child, Youth and Family Enhancement Act.
   2.1 The Child Abuse Hotline may be contacted anytime at 1-800-387-KIDS (5437).

3. A person reporting a child in need of protective services must complete the Division’s Child Abuse Form (Form 325-1).
   3.1 The original Child Abuse Form must be forwarded within twenty-four (24) hours to the Associate Superintendent of Learning.
   3.2 No other copies will be kept.

4. The safety and welfare of the students are of paramount concern in addressing cases of suspected child abuse. Reports of suspected abuse shall remain confidential on the basis of those who need to know in order to protect the safety and welfare of the child.

5. The Child, Youth and Family Enhancement Act prescribes penalties for those who fail to report such situations, and provides protection against a person making a report unless the reporting “is done maliciously or without reasonable and probable grounds for the belief”.

6. Case workers and police may have access to students in certain circumstances when the students are alleged victims of abuse or neglect. In such special circumstances, assessors are expected to consider the convenience of school and student when seeking times for access.
   6.1 Case workers advise that, in the interests of confidentiality and full and undistorted disclosure, it is appropriate for assessors and students to meet alone.
   6.2 If a student requests that a staff member be present, the Principal shall comply with the request.
7. The Principal may ask case workers and police to present identification, provide an explanation of the nature of the investigation being proposed, and to state reasons for conducting the investigation at school.

8. Responsibility for notifying parents about an investigation shall be the responsibility of the out-of-school assessors.
   8.1 The Principal shall clarify with the assessor when contact will be made with the parent.
   8.2 The Principal shall provide the name of the assessor to the parent in those cases where students are in the care of the investigator.

9. If threats are made against school personnel or the student, the Principal shall contact the police.

10. The delivery of child personal safety programs is approved and supported in Division schools. Staff are to ensure that parents are aware of the programs and their contents.

Reference:  Section 18, 20, 45, 45.1, 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
TRUANCY

Background

In Alberta, students who have reached the age of six (6) years by September 1 are required to attend school until they reach the age of sixteen (16) years. The Division recognizes that students legally required to attend school and resident students of the system will succeed in school only if attendance is regular and punctual. Student attendance is the legal responsibility of the parents (guardians). The Division also has a responsibility to monitor the attendance of its students. The Superintendent or a designate serves as the Attendance Officer for the Division. Principals are expected to review the attendance records of those students who are judged to be missing too much school and take appropriate steps. For those students who are not required to attend school, that is sixteen (16) years of age and older, the Principal shall encourage these students to remain in school until they graduate.

In keeping with our Catholic inclusive education philosophy, administrative practices will reflect a positive approach focused on maintaining excellent attendance patterns for all students.

The Division believes that truancy can lead to students dropping out and also that this process can be mitigated by effective and intentional supports.

Procedures

1. Each Principal shall develop administrative practices that set out the steps to be followed when a student’s attendance is not satisfactory. As a rule of thumb, an absentee rate in excess of ten percent (10%) is to serve as a guide. This information shall be made available to parents through the school handbook.

2. Each Principal shall have in place a statement of administrative practices which cover a minimum of the following:
   2.1 Absences (allowable and otherwise).
   2.2 Late arrivals.
   2.3 Skipping.
   2.4 Action if students exceed allowable limit(s) above.
   2.5 Inclusive education team meetings to be held for attempted resolution.
   2.6 Appeal procedures.

3. If the Principal has not been able to effect improvement in attendance by following the steps set out in clauses 1 and 2, he/she shall report the case to the Attendance Officer of the Division.
4. The Attendance Officer shall take steps to meet with the parents and secure their cooperation in sending their child to school.

5. If the Attendance Officer is unable to arrange for satisfactory attendance, he/she shall consider referring the case to the Provincial Attendance Board, if the student is less than sixteen (16) years old.

6. It is expected that attendance for high school students will be kept daily on a course-by-course basis.

7. For high school students, persistent absenteeism will be considered on a course-by-course basis. Students with poor attendance and without legitimate reasons may be withdrawn from the course.

Reference: Section 1, 12, 13, 14, 15, 16.2, 18, 20, 22, 45.1, 60, 61, 126 School Act
STUDENT WITHDRAWAL FROM SCHOOL

Background

Under Alberta law, a student who is sixteen (16) years of age and older may withdraw from school at any time. Students legally required to attend school may transfer to another school but cannot withdraw unless they are going to undertake home education or some other satisfactory arrangement. No students may undertake home education at Division expense without the expressed permission of the Superintendent or designate. Home education cannot be used as a means of avoiding school. Students on home education shall be supervised and required to complete their programs on schedule.

Procedures

1. Each Principal shall develop administrative practices that set out steps to be taken in the event a student withdraws from school.

2. The Superintendent or designate will set out the procedures that will be followed by resident students who wish to continue their education outside the confines of the school.

Reference: Section 1, 12, 13, 14, 15, 16.2, 18, 20, 22, 45.1, 60, 61 School Act
Administrative Procedure 340

SPECIALIZED SERVICES FOR STUDENTS AND CHILDREN

Background

Increasing numbers of students and children require specialized services, during school and Early Childhood Service (ECS) program hours. Therefore, the Division will work together with members of the community and community agencies to serve the needs of students and children who are “at risk” or who have special needs.

Procedures

1. In order to minimize duplication of effort and improve access for, and responsiveness to, children and families in need, the Division is committed to working together with other community agencies, organizations and associations; other local education authorities within and across school districts, including School Councils and operators of Early Childhood Services (ECS) programs; and regional authorities, including Alberta Health Services and Child and Family Services Authorities. Examples of “working together” include information-sharing procedures, sharing of staff facilities, and joint service planning and delivery agreements (informal or formal).

1.1 The Regional Collaborative Services Delivery Model provides the framework for accessing services in the region.

1.2 To serve the needs of students and children in each school community, principals, counsellors and, where appropriate, other staff members, will take an active role to initiate or participate in working together with other members of the community and community agencies to improve services.

1.3 In cases where efficiencies can be realized through the provision of centralized services available to all school communities within the Division, the Associate Superintendent, in collaboration with the Superintendent or designee, will initiate, develop and/or participate in partnerships designed to improve services to students and children.

1.4 Procedures in working together with members of the community will be consistent with provincial policies and procedures, including the Standards for Special Education.

1.5 Maintain mandate on education outcomes and focus resources on that endeavor. Refer health and family issues to partner agencies.

Reference: Section 11, 33, 52, 53, 196, 197, 222 Education Act
Public Health Act
Guide to Education ECS to Grade 12
Standards for Special Education
Standards for the Provision of Early Childhood Special Education
Use of Physical Restraint Form

Living Waters Catholic Separate School Division believes in providing an opportunity to learn in a safe and positive learning environment where each individual is respected and valued. The well-being and dignity of students and staff are paramount. On occasion, however, the division acknowledges that behavioural interventions may be necessary to correct student misconduct. There will be students who, for a variety of reasons, present behavioural challenges. In these situations, staff will intervene at a level commensurate with the presenting behaviour while taking into account the student’s age, maturity, individual circumstances and ensuring that support is provided to students who are impacted by inappropriate behaviour, as well, as, to students who engage in inappropriate behaviour. If presenting behaviours escalate to a point where safety and security of the student, other students and/or staff is at risk, a crisis intervention procedure will be implemented that may include physical restraint as a last resort. Physical restraint is to only be used when there is imminent danger to the student, others students, and/or staff. The use of mechanical and/or chemical restraints are prohibited.

**Definition and Other information:**

*Physical Restraint* – A crisis intervention procedure that is defined as any method of using physical contact for restricting or immobilizing another person’s freedom of movement, physical activity, or normal access to their body. It is a personal restriction that serves as a means of controlling an individual’s movement, reconstituting behavioural control and establishing and maintaining safety for the individual and other individuals.

*Physical restraint does not include physical escort, which may involve temporarily touching or holding the hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a child/student who is beginning to act out or is slightly agitated to walk to a safe location. Such contact is often brief and directional and does not serve as an immobilization or a means for reconstituting behavioural control. Temporary physical contact for the purposes of moving a child/student away from danger or breaking up a fight is not considered physical restraint. Physical restraint also does not include providing physical guidance or the prompting of a child/student when teaching a skill.*

<table>
<thead>
<tr>
<th>Student:</th>
<th>School:</th>
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<tbody>
<tr>
<td>Grade:</td>
<td>Classroom Teacher:</td>
</tr>
<tr>
<td>Date:</td>
<td>Time of Incident:</td>
</tr>
<tr>
<td>Location of Incident:</td>
<td>Staff Members Involved:</td>
</tr>
</tbody>
</table>

Does the student have a current Behaviour Support Plan? If yes, briefly describe.

Describe the incident. Include what led up to the incident, student behaviour, and staff response. Please provide specifics.

*(complete next page)*
Which of the following interventions were applied prior to using Physical Restraint? (Check all that apply)

- Re-direction
- Reminder of the consequences (positive and/or negative)
- Choices given
- Time allowed for compliance
- Other attempted de-escalation techniques, including use of sensory room or time-out (please specify below):

Describe any specific injuries sustained by either the student, bystanders, and/or staff members:
(You will also need to complete the incident form as well).

| Date of Parent/Legal Guardian Notification: |  |
| Time Notified: |  |
| Name of Staff Member Who Provided Notification: |  |

Name(s) of Staff Involved in this Incident: (Please Print)

<table>
<thead>
<tr>
<th>Name:</th>
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</tbody>
</table>

Form Completion Date: ____________________________

Principal (or Designate) Signature:________________________

One copy sent to Associate Superintendent of Learning; One copy to remain at the school. Do not put in the student’s culm file.
Seclusion Room, Sensory Room, Time-Out and Physical Restraint

Background

The Division recognizes the need for safe learning environments and supports the use of sensory rooms to assist in reducing triggers and as a strategy for self-regulation. Seclusion rooms are prohibited.

The well-being and dignity of students and staff are paramount. On occasion, however, the division acknowledges that behavioural interventions may be necessary to correct student misconduct. There will be students who, for a variety of reasons, present behavioural challenges. In these situations staff will intervene at a level commensurate with the presenting behaviour while taking into account the student’s age, maturity, individual circumstances and ensuring that support is provided to students who are impacted by inappropriate behaviour, as well, as, to students who engage in inappropriate behaviour. If presenting behaviours escalate to a point where safety and security of the student, other students and/or staff is at risk, a crisis intervention procedure will be implemented.

Definitions

**Seclusion Room** - any space within a school where there is involuntary confinement or isolation of a personal alone in a room or area from which the student/person cannot freely exit or is physically prevented from leaving. This generally occurs in a room with a door that has a lock. The lock may be engaged, or if not engaged, the door is otherwise blocked or held shut.

**Sensory Room** - a space where a student may select to move for the purposes of self-regulation. The main purpose of the sensory room is to support a student’s sensory or emotional needs and the implementation of self-regulation strategies, so that the student is ready for learning. The sensory room may contain materials to assist a student in calming strategies or may contain materials and activities designed to offer opportunities for enhanced sensory input (e.g. squishy balls, basket swing, etc.). Any student who utilizes a sensory room must be supervised by a staff member at all times.

**Positive Reinforcement** – is a response that follows a behaviour and increases the likelihood that the behaviour will be repeated.

**Time-Out** – is a behavioural management strategy where a student is removed from positive reinforcement. The purpose of this behavioural intervention is to reduce or limit the amount of reinforcement that is available to an individual for a brief period of time in order to decrease or stop a predefined challenging behaviour.

**Non-Exclusion Time-Out** – does not involve the removal of the child/student from the learning environment or instructional setting. The student is removed from the activity but allowed to observe. Access to positive reinforcement is removed for a period of time within the instructional or learning environment. This is considered a less restrictive form of time-out.
**Exclusion Time-Out** – involves removing the child/student from the reinforcing activity to another fully or partially enclosed part of the immediate instructional setting or to another supervised location within the school (e.g. learning commons, principal’s office, counsellor’s office, or another classroom). The child/student is not allowed to participate in or observe the reinforcing activity. This is considered a more restrictive procedure than non-exclusion time-out and may only be used after other supports have been utilized.

**Aggressive/Acting Out Behaviour** – Any verbal or physical action taken which threatens or results in the inflicting of physical, emotional, or psychological harm.

**Crisis Situation/Critical Incident** – When an individual poses a danger to self or others and thus requires restrictive procedures.

**Supporting Individuals Through Valued Attachments (SIVA)** - is a holistic, relationship-based model that effectively utilizes collaboration, goal-direction, self-management and healthy empowerment to strengthen relationships and create safety with individuals with challenging behaviours and complex needs. The SIVA philosophy and guiding principles therein inspire problem solving, decision-making and systemic change in how schools and families establish and maintain safety. SIVA promotes and inspires holistic safety that derives from proactive systemic and direct support decision-making and the continuous development of trusted relationships among schools, significant others and individuals receiving support.

**Proactive Non-Physical Interventions** – A behaviour management plan designed to anticipate potential problems and defuse tension without the use of restrictive procedures.

**Physical Restraint** – A crisis intervention procedure that is defined as any method of using physical contact for restricting or immobilizing another person’s freedom of movement, physical activity, or normal access to their body. It is a personal restriction that serves as a means of controlling an individual’s movement, reconstituting behavioural control and establishing and maintaining safety for the individual and other individuals.

*Physical restraint does not include physical escort, which may involve temporarily touching or holding the hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a child/student who is beginning to act out or is slightly agitated to walk to a safe location. Such contact is often brief and directional and does not serve as an immobilization or a means for reconstituting behavioural control. Temporary physical contact for the purposes of moving a child/student away from danger or breaking up a fight is not considered physical restraint. Physical restraint also does not include providing physical guidance or the prompting of a child/student when teaching a skill.*

**Additional Information**

As per Ministerial Order (#042/2019) appendix, “Seclusion and time-out are not the same or synonymous with each other.”

“Time-out is a behaviour intervention for the purposes of reducing or stopping challenging behaviour in the long-term, while seclusion and physical restraint are emergency or safety procedures that are to be used in exceptional situations immediately preventing harm to self or others” (P.9).
As per Guidelines for Time-out in Alberta Schools,

“The following situations are not considered time-out from positive reinforcement:

- When a child/student requests to be in a separate location for a brief period of time to help them self-regulate their behaviour (e.g. using a sensory room);
- When independent work in a quiet space is occurring, when periods of individualized one-on-one instruction are taking place; or
- When a distraction-free environment is necessary for short periods of time for specific purposes.

Time-out is not the same as seclusion or physical restraint.”

Procedures

1. The use of seclusion rooms is prohibited.

2. Sensory rooms will not be used as a disciplinary measure or as a punishment for inappropriate behaviour.

   2.1. Students are not be restricted in their ability to leave sensory spaces through the use of locks on the door or restricting the student’s exit (e.g. holding the door, barring the doorway, etc.)
   2.2. Students are to be supervised and never left unattended in a sensory space under any circumstances.

3. Teachers and principals will maintain proper order and discipline using methods that are in keeping with the dignity of students, good judgment, and the division’s Catholic beliefs of acceptance, caring, and forgiveness.

   3.1. Schools will have a progressive discipline plan that is documented in their protocols and reviewed regularly with staff, students, and parents/guardians.
   3.2. Teachers will establish reasonable goals and determine appropriate supports for students that are universal, targeted and/or individualized. Teachers will communicate these out to parents/guardians and students.
   3.3. In complex cases, teachers will consult with school administration, the inclusive education lead, school psychologist (following rules around consent), parent/legal guardian, and where appropriate, the Associate Superintendent of Learning, about strategies, interventions and consequential actions that will ultimately provide positive outcomes for these unique cases. No form of corporal punishment is to be used.
   3.4. Principals and teachers must ensure that protocols are consistent with and follow Administrative Procedure AP 160 – Welcoming, Caring, Respectful and Safe Learning Environments.
4. Identification of Students

4.1. Staff must monitor the severity and frequency of aggressive acts and address the situations in accordance with the discipline protocols of the school.

4.2. After a serious aggressive/acting out event or critical incident takes place, anecdotal notes must be written in order to accurately and objectively document the behaviour. These notes are to be entered in PowerSchool as a log entry. Parents/guardians of the student must be informed in a timely manner when their child compromises the safety of students, staff, or themselves.

4.3. An individual Behaviour Support Plan will be developed for students who demonstrate a higher level of need for intervention based on a documented incident (severity) or incidents (severity and pattern). A functional behaviour assessment is recommended to help identify environmental conditions that predict and maintain problem behaviour. Parents/Legal guardians are core partners in the learning support team that will collaboratively develop the Behaviour Support Plan. In cases of extreme behaviour that poses a risk to the safety of the student or others, the Behaviour Support Plan will includes a crisis or safety management component.

5. Time-Out

5.1. Behavioural interventions may include a period of time-out in a quiet space for a student. Time-outs are an effective method for reducing a wide variety of disruptive behaviours in students. The use of time-out requires well defined routines and interventions to prevent and modify serious behaviour problems before they occur. The student will be directed on how to appropriately take the time-out and discuss with a staff member what behaviours led to the time-out. A time-out may take the form of non-exclusion time-out or supervised exclusion time-out. Supervised exclusion time-out shall only be used when other less restrictive interventions have been attempted.

5.2. Parents/guardians, as well as, the student must be informed that a supervised exclusion time-out will be utilized as a behaviour management procedure. This is to be clearly articulated in the student’s Behaviour Support Plan that has been discussed and signed off by parents/guardians. The exception to this is a situation that arises unexpectedly and compromises the safety of others. If time-out is used for safety reasons, the incident must be documented in a log entry in PowerSchool and the parent/legal guardians must be informed as soon as possible afterwards.

5.3. Once the decision to implement the use of a time-out as a strategy has been made, it is imperative that the use of this strategy be structured so as to ensure its success. In order to be effective, time-out must fulfill the following conditions:

5.3.1. Safe: A student placed in time-out is likely to escalate prior to de-escalating. Under no circumstances should a student who is in time-out be out of the sight of staff who are working with the student. This presumes that a time-out room has visibility, or that a staff member is in the room with a student.

5.3.2. Predictable: A student is to know in advance what behaviours are likely to result in the implementation of time-out, and what is expected once they are placed in time-out.
5.3.3. Fair: Time-out approaches the end of the continuum of interventions that seclude or exclude students and as such, is only to be used to reduce behaviours that are extreme in nature and threaten the safety and security of students or others.

5.3.4. Consistent: If time-out is the consequence for a behaviour, it must always be the consequence for the behaviour. When used inconsistently, predictability is lost, and the use of time-out will likely exacerbate the maladaptive behaviour.

5.3.5. Therapeutic: The therapeutic dimension of the time-out is the most critical element. Once a student who has been placed in time-out has de-escalated, there is a need to both repair the relationship between the student and the adult and to debrief the incident that led to the time-out in the first place. Failure to do so is likely to result in an increase in resentment on the part of the child and there can be no certainty that the child has understood the behaviour that resulted in time-out in the first place.

5.3.6 Collaborative: The Education Act specifies that parents have a responsibility to take an active role in their child’s educational success. Parents/guardians are key partners in their child’s education and members of their child’s learning support team. If time-out is to be used as a repeated behaviour management strategy, parent/legal guardian approval must be obtained. The use of time-out is to be monitored for effectiveness.

5.3.7 Documented: In addition to identifying time-out as a strategy in the student’s behaviour support plan, each incidence of supervised exclusion time-out is to be documented anecdotally with a log entry in PowerSchool. The documentation on the use of time-out allows for the on-going review of its use as a strategy. In reviewing documentation, staff are to watch for emerging patterns such as time of day, student involved, staff involved and repeat occurrences. If time-out as a strategy is not reducing the maladaptive behaviour, alternate strategies are to be considered.

5.4. Rooms used for supervised exclusion time-out must be safe and effective in reducing dangerous and in appropriate behaviours. The following conditions must apply to use a space for an exclusion time-out:

5.4.1. Rooms must be supervised at all times and they must provide the means by which adults can monitor the student.

5.4.2. Be conducive to self-quieting behaviours.

5.4.3. Must not lock from either side.

5.4.4. Students must be able to leave the time-out room should an emergency arise.

5.4.5. Must meet all fire and safety codes.

5.4.6. Must be properly lit, well-ventilated, and clean.

5.4.7. Contain no items or fixtures that could be harmful to the student.
5.5. When supervised exclusion time-out is used as a strategy, principals or designates must provide opportunities for regular collaboration and feedback with students, parents/legal guardians, and staff with regards to discipline expectations and whether or no time-out has been an effective strategy for dealing with acting out behaviours.


A written Behaviour Support Plan (this may be a separate document or part of a student’s Individual Program Plan (IPP) if applicable) must be developed and implemented when a student with severe emotional/behavioural needs has been identified. A functional behaviour assessment can help identify students. Part of the Behaviour Support Plan is the critical incident response plan which must be completed for students with violent behaviours. The essential elements of the critical incident response plan include:

6.1. Triggers;

6.2. Warning signs;

6.3. Action plan (in response to unsafe and/or aggressive – including Physical Restraint if necessary – refer to item seven in this Administrative Procedure 341.

7. Physical Restraint within the Response Plan of the Behaviour Support Plan

7.1. There will be students who, for a variety of reasons, are prone to act out physically and escalate to the point where the safety and security of the student, other students, and/or staff is at risk. In these cases, physical restraint may be necessary. However, physical restraint is only to be used as a last resort when there is imminent danger to the student, other students, or staff. Division staff and parents/legal guardians involved with the student must agree to their use as part of the Response Plan in the Behaviour Support Plan.

7.1.1. Prior to using physical restraint, proactive non-physical interventions have been implemented and documented in the Behaviour Support Plan.

7.1.2. The Associate Superintendent of Learning must be consulted when physical restraint is being considered and used.

7.1.3. Approval for the use of physical restraint must occur between the principal or designate, the teacher, educational assistant (where applicable), and parent/legal guardian who has signed the Behaviour Support Plan before it can be implemented. In cases where the parent/legal guardian has not approved the plan and the use of restrictive procedures are still deemed necessary, it is imperative that staff use their professional judgment to act appropriately and decisively when there is risk of harm; even if consent has not been given. In these instances, full disclosure of the incident must be communicated to the parent/legal guardian as soon as possible and documented accordingly. Form 341-1 is to be completed when physical restraint is used.
8. School Team

8.1. Each principal must have organized a school team of selected school staff, in addition to other division/community supports to address concerns and explore options regarding students’ aggressive behaviours.

8.2. If there appears that little progress is being made to reduce aggressive behaviour, despite the interventions of the school staff, a request for support is to be initiated and sent to the Associate Superintendent of Learning to assess the situation and make recommendations.

9. Professional Development

9.1. All staff are encouraged to take advantage of any professional development opportunities and resources offered in non-violent crisis intervention. A minimum of two staff members at each school site are required to have up-to-date certification in SIVA (Supporting Individuals Through Valued Attachments). It is highly recommended that staff working with more volatile students be offered SIVA training that is provided each school year by the Division.

9.2. When a student poses a danger to self or others, it may be necessary for staff to physically restrain the individual. To ensure that the situation is managed safely and efficiently, it is preferable that those involved be certified in non-violent crisis intervention, SIVA. If this is a regular occurrence, all staff working with the student must be familiar with their Behaviour Support Plan and implement it accordingly.

10. Follow-Up Debriefing

10.1. The use of physical restraint can be highly emotional and exhausting for both the acting out individual and attending staff. In order to bring closure to the incident, staff are to address the encounter with the student when the opportunity seems appropriate. Additionally, staff are also to take time to release any emotional tension associated with the incident, evaluate the effectiveness of the intervention, and re-establish group equilibrium.

11. Documentation

11.1. Any use of physical restraint must be documented immediately afterwards using the Form 341-1 (Appendix A). A copy of this report is to be kept on file with an administrator for the current School plus three years. Do not put in the students CULM file. A copy must also be sent to the Associate Superintendent of Learning.

11.2. Occupational Health and Safety documentation may also be required depending on the circumstances and outcomes of the use of physical restraint. An incident form must also be completed in addition to Form 341-1.

12. Notification

12.1. Principals and parents/legal guardian must be notified as soon as possible.

12.2. The Superintendent, or designate, must also be informed as soon as possible.
13. Review Behaviour Support Plan

13.1. The plan must be regularly reviewed to accommodate changes in circumstances (i.e. The student is more receptive to less intrusive interventions, staff members have left and been replaced etc.). When a Behaviour Support Plan is being implemented, staff involved with the respective student must be certified in SIVA and keep their certification updated.

References:

Ministerial Order (#042/2019)
Education Act
Standards for Seclusion and Physical Restraint in Alberta Schools
Guidelines for Time-out in Alberta Schools
Rationale:

1. The following purposes provide the rationale for this student code of conduct:

   1.1 To ensure that each student enrolled in a school operated by the Living Waters Catholic Separate School Division is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging;

   1.2 To support the Division’s Mission, Value, and Vision Statements.

Mission Statement

“Here in Living Waters Catholic Schools our goal is that every child who enters our doors will graduate from a faith-filled, safe and caring environment prepared for future success.”

Value Statements

We value:

- Catholic Faith: Having the right to a Catholic education and the responsibility that entails.
- Integrity: Acting honestly, ethically and with principles, thereby earning the trust of others.
- Accountability: Having the responsibility to meet commitments and being transparent in decisions and actions.
- Excellence: Growing and promoting lifelong learning for students, staff and Board members to achieve our highest potential.
- Diversity: Respecting learners’ differing needs, cultures and abilities within inclusive learning environments.

Vision Statement

“To create a better tomorrow by knowing God, ourselves and the world.”

Definitions

“Bullying” – has the same meaning as under the Education Act:

“Division” – means Living Waters Catholic Separate School Division

Procedures:

1. The following behaviours are acceptable:

   1.1 All behaviours that support the Division’s Mission, Value and Vision Statements.

2. A failure to meet any of the following student responsibilities under section 31 of the Education Act is an unacceptable student behaviour:

   2.1 Attend school regularly and punctually.
Administrative Procedure 350

2.2 Be ready to learn and actively engage in and diligently pursue the student's education.

2.3 Ensure that the student's conduct contributes to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging.

2.4 Respect the rights of others in the school.

2.5 Refrain from, report, and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.

2.6 Comply with the rules of the school and the policies of the Division.

2.7 Co-operate with everyone authorized by the Division to provide education programs and other services.

2.8 Be accountable to the student's teachers and other school staff for the student's conduct.

2.9 Positively contribute to the student's school and community.

3. The following failures to comply with the Education Act are unacceptable student behaviours:

3.1 Conduct, whether or not the conduct occurred within the school building or during the school day, that was injurious to the physical or mental well-being of others in the school in contravention of section 36(1)(c) or 37(1)(c) of the Education Act.

3.2 Distribution of an intimate image of another person knowing that the person depicted in the image did not consent to the distribution or being reckless as to whether or not that person consented to the distribution in contravention of section 36(1)(d) or 37(1)(d) of the Education Act.

3.3 Disturbing or interrupting the proceedings of a school or a school, Division, or Board of Trustees meeting in contravention of section 256(a) or (b) of the Education Act.

3.4 Loitering or trespassing in a school building or on property owned by the District in contravention of section 256(c) of the Education Act.

3.5 Conducting oneself in a manner detrimental to the safe operations of the school in contravention of section 256(d) of the Education Act.
4. Students are also prohibited from engaging in unacceptable behavior such as, but limited to:

4.1 Bullying:

4.1.1 Repeated and hostile or demeaning behavior where the behavior is intended to cause harm, fear, or distress to one or more other individuals in any Division school community, including psychological harm or harm to an individual’s reputation.

4.2 Discrimination prohibited under the Alberta Human Rights Act, subject to the rights guaranteed under the Constitution of Canada in respect of minority denominational education through separate schools.

4.3 Academic Dishonesty

4.3.1 Cheating or participating in any cheating behavior whatsoever, whether directly or indirectly.

4.3.2 Misrepresenting anything or being dishonest in any way in one’s academic work.

4.4 Mobile phones and electronic devices

4.4.1 Using a mobile phone or other electronic device when not permitted by a teacher or principal.

4.5 Smoking and smokeless tobacco (Refer to Administrative Procedures 163, 316, and 354)

4.5.1 Smoking, burning, or vaporizing any substance whatsoever, including any tobacco, clove, herb, electronic liquid, shisha, cannabis, medication, legal drug, or illegal drug by any delivery method whatsoever, including by cigarette, electronic cigarette, cigar, pipe, hookah, joint, bong, or water pipe, unless a teacher or principal grants permission to burn a substance during a Mass or other liturgical or cultural celebration, a classroom lesson, or an activity sponsored or approved by the Division. See Administrative Procedures 163, 316 and 354 for more information in regards to tobacco, legal and illegal substances, including medical cannabis.

4.5.2 Chewing, inhaling, snorting, or consuming any smokeless tobacco substance whatsoever, including chewing tobacco, dipping tobacco, and snuff.

4.5.3 Selling any tobacco or similar substance, including but not limited to vaporizer liquids.

4.6 Illicit Drugs (Refer to Administrative Procedure 354)

4.6.1 Possessing, selling, consuming, using, or being under the influence of illicit or illegal substances.

4.7 Restricted Drugs (Refer to Administrative Procedure 354)

4.7.1 Consuming, using, or being under the influence of a restricted substance without or in excess of a prescription, and in the case of medical cannabis,
without being authorized to do so under or in excess of the federal Access to Cannabis for Medical Purposes Regulations.

4.7.2 Consuming, using, or being under the influence of a non-prescription drug in excess of the standard recommended dosage.

4.7.3 Selling, or giving away, distributing any non-prescription drug or restricted substance including alcohol.

4.8 Unauthorized Recordings

4.8.1 Making, possessing, selling, accessing, or sharing any audio, visual, or audiovisual recording of any individual without the individual’s consent unless the recording is of a public space or an event open to the public.

4.9 Pornography and Obscene Matters

4.9.1 Making, possession, selling, accessing, or sharing any pornographic or obscene audio, visual or audiovisual matter of recording.

4.10 Threats, harassment, and assault

4.10.1 Uttering, conveying, or causing any individual to receive a threat to cause death or bodily harm to any individual or to destroy or damage property.

4.10.2 Repeatedly following or communicating with any individual or engaging in threatening conduct directed at any individual that causes the other individual reasonably, in all circumstances to fear for his or her safety or the safety of anyone he or she knows.

4.10.3 Applying force, directly or indirectly, to any individual.

4.11 Sexual harassment, sexual interference, and sexual assault

4.11.1 Directing any unwanted sexual behavior toward any individual.

4.11.2 Directing any unwanted touching, directly or indirectly, with a part of the body or with an object, to any part of any individual’s body for a sexual purpose.

4.11.3 Applying force to any individual, directly or indirectly, for a sexual purpose.

4.12 Theft

4.12.1 Taking, temporarily or absolutely, anything that belongs to the Division or any individual without the Division’s or the individual’s prior consent.

4.13 Property Damage/Vandalism (Refer to Administrative Procedure 357)

4.13.1 Destroying or damaging anything that belongs to the Division or any individual.

4.14 Weapons

4.14.1 Possessing, selling, or using anything designed to be used or intended for use in causing death or injury to any individual or for the purpose of threatening or intimidating any individual.
Administrative Procedure 350

4.15 Hazing

4.15.1 Organizing, directing, or participating in any activity expected of any individual joining any kind of group that humiliates, degrades, abuses, or endangers the individual, even if the individual joining the group claims he or she participated in the activity willingly.

4.16 Gang Activities

4.16.1 Participating in any activity for the benefit of a gang or criminal organization.

4.17 Behaviours during Transportation (Refer to Administrative Procedure 351)

4.18 Dress Code Violations (Refer to Administrative Procedure 352)

5. The unacceptable behaviours listed in this student code of conduct:

5.1 Apply to all students, including independent students within the meaning of the Education Act;

5.2 Apply at all times and everywhere on Division property, including the school building, on school grounds, or in any parking areas used in relation to a school building.

5.3 Apply at all times off Division property during activities sponsored or approved by the Division.

5.4 Apply at all times off Division property if the behavior is in relation to any individual in any Division school community.

5.5 Apply at all times during transportation provided or coordinated for or by the Division, including transportation to and from the site of a school or elsewhere in connection to an activity sponsored or approved by the Division.

5.6 Apply to all online and electronic activity conducted anywhere if the behavior is in relation to any other individual in any Division school community.

6. The consequences of unacceptable behavior may be:

6.1 Assignment of a student whose behavior is unacceptable, disruptive or destructive to an alternate supervised location;

6.2 Short term removal of privileges.

6.3 Detention

6.4 Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others.

6.5 Alternative interventions such as community conferencing or other forms of restorative justice.

6.6 Corrective student transfer.

6.7 Suspension

6.8 Recommendation for expulsion.
7. A Division employee must decide consequences for unacceptable behaviour in accordance with Administrative Procedure 355 – Suspension and Expulsion.

8. When deciding a consequence for an unacceptable behavior, a Division employee must take into account the student’s age, maturity, and individual behaviours and consequences.

8.1 When responding to unacceptable student behaviour, the following are to be considered:

8.1.1 The effect of the student’s behaviour upon other students, the staff, the school, and the community;

8.1.2 The nature of the action or incident that calls for disciplinary or alternative measures;

8.1.3 The student's previous conduct and previous interventions;

8.1.4 The student’s age, maturity and abilities;

8.1.5 The impact of proposed action on the student’s future behaviour;

8.1.6 The student’s learning needs; and

8.1.7 Any other information considered appropriate or relevant.

9. The Division must provide support for students who are impacted by and who engage in inappropriate behavior.

10. School Principals must create a school-specific code of conduct that supplements the Division student Code of Conduct with statements about school specific unacceptable behaviours and consequences.

10.1 Schools shall make available both the Division and School Student Codes of Conduct to students and parents.

10.1.1 The School Student Code of Conduct must be available on the school website and in handbooks as well as be reviewed with students at the start of each school year.

References: Education Act, SA 2012, c E-0.3
STUDENT CODE OF CONDUCT

Background
The Division endorses a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups.

The following purposes provide the rationale for this student code of conduct:

To ensure that each student enrolled in a school operated by the Division is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging.

To support the Division’s Mission, Values and Vision Statements:

Mission Statement
Here in Living Waters Catholic Schools our goal is that every child who enters our doors will graduate from a faith-filled, safe and caring environment prepared for future success.

Value Statements
We value:

Catholic Faith: Having the right to a Catholic education and the responsibility that entails.
Integrity: Acting honestly, ethically and with principles, thereby earning the trust of others.
Accountability: Having the responsibility to meet commitments and being transparent in decisions and actions.
Excellence: Growing and promoting lifelong learning for students, staff and Board members to achieve our highest potential.
Diversity: Respecting learners’ differing needs, cultures and abilities within inclusive learning environments.

Vision Statement
A transforming educational experience in which every child is engaged in a successful, self-directed learning process supported by excellent and inspirational relationships and Catholic Ethics.

Definitions
“Bullying” – has the same meaning as under the School Act:

Section 1 (b.1) “bullying” means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.

“Division” - means the Living Waters Catholic Regional Division No. 42
Procedures:

1. The following behaviours are acceptable:
   1.1 All behaviours that contribute to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging;
   1.2 All behaviours that support the Division’s Mission, Value and Vision Statements.
   1.3 Behaviours outlined in the School Act which requires a student to:
      1.3.1 Be diligent in pursuing the student’s studies.
      1.3.2 Attend school regularly and punctually.
      1.3.3 Cooperate fully with everyone authorized by the Division to provide education programs and other services.
      1.3.4 Comply with the rules of the school.
      1.3.5 Account to the student’s teachers for the student’s conduct.
      1.3.6 Respect the rights of others.
      1.3.7 Ensure that the student’s conduct contributes to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging.
      1.3.8 Refrain from, report, and not tolerate bullying or bullying behavior directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
      1.3.9 Positively contribute to the student’s school and community.

2. The following behaviors are prohibited as per the School Act:
   2.1 Conduct, whether or not the conduct occurred within the school building or during the school day or by electronic means, that is injurious to the physical or mental well-being of others in the school in contravention of Section 24(1)(c) or 24(70)(c) of the School Act.
   2.2 Distribution of an intimate image of another person knowing that the person depicted in the image did not consent to the distribution or being reckless as to whether or not that person consented to the distribution in contravention of Section 24(1)(d) or 24(7)(d) of the School Act.
   2.3 Disturbing or interrupting the proceedings of a school or a school, Division, or Board of Trustees meeting in contravention of Section 27(1)(a) or (b) of the School Act.
   2.4 Loitering or trespassing in a school building or on property owned by the Division in contravention of Section 27(1)(c) of the School Act.
   2.5 Canvassing, selling, or offering to sell goods, services, or merchandise to a teacher or a student in a school without the prior approval of the Division in contravention of Section 27(2) of the School Act.
3. Students are also prohibited from engaging in unacceptable behavior such as, but limited to:

3.1 Bullying:

3.1.1 Repeated and hostile or demeaning behavior where the behavior is intended to cause harm, fear, or distress to one or more other individuals in any Division school community, including psychological harm or harm to an individual's reputation.

3.2 Academic Dishonesty

3.2.1 Cheating or participating in any cheating behavior whatsoever, whether directly or indirectly.

3.2.2 Misrepresenting anything or being dishonest in any way in one's academic work.

3.3 Mobile phones and electronic devices

3.3.1 Using a mobile phone or other electronic device when not permitted by a teacher or principal.

3.4 Smoking and smokeless tobacco (Refer to Administrative Procedure 163 and Administrative Procedure 316)

3.4.1 Smoking, burning, or vaporizing any substance whatsoever, including any tobacco, clove, herb, electronic liquid, shisha, cannabis, medication, legal drug, or illegal drug by any delivery method whatsoever, including by cigarette, electronic cigarette, cigar, pipe, hookah, joint, bong, or water pipe, unless a teacher or principal grants permission to burn a substance during a Mass or other liturgical or cultural celebration, a classroom lesson, or an activity sponsored or approved by the Division. See Administrative Procedures 163, 316 and 354 for more information in regards to tobacco, legal and illegal substances, including medical cannabis.

3.4.2 Chewing, inhaling, snorting, or consuming any smokeless tobacco substance whatsoever, including chewing tobacco, dipping tobacco, and snuff.

3.4.3 Selling any tobacco or similar substance, including but not limited to vaporizer liquids.

3.5 Illicit Drugs (Refer to Administrative Procedure 354)

3.5.1 Possessing, selling, consuming, using, or being under the influence of illicit or illegal substances.

3.6 Restricted Drugs (Refer to Administrative Procedure 354)

3.6.1 Consuming, using, or being under the influence of a restricted substance without or in excess of a prescription, and in the case of medical cannabis, without being authorized to do so under or in excess of the federal Access to Cannabis for Medical Purposes Regulations.
3.6.2 Consuming, using, or being under the influence of a non-prescription drug in excess of the standard recommended dosage.

3.6.3 Selling, or giving away, distributing any non-prescription drug or restricted substance including alcohol.

3.7 Unauthorized Recordings

3.7.1 Making, possessing, selling, accessing, or sharing any audio, visual, or audiovisual recording of any individual without the individual's consent unless the recording is of a public space or an event open to the public.

3.8 Pornography and Obscene Matters

3.8.1 Making, possession, selling, accessing, or sharing any pornographic or obscene audio, visual or audiovisual matter of recording.

3.9 Threats, harassment, and assault

3.9.1 Uttering, conveying, or causing any individual to receive a threat to cause death or bodily harm to any individual or to destroy or damage property.

3.9.2 Repeatedly following or communicating with any individual or engaging in threatening conduct directed at any individual that causes the other individual reasonably, in all circumstances to fear for his or her safety or the safety of anyone he or she knows.

3.9.3 Applying force, directly or indirectly, to any individual.

3.10 Sexual harassment, sexual interference, and sexual assault

3.10.1 Directing any unwanted sexual behavior toward any individual.

3.10.2 Directing any unwanted touching, directly or indirectly, with a part of the body or with an object, to any part of any individual's body for a sexual purpose.

3.10.3 Applying force to any individual, directly or indirectly, for a sexual purpose.

3.11 Theft

3.11.1 Taking, temporarily or absolutely, anything that belongs to the Division or any individual without the Division's or the individual's prior consent.

3.12 Property Damage/Vandalism (Refer to Administrative Procedure 357)

3.12.1 Destroying or damaging anything that belongs to the Division or any individual.

3.13 Weapons

3.13.1 Possessing, selling, or using anything designed to be used or intended for use in causing death or injury to any individual or for the purpose of threatening or intimidating any individual.
3.14 Hazing

3.14.1 Organizing, directing, or participating in any activity expected of any individual joining any kind of group that humiliates, degrades, abuses, or endangers the individual, even if the individual joining the group claims he or she participated in the activity willingly.

3.15 Gang Activities

3.15.1 Participating in any activity for the benefit of a gang or criminal organization.

3.16 Behaviours during Transportation (Refer to Administrative Procedure 351)

3.17 Dress Code Violations (Refer to Administrative Procedure 352)

4. The unacceptable behaviours listed in this student code of conduct:

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4.2 Apply at all times and everywhere on Division property, including the school building, on school grounds, or in any parking areas used in relation to a school building.

4.3 Apply at all times off Division property during activities sponsored or approved by the Division.

4.4 Apply at all times off Division property if the behavior is in relation to any individual in any Division school community.

4.5 Apply at all times during transportation provided or coordinated for or by the Division, including transportation to and from the site of a school or elsewhere in connection to an activity sponsored or approved by the Division.

4.6 Apply to all online and electronic activity conducted anywhere if the behavior is in relation to any other individual in any Division school community.

5. The consequences of unacceptable behavior may be:

5.1 Assignment of a student whose behavior is unacceptable, disruptive or destructive to an alternate supervised location;

5.2 Short term removal of privileges.

5.3 Detention

5.4 Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others.

5.5 Alternative interventions such as community conferencing or other forms of restorative justice.

5.6 Corrective student transfer.

5.7 Suspension

5.8 Recommendation for expulsion.
6. A Division employee must decide consequences for unacceptable behaviour in accordance with Administrative Procedure 355 – Suspension and Expulsion.

7. When deciding a consequence for an unacceptable behavior, a Division employee must take into account the student’s age, maturity, and individual behaviours and consequences.

7.1 When responding to unacceptable student behaviour, the following are to be considered:

7.1.1 The effect of the student’s behaviour upon other students, the staff, the school, and the community;

7.1.2 The nature of the action or incident that calls for disciplinary or alternative measures;

7.1.3 The student’s previous conduct and previous interventions;

7.1.4 The student’s age, maturity and abilities;

7.1.5 The impact of proposed action on the student’s future behaviour;

7.1.6 The student’s learning needs; and

7.1.7 Any other information considered appropriate or relevant.

8. The Division must provide support for students who are impacted by and who engage in inappropriate behavior.

9. School Principals must create, in consultation with students, staff and parents, a school-specific code of conduct that supplements the Division student Code of Conduct with statements about school specific unacceptable behaviors and consequences.

9.1 Schools shall make available both the Division and School Student Codes of Conduct to students and parents.

9.1.1 The School Student Code of Conduct must be available on the school website and in handbooks as well as be reviewed with students at the start of each school year.

10. Subject to the right and responsibility of the Division to provide education programs to students through separate schools in such a way that the rights guaranteed under the Constitution of Canada of separate school electors are preserved and maintained. The Division affirms the rights of each student and employee as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms and will not discriminate against students and employees as provided for in the Alberta Human Rights Act or the Canadian Charter of Rights and Freedoms.

Reference: Section 8, 12, 13, 16.1, 16.2, 20, 45, 45.1, 60, 61, 113 School Act
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Criminal Code
STUDENT CONDUCT ON SCHOOL BUSES HANDOUT

Parents: please review the following safety rules with your child(ren)

Safety Rules

1. The school bus is considered an extension of the classroom and therefore, classroom conduct is to be observed at all times.

2. The bus driver is responsible for the students on the bus and must, therefore, receive the respect, consideration and cooperation of each student.

3. Students will be assigned seats and for safety reasons will remain seated during the entire trip.

4. It is recommended that students be at the bus stop five (5) minutes early. Students who are continually late will be left.

5. Students are to go promptly to their buses after school dismissal. After dismissal, buses wait ten (10) minutes before leaving. In fairness to all, students who are constantly late and hold up the bus will be reported to the Principal.

6. Outside of ordinary conversation, classroom conduct is to be observed and the driver will separate students or groups of students who do not comply with this rule.

7. Eating on the bus is at the discretion of the driver; however, if the bus is not kept clean the privilege will be withdrawn.

8. The following activities are prohibited:
   8.1 Fighting.
   8.2 Swearing.
   8.3 Smoking.
   8.4 Throwing any items.
   8.5 Possessing alcohol and/or illegal drugs.

9. Upon discharging in rural areas: If you live on the opposite side of the road:
   9.1 Cross only in front of the bus and at least ten (10) paces ahead.
   9.2 Cross only when safe to do so and under the guidance of the bus driver.

10. Upon discharging in urban areas:
    10.1 Cross only in the front of the bus and at least ten (10) paces ahead.
10.2 Cross under the guidance of the bus driver and when red flashing lights are on.

11. Students shall leave equipment in the areas designated by the driver. The driver may refuse to carry large items that would obstruct aisles or doorways. Skateboards are not allowed on the school bus.

12. Ensure that your child(ren) are adequately dressed for prevailing or anticipated weather conditions. Students riding on a school bus must be properly dressed during the winter season. The bus driver may refuse to transport a student to school who does not have appropriate footwear, head-gear, coat and gloves or mitts.

13. Any student who violates these safety rules will be reported to their Principal and suspensions may result.

Parent Information

1. Please notify the driver or the school office when a student will not be riding the bus home from school, if the student was picked up in the morning.

2. For safety reasons, students are not normally dropped off at a location other than their usual point of departure, unless a note from the parent has been given to the driver requesting the student be dropped off at another bus stop.

3. If a student is causing a problem on the bus, parents may be contacted to assist the Principal and the bus driver to correct the problem.

4. Parents are requested to notify the bus driver when they will no longer require bus service.

5. Parents will be responsible if their child(ren) cause any damage to a bus.

6. Please encourage your child(ren) to obey all traffic rules and school bus regulations.

7. Guests of a student will only be transported with prior notification and permission from the bus driver.

8. Please be advised that, from time to time, a camera is placed in buses to monitor the quality of service, assist in driver training and to enhance passenger safety.

Reference: Section 12, 14, 16.2, 20, 24, 25, 45, 45.1, 60, 61, 113, 123, 124, 125 School Act
Review by the Minister – Information Bulletin 3.5.1
Administrative Procedure 351

STUDENT CONDUCT ON SCHOOL BUSES

Background

The Division recognizes the need for extreme care in the transportation of its students. Students are expected to comply with the rules set out by the respective contractor with regard to student conduct on school buses.

The Division also recognizes its responsibility to establish and maintain standards of conduct for students who are transported to school in buses. Aside from or in compliance with the contractor's bus rules, the Division also expects its students to comply with the following procedures.

Procedures

1. The driver is in full charge of the bus at all times.
2. Students shall remain in assigned seats and shall remain in that seat while on the bus.
3. Students are not to attempt to get on or off the bus, or move inside the bus while the vehicle is in motion.
4. Students are expected to be on time. The bus will not wait in the morning for students who are not at the pick up point at the scheduled time.
5. Students are expected to go promptly to their bus after school is dismissed or when their bus is scheduled to leave school.
6. Students must ride their designated scheduled bus.
7. Apart from ordinary conversation, classroom conduct is to be observed while riding the bus.
8. Eating on the bus is prohibited, unless specific permission is obtained from the driver.
9. While leaving the bus, students shall observe the directions of the driver.
10. Skates may be taken on the bus only if the blades are protected and permission is granted by the driver.
11. Students shall leave equipment in the area designated by the driver who may refuse permission to bring the equipment on to the bus.
12. Bus drivers are asked to report any student who violates bus procedures to the Principal or designate of the school the student attends as soon as possible.

12.1 The Principal or designate has the authority to suspend or recommend permanent withdrawal of bus privileges subject to the provisions of the School Act.

13. The use of tobacco, alcohol, or non-prescribed drugs is prohibited.

Reference: Section 12, 14, 20, 24, 25, 45, 45.1, 60, 61, 113, 123, 124, 125 School Act
Review by The Minister – Information Bulletin 3.5.1
STUDENT DRESS CODE

Background

Principals are to establish dress codes after consultation with parents and students.

Procedures

1. Student dress codes must include provisions for, but are not limited to:
   1.1 Girls with bare shoulders or stomach;
   1.2 Boys – no muscle shirts (except during physical education classes);
   1.3 Inappropriate language or pictures;
   1.4 Clothes that are demeaning to people, religion, culture;
   1.5 Sexually demeaning, indecent or suggestive clothes;
   1.6 Inappropriate or unsafe footwear for indoor activities or physical education classes.

Reference: Section 12, 14, 18, 20, 22, 24, 25, 45, 45.1, 60, 61, 113, 117 School Act
INTERROGATIONS AND SEARCHES

Background

From time to time it will be necessary for the Principal or a member of the school staff to question a student regarding a breach of the school rules or an incident that occurred within the school. Under specific circumstances a search of lockers may be required. Additionally, members of outside agencies, such as police officers, Child and Family Services workers, may wish to interview a student at school during the school day.

School staff members are expected to cooperate with the police or other appropriate civilian authorities in the execution of their duties. However, staff members also have a responsibility to function in the place of the parent during school hours.

Procedures

1. The Division strongly encourages investigating officers and officials to conduct their investigation of students away from the school, unless they deem such interviews essential to proper investigation.

2. Interviews and searches will be conducted in a manner that ensures student individual rights are protected.

3. Legal guardians of the student, law enforcement officers, and under some circumstances, Child and Family Services authorities may interview students at school.

4. Interviews by Law Enforcement Officers

   4.1 When law enforcement authorities find it necessary to visit a school to interview a student, they shall report to the Principal, provide appropriate identification of themselves and make known the purpose of their visit.

   4.2 Prior to the interview taking place, attempts are to be made to contact the parents, except in cases where the investigation has to do with alleged child abuse/neglect by the parent. If possible, parents are to be present at the interview.

   4.3 If the parent cannot be present:

       4.3.1 The Principal or designate may sit in on the interview at the request of the youth.

       4.3.2 The Principal or designate does not automatically have the right to be present at interviews. They must be permitted to do so by the student.

       4.3.3 Students have the right to select their own advocate and may waive the right to have an adult present.

   4.4 The Principal will bring the student to the office where the interview will take place in the presence of an adult unless the student has waived their right to have an adult present.
4.5 The law enforcement officer is responsible for informing a student twelve to seventeen (12 to 17) of age 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; or, in the absence of a parent or adult relative, any other appropriate individual of his/her choice that is over eighteen (18) years of age; and

4.5.4 Any statement made by him/her must be made in the presence of the person consulted unless he/she expressly waives that right in writing.

4.6 If the student requests the Principal or other staff member be present during the interview, it is desirable that the individual comply “in loco parentis”. However, the staff member is not obligated. Therefore, if the request is refused, the student may select another adult to be present.

4.7 The Principal or designate can request to “sit in” on the interview, as a silent observer. The law enforcement officer is then responsible to inform the student of the request. If the student does not consent, the Principal or designate may then:

4.7.1 Allow the interview proceed 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 law enforcement officer is to communicate by phone with the parent and inform them of the course of action taken.

4.9 In the event of arrest/apprehension, the law enforcement officer and the student shall leave the school immediately.

4.10 The responsibility for notifying parents about an investigation rests with the law enforcement officer. The Principal is to clarify with the law enforcement officer that the parents will be informed about the investigation if it involves students under eighteen (18) years of age and when contact with the parents will be made.

4.11 The Principal is encouraged to express the Division’s position to law enforcement officers.

4.12 Any unusual circumstances must be reported immediately to the Superintendent or designate.

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 advise the official of the location of the student and escort the official to that location.
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, 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.

5.5 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.

5.6 Child and Family Services are not authorized to take a child from the school unless they have apprehended them or the child is under wardship.

5.7 The responsibility for notifying parents about an investigation rests with the Child and Family Services worker. The Principal is to clarify with the worker that the parents will be informed about the investigation if it involves students under eighteen (18) years of age and when contact with the parents will be made.

6. Searches

6.1 Student property, as well as all lockers, may be subject to unannounced searches from time to time.

6.2 Staff, students and their parents shall be informed at the beginning of each school year or semester, regarding any procedures in effect, and that property is subject to periodic searches of a general administrative nature for contraband and rule violations.

6.2.1 Lockers are considered school property and people using them must be made aware that they are subject to search.

6.3 School officials shall attempt at all times to protect the student or staff members right to privacy.

6.4 Searches may be conducted if the Principal has reasonable information that a locker contains contraband or rule violations.

6.4.1 The grounds for conducting a search shall be recorded in writing by the Principal and kept on file.

6.4.2 Reasonable grounds usually involve the possession of contraband in the past or eyewitness accounts of possession of contraband.

6.5 The student or staff member shall be present during the search.

6.6 In addition to the searcher, at least one (1) other adult witness shall be present when the search takes place.

6.7 If the proposed search revolves around a suspicion of criminal activity, the police shall be informed, and the police shall conduct the search.

7. Searches Involving Drug Detection Dogs and Their Handlers

7.1 Searches may be carried out by the Principal and the dog detection team.

7.2 The Lock Down Mode, as defined in the Division Critical Incident Handbook (Administrative Procedure 165 – Appendix), will be activated prior to any dog detection team search.
7.3 Any illicit drugs recovered will be turned over to the RCMP, who will determine if a criminal investigation is warranted.

7.4 The Principal will determine the appropriate school discipline procedure to be followed.

7.5 Following any search using the dog detection team, the Principal will submit a written report to the Superintendent or designate.

Reference:  Section 11, 33, 52, 53, 197, 222 Education Act
Child, Youth and Family Enhancement Act
Controlled Drugs and Substances Act
Youth Criminal Justice Act
Criminal Code (Canada)
Administrative Procedure 354

SUBSTANCE ABUSE: Student Possession and Use of Alcohol and Restricted/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 have a negative impact on the overall school climate.

The possession and/or use of alcohol, or restricted and illegal drugs in school, on school property or during school-related activities, are prohibited.

Definition

**Illicit Drug** – means any drug or substance capable of causing intoxication or impairment that is not legally obtainable and whose use, sale, possession, purchase or transfer is restricted or prohibited by law.

**Restricted Drugs** – means any drug or substance capable of causing intoxication or impairment which can only be obtained with a valid prescription or medical document, and those which are legally obtainable for recreational use and whose sale, purchase, possession or transfer are restricted by law. For the purposes of this Administrative Procedure, Restricted Drugs do not include a drug for which the student has a valid prescription, or medical document, as contemplated by the Access to Cannabis for Medical Purposes Regulation, that the student is using in accordance with the medical practitioner’s directions.

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. The Principal shall establish procedures to deal with the possession and/or use of alcohol, restricted and illegal drugs, by students in school or on school property during school hours or during any school-related activities.

3. The Principal shall ensure that students and parents are made aware of the school’s procedures.

4. Staff members observing suspected possession or use of restricted and illegal drugs, and alcohol shall document the findings and observations and report the incident to the Principal.

   4.1 After verification of the accuracy of the incident by the Principal, the student will be suspended and the participation of the parents will be requested in further discussions of the appropriate action to be taken to support the student.
5. Subsequent to meeting the student’s immediate needs (medical attention, legal guidance, and parental contact); remedial assistance will be sought for the student. The following agencies will be considered for help:
   5.1 AADAC (Alberta Alcohol and Drug Abuse Commission).
   5.2 FCSS (Family and Community Support Services).
   5.3 Aspen Children’s Services Authority.
   5.4 Community Health.
   5.5 Alcoholics Anonymous.

6. School officials shall cooperate with law enforcement agencies in the surveillance of trafficking of restricted and illegal drugs on school premises.

7. For any student found to be distributing controlled substances, the following actions shall be undertaken:
   7.1 The student shall be reported to police and a violence threat risk assessment (VTRA) shall be initiated immediately.
   7.2 The recommendations of the VTRA team will be implemented.

8. Student suspensions issued under clause 7 will be in accordance with Administrative Procedure 355 – Suspension and Expulsion.

Reference: Section 18, 20, 24, 25, 45, 45.1, 60, 61, 113 School Act
          Gaming and Liquor Act
          Controlled Drugs and Substances Act
          Criminal Code (Canada)
          Narcotics Act
          Access to Cannabis for Medical Purposes Regulation
          Food and Drug Act
SUSPENSION AND EXPULSION

Background

The Division affirms that suspension and expulsion are acceptable, legal disciplinary actions; however, every effort is to be made to utilize alternative measures.

Definition

Suspension of a student by a Principal is exclusion of the student from one (1) or more class periods, from a course or program, from riding on a school bus, from school, or from participating in an activity sponsored or approved by the Division. A student cannot be suspended for more than five (5) school days at any one (1) time unless a recommendation for expulsion is included.

Expulsion is an action which can be taken only by the Board. A student may be expelled from one (1) or more specified schools or all schools in the Division, and for a specified period of time or indefinitely.

Procedures

1. The Principal shall take immediate steps to ensure that any suspension is fair and proper, and ensure that any supervision required for the student during the actual suspension time is arranged. Grounds for suspension and expulsion are outlined in Administrative Procedure 350 – Student Code of Conduct.

2. Procedures for suspension by a teacher will be established by each Principal in consultation with the teaching staff of the school.

3. Suspension by a Principal

3.1 Before a Principal suspends a student, the Principal shall:

3.1.1 Inform the student of the formal disciplinary nature of suspension and its consequences, and of the reasons for which suspension is being considered; and

3.1.2 Provide opportunity for the student to offer an explanation in defense or mitigation.

3.2 When a Principal suspends a student, the Principal and/or designate shall:

3.2.1 Immediately report to the student’s parent or guardian and/or, where age appropriate, to the student, by a letter signed by the Principal or, in the absence of the Principal, by the designated school administrator “for the Principal” all the circumstances and the duration of the suspension;
3.2.2 Report the suspension to the Superintendent or designate at the earliest possible opportunity, and forward a copy of the suspension letter to the Superintendent or designate;

3.2.3 Provide opportunity for the student’s parent or guardian and/or, where age appropriate, the student, to have a conference with the Principal as soon as can be arranged after notification of the suspension; and

3.2.4 Document in writing, the actions taken to implement the suspension, including date and content of communications with the student, the student’s parent or guardian, school staff members or others involved in the circumstances giving rise to the suspension. Such documentation is to be made available upon request to the Superintendent or designate.

3.3 If a suspension exceeds five (5) school days the Principal shall inform the Superintendent or designate of the suspension along with a recommendation on expulsion.

3.3.1 The Principal also will advise parents, and the student, if the student is sixteen (16) or over, of the procedural steps relating to a recommendation for expulsion.

3.4 The Principal may reinstate a suspended student.

4. Expulsion

4.1 The grounds of suspension or for expulsion are those stated in Board Policy 13 – Appeals and Hearings Regarding Student Matters. The Board may also expel a student from riding on a school bus.

4.2 When it is the Principal’s recommendation that a student not be reinstated within five (5) school days of the date of the student’s suspension, the Principal shall:

4.2.1 Immediately report, in writing, all the circumstances of the suspension, together with his/her recommendations for expulsion to the Superintendent or designate, and

4.2.2 Inform the parent or guardian and/or, where age appropriate, the student, of such recommendation.

4.3 The Principal’s recommendation is to the Superintendent and would, in general, be expected to recommend that the expulsion of the student apply only to the Principal’s own school for the duration of the expulsion specified.

4.4 The Superintendent or designate will forward to the Board the report and recommendation of the Principal and the Superintendent’s or designate’s recommendation regarding the proposed expulsion.

4.5 The Principal is to be informed by the Superintendent or designate of the recommendation going to the Board in addition to the Principal’s recommendation.

4.6 The Superintendent and an ad hoc committee of two (2) trustees, usually from the ward, within ten (10) school days of the commencement of the suspension, shall either reinstate the student or expel the student specifying the terms of the expulsion and any follow-up action to be taken regarding re-admittance of the student at a later date.
4.7 It is the responsibility of the Superintendent or designate to advise parents of the procedural steps relating to suspension and expulsion, and of the actions being taken with respect to a given student.

Reference: Section 12, 14, 18, 20, 24, 25, 45, 45.1, 60, 61, 113, 123, 124, 125 School Act
Review by the Minister – Information Bulletin 3.5.1
Policy 13 – Appeals and Hearings Regarding Student Matters
VIOLENCE THREAT RISK ASSESSMENT COMMUNITY PROTOCOL - FAIR NOTICE

THE PARTNERS

Education partners are committed to creating and maintaining school environments in which students, staff, parents and others feel safe. Living Waters Catholic School Division has taken a lead role as there is a direct application to the health and safety of the school environment.

Government agency partners play an active role in a comprehensive intervention plan to support the young person. Children’s Services, Alberta Health Services, and RCMP personnel are key to determining the level of risk a young person may pose.

Community Agency partners provide services that are regularly included as part of the intervention plans. Town and County support this coordinated response to any violence or threats of violence.

The North American Center for Threat Assessment and Trauma Response has completed extensive research in youth and school violence. Kevin Cameron, ECO of NACTATR, has trained partner local personnel in the use of the protocol.

DUTY TO REPORT

There is zero tolerance for not responding. Prevention of youth violence is a community responsibility and it is everybody’s duty to report. Under-reaction is epidemic and a chief factor of escalation from thought to action.

WHAT IS A THREAT?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet, or made by gesture. Threats must be taken seriously, investigated, and responded to. In a culture of responsible reporting, students need to believe that they will be believed when they confide; their identity will be kept confidential; their information will be acted upon promptly; and their concern will be investigated thoroughly.

WHO IS ON A THREAT ASSESSMENT TEAM?

Each threat assessment team is multi-agency. The team may include schools staff, psychologists, police, child intervention staff, community addiction and mental health staff, hospitals, probation / parole and other professionals.

WHAT IS THE MAIN PURPOSE OF A THREAT ASSESSMENT?

The purpose of a Student Threat Assessment is to:

- To ensure the safety of students, staff, parents, and others;
- Ensure a full understanding of the context of the threat;
- Begin to understand the factors that contribute to the threat maker’s behaviour;
- View the student as in need of intervention rather than to be disciplined;
- Be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker. It may include disciplinary action but will include appropriate supports to aid the student in developing and using positive strategies;
- Promotes the emotional and physical safety of all;
- Ensure all school and agency partners are working together with a common understanding and protocol.
WHAT HAPPENS IN A STUDENT THREAT ASSESSMENT?

All threat making behaviour by a student(s) shall be reported to the Principal who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with students, the threat maker(s), parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff, and students as required and as appropriate.

Can I Refuse?

It is important for all parties to engage in the process. If for some reason there is a reluctance to participate in the process, by the threat maker or parent/guardian, the threat assessment will continue in order to ensure a safe and caring environment.

Reference: North American Center for Threat Assessment and Trauma Response - VTRA Training Manual
Violence Threat Risk Assessment

Background

All students and staff are entitled to learn and work in environments that are caring, respectful and safe. As a Division, we are committed to maintaining an acceptable standard of student behavior in the school creating an environment where educators can teach and students can learn. To this end, the following protocol shall be used for responding to student threats/high risk behaviours. Violence Risk Threat Assessment protocols have been signed in all three school communities that are served by Living Waters Catholic School Division (Edson, Whitecourt, and Slave Lake). School staff have completed VTRA - Level 1 and Level 2 training through the North American Center for Threat Assessment and Trauma Response, under the direction of Kevin Cameron, who is world renowned for his work in risk and threat assessment.

Definitions

High Risk Behaviours: Behaviours which express a plausible intent to do harm or act out violently against someone or something.

Immediate Risk Situations: Situations involving high risk that require immediate police intervention and a protective school response.

Risk Assessment: The process of determining if a child/youth of concern may pose a risk to some unknown target(s) at some unknown time.

Threat Assessment: The process of determining if a threat maker poses a risk to the target he/she has threatened.

Violence Threat Risk Assessment, Stage 1 (VTRA): The primary purpose of the Stage 1 VTRA is data collection and initiation of immediate risk-reduction interventions. A Stage 1 VTRA includes the Principal (or designate), school psychologist, the classroom teacher(s), inclusive education lead (when involving a student with inclusive needs) and may include a RCMP officer.

Violence Threat Risk Assessment, Stage 2 (VTRA): A Stage 2 VTRA may be recommended by the Stage 1 VTRA team when a more comprehensive response including risk evaluation, long term intervention and treatment planning are needed. The Associate Superintendent of Learning will be contacted to initiate expansion of the team to include mental health professionals, physician(s), child protection staff and other community organizations who are members of the VTRA protocol.

Violence Threat/Risk Assessment (VTRA) Protocol: A formal agreement signed by each of the participating partners which is representative of their commitment to the VTRA process as well as their participation and support.

Worrisome Behaviours: Behaviours which cause concern and may indicate that a child/youth, who is not overtly threatening or violent, may be moving towards a greater risk of violent behaviour(s).
Procedures

1. At the start of every school year, students, parents, and staff will be provided with information about the protocol and procedures through the school and Division websites, so that “fair notice” is given that high-risk/threatening/violent behaviours will not be tolerated. See Appendix A.

2. Any person in a school having knowledge of high-risk student behaviour, or having reasonable grounds to believe that there is a potential for high-risk behaviour, will immediately report the information to the Principal and/or designate.

3. No action shall be taken against a person who makes a report unless it is made maliciously or without reasonable grounds. In cases where a report is made maliciously, the person shall be dealt with according to Division procedures and the RCMP where applicable.

4. Schools will respond to high-risk/threat-related behaviours. High-risk behaviours will be taken seriously, assessed accordingly, and responded to appropriately.

5. Violence Threat Risk Assessments (VTRA) will be initiated when required.

6. When a student exhibits immediate risk behaviours, the Principal or designate will contact the RCMP without delay, and take steps to ensure the safety of all those in the school by activating established security procedures. The principal shall notify the Superintendent or designate and the Associate Superintendent of Learning as soon as possible following contact with the RCMP.

7. The Principal shall notify the parent(s)/guardian(s) of the student making a threat at the earliest opportunity.

8. When a student exhibits high risk behaviours the Principal or designate shall:

   8.1 Initiate Stage 1 of the Violence Threat Risk Assessment. Stage 1 involves data collection only: determining the facts of the incident, who was involved, and any mitigating factors.

   8.2 Upon completing Stage 1, the Principal or designate shall contact the Associate Superintendent of Learning to review the findings of Stage 1 and decide if it is necessary to proceed to Stage 2 of the protocol. Stage 2 involves engaging the support of the appropriate participating protocol partners and conducting a comprehensive risk evaluation by a multi-disciplinary team.

9. When dealing with a student who exhibits worrisome behaviours, staff shall consult with the school psychologist, inform the Principal, and contact the student’s parent(s)/guardian(s).

10. The Principal (or designate) shall consult with the school psychologist, Associate Superintendent of Learning and other appropriate staff as to whether or not a Violence Threat Risk Assessment will be conducted.
11. The Principal (or designate) will be responsible for completing a Threat/Risk Assessment Incident Report, which will be kept on file.

12. The Associate Superintendent of Learning is responsible to ensure the effective implementation of Violence Threat Risk Assessment Protocol in the Division.

Reference: Section 12, 24, 45 School Act
Section 264.1(1) Criminal Code of Canada
VANDALISM

Background

The Division encourages preventative measures to avoid vandalism, but will also seek restitution for any reported cases of damage to school property or others’ property while at school.

Definition

Vandalism is defined as the willful destruction of school property and others’ property while at school.

Procedures

1. Vandalism will not be tolerated under any circumstances.

2. Vandalism is best controlled by preventative measures through stressing and reinforcing of respect for others’ property and for school property.

3. At the beginning of the school year, teachers are to stress ownership of school property by all students. The first liturgy is an opportunity for this preventative measure.

4. In the event of vandalism, the Principal shall deal with the case, following through to obtaining reasonable restitution from students or their parents.

5. Discretionary action may include a suspension or a recommendation for expulsion.

6. The Principal shall immediately notify the Associate Superintendent of Learning and the Director of Facilities and Technology in the event of vandalism.

Reference: Section 16, 16.2, 20, 60, 61, 113, 116 School Act
STUDENT AUTOMOBILE USE

Background

The Division recognizes that students old enough to drive and who have a valid driver’s license may wish to bring a vehicle to school. Each Principal shall monitor the use of vehicles particularly while on school property. Safety of students and staff are of utmost importance. Where the Principal has judged that the use of a vehicle on school property by a student is unsafe, the Principal may refuse permission for that student to bring their vehicle onto school property.

Procedures

1. Each Principal shall develop a set of administrative practices that deal with the issue of student use of vehicles on school property.

2. The use of a motor vehicle by a student on school property is a privilege, not a right. Abuse of this privilege may result in restrictions.

3. The Division does not guarantee parking space for student-operated vehicles.

4. The Principal is authorized to collect the vehicle keys from students while their vehicle is parked on school property if he/she deems it necessary.

Reference: Section 12, 20, 60, 61, 113 School Act
Dear Parent,

RE: Reporting of Raw scores of the multiple choice sections of the Provincial Achievement Tests

The Alberta Government has mandated that schools report to parents the raw scores that students achieve on the multiple choice sections of the Provincial Achievement Tests written by students in grades 6 and 9.

The information provided below simply represents the number of correct answers the student scored on a number of multiple choice questions included in the exams at the time of writing.

Student Name: ____________________________ Grade: ____________________________

Language Arts:

Language Arts – Part B _________ / __________________________

Social Studies: _________________ / __________________________

Mathematics:

Mathematics – Part A ____________/ __________________________
Mathematics – Part B ____________/ __________________________

Science: _______________________/ __________________________

French Language Arts: ____________/ __________________________

______________________________
Homeroom Teacher
Administrative Procedure 360

STUDENT ASSESSMENT AND REPORTING

Background

The Principal, in consultation with the Superintendent, is responsible for all aspects of student assessment that takes place within the school. All student assessment must be conducted in a fair and just manner that is consistent with the teachings of the Catholic Church.

Procedures

1. Student assessment is to be designed to encompass the following characteristics:
   1.1 Facilitate student learning;
   1.2 Enhance public confidence in the Division’s schools;
   1.3 Founded on the Catholic view of fairness and justice;
   1.4 Recognize the worth and dignity of the individual;
   1.5 Provide for consistency and comparability throughout the Division;
   1.6 Provide for consultation among parent, student and school;
   1.7 Provide for effective reporting and communication procedures and for meaningful and permanent records;
   1.8 Provide for adherence to curriculum objectives established by Alberta Education;
   1.9 Provide for Government of Alberta examinations; and
   1.10 Provide for appropriate review and appeal procedures for students and parent.

2. Principals shall ensure that staff are fully cognizant of this administrative procedure.

3. Teachers shall make themselves fully aware of the objectives and content prescribed in curriculum guides/Program of Studies.

4. Teachers shall have available on file a document that outlines the assessment procedures for each course for which they are responsible.

5. Parents/students shall receive, prior to the commencement of instruction, a course outline which include the course objectives, and the philosophy and practice for assessment of the course.

6. Assessment shall be competency-based and on mastery of outcomes.
7. Teachers shall use a variety of assessment procedures appropriate to the needs of the students and the subjects.

8. Appropriate examinations and tests are an essential part of an effective assessment procedure.
   8.1 At the secondary level, final exams shall be held in all core subjects unless specific approval to do otherwise is granted by the Superintendent or designate.
      8.1.1 In all classes where final exams are to be held, the students will be advised at the outset of the course how much weight the exams will hold.
      8.1.2 Final exams shall reflect the objectives for the whole course.
      8.1.3 Final exams shall not constitute more than fifty percent (50%) of the final mark.

9. Collaboration among teachers is encouraged in order to achieve expectations for consistency, fairness and comparability.

10. For each student registered in an inclusive education program, the teacher shall prepare a detailed Individual Program Plan (IPP) structured in accordance with the directions of the Associate Superintendent and assessment for that student shall be consistent with this IPP document.

11. As a minimum, there shall be three comprehensive reporting periods throughout the year for elementary students; information to parents is to be provided through PowerSchool.

12. As a minimum, there shall be two (2) comprehensive reporting periods in each semester for junior and senior students; information to parents is to be provided through PowerSchool.

13. For inclusive education programs, reporting maybe done in an anecdotal manner using a Format approved by the Associate Superintendent.

14. In addition to the formal reporting periods, teachers are encouraged to communicate with parents by phone or in writing to convey information with respect to classroom operation or student achievement.

15. Principals and school staff must employ a variety of parent engagement activities focused on student learning and progress. These could include, but are not limited to: parent-teacher interviews, student-led conferences, literacy nights, high school redesign nights, curricula symposia.

16. All marks achieved by a student on each and every achievement test shall be recorded in the student’s record and where applicable, raw scores, grade scores and the year of testing.
17. The principal shall ensure their school has a protocol for homework.
   17.1 This practice shall be developed collaboratively with staff and parents.
   17.2 It shall provide expectations regarding the frequency of homework, role/purpose of homework, and its impact on assessment.
   17.3 This shall be communicated to students within the first week of classes.

18. Principals shall ensure their schools have protocols and expectations in place concerning ‘re-do’ practices in their schools for all grade 7-12 courses.
   18.1 These practices must be made known to students within the first week of classes.
   18.2 Such practices should be developed collaboratively with staff.

19. The Associate Superintendent of Learning shall establish annual assessment programs at various grade levels.
   19.1 A Divisional reading test shall be administered at least 2 times a year for all students in grades 1 to 8.
   19.2 A Divisional reading test shall be administered at least 3 times a year for all students from grades 1 to 12 who are not judged to be literate.
   19.3 Other tests/assessment may be given on a group basis periodically throughout the school career of the students.

Reference: Section 12, 18, 20, 22, 23, 39, 47, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers Regulation 11/2010
Student Evaluation Regulation 177/2003
Student Record Regulation 225/2006
Ministerial Order 015/2004 – Standards for Special Education
Ministerial Order 001/2013 – Student Learning
Ministerial Order 016/97 – Teaching Quality Standard
Guide to Education ECS to Grade 12
Achievement Testing Program Grades 3, 6 and 9 General Information Bulletin
Diploma Examinations Program General Information Bulletin
PROMOTION AND PLACEMENT OF STUDENTS

Background

A student’s educational interests are best served if they are placed appropriately within the school’s grade/program structure. A student’s progress through learning is to be continuous.

Procedures

1. The placement of any student shall be determined after consultation between professional staff and parents (unless the student is an independent student). The Division believes that when educators and parents agree on placement decisions, the potential for student growth is greater.

2. In making decisions with regard to student placement the following criteria will be taken into account:
   2.1 Maturity level;
   2.2 Academic performance/attendance;
   2.3 Ability;
   2.4 Social factors, e.g., age, peer group, etc.;
   2.5 Work habits, attitude;
   2.6 Health.

3. The Principal has been delegated authority to make decisions relative to the placement of students.

4. Parents may appeal a placement decision made by the Principal to the Associate Superintendent of Learning.

5. The Associate Superintendent of Learning will investigate and communicate his/her decision to the parents, staff, and student.

6. The Associate Superintendent of Learning’s decision is final unless the student is considered a special needs student as defined by Alberta Education, in which case an appeal can be made to a special education tribunal.

Reference: Section 12, 18, 20, 22, 23, 39, 47, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers Regulation 11/2010
Student Evaluation Regulation 177/2003
Student Record Regulation 225/2006
Ministerial Order 015/2004 – Standards for Special Education
Ministerial Order 001/2013 – Student Learning
Ministerial Order 016/97 – Teaching Quality Standard
Guide to Education ECS to Grade 12
Achievement Testing Program Grades 3, 6 and 9 General Information Bulletin
Diploma Examinations Program General Information Bulletin
Permission-to-Excuse Letter

Parent/Guardian: Click here to enter text.

Click here to enter a date.

RE: Click here to enter text.

Name of Student: Click here to enter text.

In May and June of this year, students in grades 6 and 9 throughout the province will write provincial achievement tests in four subject areas: Language Arts, Mathematics, Science, and Social Studies. Students in the grade 9 Knowledge and Employability courses will write the Knowledge and Employability tests in the four core subjects. Results from these tests will provide Alberta Education, school administrators, teachers, parents, students, and the public with information about what students know and can do in relation to provincial standards at the end of grades 6, and 9. These results can be used to improve learning opportunities for students. Test accommodations are available for students with learning disabilities or physical disabilities to allow these students to do their best. However, the Superintendent should excuse a student from writing an achievement test if the student is not capable of responding to the test in its original or approved modified form, or if participation would be harmful to the student. The Superintendent’s decision to excuse a student from completing one or more of the achievement tests is based on a recommendation from the principal, accompanied by supporting documentation.

I am considering recommending to the superintendent that your child be excused from writing the provincial achievement test(s) in the following subject(s):

☐ Language Arts ☐ Writing Language Arts—Reading
☐ Mathematics ☐ Social Studies
☐ Science

Please indicate your response below and return this letter.

☐ I agree with the proposal to excuse my child.
☐ I do not wish my child to be excused from writing.
☐ I would like an opportunity to discuss this recommendation.

Principal’s Signature ___________________________ Parent/Guardian’s Signature ___________________________

Date: ___________________________
DIPLOMA ACCOMMODATIONS

Background

The Division is committed to providing fair and equitable access to educational opportunities for all students. Ensuring fair, equitable access to diploma examinations and consistent application of examination standards requires standardized criteria for accommodations. Such accommodations are reserved for students with special diploma examination writing needs for whom the writing of a diploma examination would be inequitable without a specific accommodation.

In September 2013, Alberta Education granted permission to the Superintendent (or designate) to give approval to some diploma exam accommodations, while other approvals may still need to be granted by Alberta Education’s Special Cases and Accommodations Team. For complete details, please refer directly to the most recent Accommodations section of the General Information Bulletin.

Procedures

The Alberta Education General Information Bulletin refers to a school-level Process Manager. Schools will identify to the Deputy Superintendent which individual at their school is responsible for diploma exam accommodations.

1. For students who meet the eligibility requirement for Division approved accommodations.
   1.1 Principals will submit names of students and whether they meet the eligibility criteria using form AP 362-1 – Diploma Accommodations Requests.

<table>
<thead>
<tr>
<th>Special Needs Student Name</th>
<th>Requested Accommodation</th>
<th>Current IPP that includes specific reference to the provision and use of the accommodation(s) within the learning environment and for diploma examinations</th>
<th>Which teachers will be recording the dates when the student uses these accommodations for instruction, learning activities and tests in the classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) CD version (for visual impairment)</td>
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<tr>
<td></td>
<td>2) CD version (for learning or physical disability)</td>
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<tr>
<td></td>
<td>3) Extra writing time</td>
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<td></td>
<td>4) Frequent breaks</td>
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<td>5) Scribe</td>
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<td></td>
<td>6) Large-print version</td>
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<td></td>
<td>7) Braille version</td>
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<td>8) Reader</td>
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<td></td>
<td>9) Sign-language interpreter</td>
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<td></td>
<td>10) Recorded response</td>
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<td></td>
<td>11) Franklin Language Master</td>
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<td>12) Coloured Paper</td>
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<td>13) Text-to-speech software</td>
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<td></td>
<td>14) Speech-to-text software</td>
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<td></td>
<td>15) Ambient Noise Audio</td>
<td></td>
<td></td>
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<tr>
<td>ESL Student Name</td>
<td>Requested Accommodation</td>
<td>ESL Code</td>
<td>Is there evidence on file that the student has not yet reached a long term plateau of language development in English (usually 18+ months at a constant benchmark) based on the AB ED ESL Benchmarks</td>
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<tr>
<td></td>
<td>1) CD version (Not for English Language Arts 30–1 or 30–2).</td>
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<tr>
<td></td>
<td>3) Extra writing time ESL students can use paper-format bilingual dictionaries when dictionaries are permitted for use by all students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2 Prior to providing the Division with a list of students to review for diploma examination accommodations, principals are responsible for ensuring informed consent is obtained from the parent/guardian.

1.3 Diploma accommodation requests must be submitted to the Deputy Superintendent at least one week prior to the Alberta Education deadline (Please refer to the General Information Bulletin Important Dates. The Deputy Superintendent will review and validate the list of students eligible for diploma examination accommodations.

1.4 The Deputy Superintendent will send back to each school the list of students approved for accommodations.

1.5 Once the accommodations have been approved, it is the responsibility of the Principal or school-level Process Manager to submit the Request for Special Format Materials to Alberta Education.

2. For students who do not meet the eligibility requirement for Division approved accommodations or who require unique accommodations.

2.1 The school-level process manager collects all forms and supporting documentation for non-coded students and students who require unique accommodations.

2.2 The Principal forwards forms and accompanying documentation to Alberta Education.

2.3 Alberta Education reviews, processes, and communicates an official response to each request.

Appeals

Students may appeal diploma accommodation decisions of the Deputy Superintendent to the Superintendent. Further appeal is possible to the Special Cases Team and the Special Cases Committee. Please refer to the General Information Bulletin.

Reference: Section 12, 18, 20, 22, 23, 39, 47, 48, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers Regulation 11/2010
Student Evaluation Regulation 177/2003
Student Record Regulation 225/2006
Ministerial Order 016/97 – Teaching Quality Standard
Guide to Education ECS to Grade 12
Achievement Testing Program Grades 3, 6 and 9 General Information Bulletin
Diploma Examination Program General Information Bulletin
Administrative Procedure 362

USE AND REPORTING OF RESULTS ON PROVINCIAL ASSESSMENTS

Background

Division Office personnel, principals and teachers will analyze, interpret, use, and communicate the results of provincial assessments.

Procedures

1. Results of provincial assessments conducted in Division schools will be used to plan for improvements in student performance where required.

2. In accordance with provincial policy:
   2.1 The Board will annually report the jurisdiction’s results.
   2.2 The Principal shall annually report the school results to the parents of the students in the school and to the School Council. The reporting will include local context and the limitations of the assessment.

3. Alberta Education, the Superintendent, and the Principal shall provide any available additional aggregated information on provincial, jurisdiction or school results when requested by parents and members of the public. Results of provincial assessments for individual students and for small groups of students shall not be publicly released.

4. In accordance with provincial policy, results of provincial assessments shall not be used as the sole basis for evaluating teacher performance. Student performance on provincial assessments is the result of several years in school and other variables and cannot be attributed to one (1) teacher.

5. When comparisons are made against provincial standards and results, they are to take into account local goals, context and plans.

6. The Associate Superintendent of Learning shall report annually on the testing program and provide a meaningful and administratively useful statistical analysis to the Superintendent by the end of October.

Reference: Section 12, 18, 20, 22, 23, 39, 47, 48, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers Regulation 11/2010
Student Evaluation Regulation 177/2003
Student Record Regulation 225/2006
Ministerial Order 016/97 – Teaching Quality Standard
Guide to Education ECS to Grade 12
Achievement Testing Program Grades 3, 6 and 9 General Information Bulletin
Diploma Examination Program General Information Bulletin
COURSE CHALLENGE

Background

Special assessment opportunities will be established for any student who is registered in senior high school and believes that he or she already possesses the knowledge, skills, and attitudes prescribed for that course by the Program of Studies to challenge a course.

Definition

A **course challenge** is a provision that will allow senior high school students to participate in a summative assessment/evaluation process, be given a final course mark, and, if successful, credits in that course.

Procedures

1. A course challenge in diploma examination courses applies only to the school-awarded component of that course. The diploma examination component must be written in order for that student to receive credit in that course.

2. The student shall initiate the course challenge process, and shall take the responsibility for providing evidence of readiness to challenge a course.

3. A student’s readiness for course challenge shall be determined through consultation that includes the Principal, student, parent(s), and subject teacher(s). The Principal shall make the final decision about the student’s readiness for the course challenge based upon this consultation.

4. The Principal shall assign the administration and evaluation of assessment for a course challenge to a certificated teacher who has taught the course.

5. When a student has successfully completed a course challenge, waived prerequisite credits and a “P” for “pass” for courses lower in the course sequence shall be awarded.

6. No fee shall be charged to students and their families for the cost of administering course challenges.

7. The school shall receive twenty percent (20%) of the full credit enrolment unit funding for a student who completes the course challenge and who does not take the course in that semester.

8. A student is allowed a particular course challenge only once.
9. High school principals are required to have policies that govern the administration of course challenges. Parents and students are to be made aware of the availability of, and procedures for, course challenges.

Reference: Section 12, 18, 20, 45, 45.1, 60, 61, 113 School Act
Guide to Education ECS to Grade 12
STUDENT AWARDS AND SCHOLARSHIPS

Background

Meritorious performance and effort by students in all aspects of education is to be recognized. Achievements could include, but is not exclusive to academic, athletic, fine arts, practical arts accomplishments, and voluntary activities.

The Division approves the establishment and presentation of awards and scholarships that are consistent with the goals, values, and beliefs of the Division. The Division agrees to administer funds in connection with approved awards and scholarships. The Division reserves the right to reject or prohibit donations and/or the awarding of any award or scholarship which is inconsistent with the Division’s goals, values, and beliefs.

Procedures

1. Principals and staff are to establish awards to be given to students at the beginning of each school year.

2. Principals are to provide information with respect to available awards and scholarships in a timely manner to all eligible students.

3. Selection of recipients shall be based upon pre-determined criteria.

4. Funds held in trust at the Division level shall be managed in accordance with:
   4.1 Conditions agreed upon at time of establishment; and
   4.2 Current Division procedures.

5. Funds held at the school level shall be managed in accordance with:
   5.1 Conditions agreed upon time of establishment and;
   5.2 Current Division procedures.

6. Donors shall be appropriately acknowledged.

Reference: Section 31,33,52,53,197,222 Education Act
Administrative Procedure 375

GRADUATION EXERCISES

Background

The Division recognizes that graduation exercises are one way of celebrating the conclusion of a particular phase of schooling.

Procedures

1 Principals are expected to organize the graduation exercises in their schools.

2 Principals will establish administrative practices that clearly outline all aspects of the graduation ceremony, celebration and mass. This process will be made available to students and parents early in the graduating year.

3 The Division expects graduation exercises to reflect the importance of the occasion. Proper protocols are to be in place.

4 Students are expected to conduct themselves in ways that will bring credit to themselves as well as the school they represent.

5 Neither the Division nor its schools accept responsibility for any additional high school graduation activities that are not sanctioned or planned by the school.

Reference: Section 31, 32, 33, 52, 53, 55, 197, 222 Education Act
GRADUATION REQUIREMENTS

Background

Any student leaving the Division after having completed, at minimum, grades 7 to 12 in Division schools, must have the needed knowledge, skills and attributes (KSA’s) to move successfully into either employment, further education, or in the case of students with special needs, environments which will meet their particular and unique needs.

Procedures

1. The Principal or designate will review each student’s progress.

2. Parent Responsibilities
   2.1 Participate in their child(ren)’s education by supervising homework, talking to them about school, participating in parent/teacher interviews, and ensuring attendance;
   2.2 Ensuring that the child(ren) go to school rested and fed;
   2.3 Read to, or with, their child(ren) during the elementary years; and
   2.4 Encourage their child(ren) at all times and celebrate their successes - large and small.

3. Division Responsibilities
   3.1 Develop self-directed students by grade 12;
   3.2 Work with students and parents to ensure that students understand appropriate social behaviour and citizenship responsibilities; and
   3.3 Ensure students are prepared for either the world of work or further study upon leaving the Division.

4. Student Responsibilities
   4.1 Pay attention to, and be involved in, lessons;
   4.2 Complete homework;
   4.3 Take responsibility for his/her own learning;
   4.4 Attend all classes;
   4.5 Demonstrate leadership/role model qualities; and
4.6 Achieve credits in Religious Education in each year of enrolment to a maximum of three courses.

5. Teacher Responsibilities
   5.1 Be knowledgeable and skilled in teaching.
   5.2 Ensure a positive, challenging and engaging learning environment.

6. To reflect the significance of culturally specific or potentially sensitive activities into Graduation activities (such as the presentation of Eagle feathers) schools must:
   6.1 Consult with the graduates and their families
   6.2 Ensure students are aware of the cultural significance of the activity
   6.3 Relate/explain the cultural significance of the activity to the public at the ceremony
   6.4 Make the opportunity available to all students.
   6.5 Allow students the choice of participation
   6.6 Make the Superintendent aware of the school’s intention to incorporate such activities

7. Schools may wish to hold a separate ceremony for culturally specific events to demonstrate the appropriate reverence for the importance of the ceremony.

Graduation Checklist

- Save the date notice by October 1st to Central Office and Board of Trustees
- Invitations sent to the Board and Central Office Executive (minimum 30 days prior)
- Inform Central Office of who from the Board has been invited to speak at the ceremony
- Provide Central Office with a copy of the Grad Program (2 weeks prior to ceremony)
- Inform Central Office of the charity chosen for the Social Justice donation
  - Will the recipient be in attendance to accept the donation
  - When during the ceremony will this be presented
  - Send your list of graduates to the Corporate Secretary at Central Office (30 days prior to the grad ceremony)

As a reminder, we ask that you keep the awards presented at Grad to a minimum.

Reference: Section 31, 32, 33, 52, 53, 55, 197, 222 Education Act
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 – Fundraising.
4. Appropriate teacher guidance will be provided to Students’ Councils.
   4.1 One (1) or more teachers shall be appointed as Students’ Council advisors.

Reference: Section 18, 20, 60, 61, 113 School Act
POSTING OF STAFF VACANCIES

Background

The Division is committed to hiring the best people available for the positions that open within the Division.

Procedures

1. It is expected that available positions will normally be posted for five (5) working days in schools, on the Division website and in local papers.

2. If the position cannot be filled internally, it will be advertised until the vacancy is filled.

Reference:
- Section 18, 19, 20, 22, 60, 61, 92, 93, 95, 96, 97, 113, 116, 117 School Act
- Alberta Human Rights Act
- Child, Youth and Family Enhancement Act
- Employment Standards Act
- Freedom of Information and Protection of Privacy Act
- Personal Information Protection Act
- Teaching Profession Act
- Collective Agreements
CRIMINAL RECORD CHECKS

Background

Every effort is to be made to ensure that employees have a criminal record check and a child welfare information check.

Procedures

1. All new employees are required to provide a criminal record check with vulnerable persons sector as a condition of employment.
   1.1. For on-going casual employees, including substitutes, an updated Criminal Record Check must be submitted every 3 years.

2. All contracts and job offers issued shall be contingent upon receipt of a suitable criminal record check and child welfare intervention check.

3. The criminal record check and child welfare intervention check shall be paid for by the employee.

4. The criminal record check and child welfare intervention check are confidential and are to be maintained in the employee’s personnel file at the Division Office.

5. Employees must immediately advise their supervisor of any emergent criminal or child welfare intervention check entries.

6. Volunteers who could possibly be alone with students or others upon request from the Principal, are required to provide a criminal records check with vulnerable persons sector. Costs associated with these may be reimbursed upon receipt (with approval of the Principal).

Reference:  Section 18, 20, 60, 61, 113 School Act  
Alberta Human Rights Act  
Child, Youth and Family Enhancement Act  
Freedom of Information and Protection of Privacy Act  
Personal Information Protection Act  
Controlled Drugs and Substances Act  
Criminal Code  
Criminal Records Act  
Food and Drugs Act
STAFFING PHILOSOPHY

Background

It is hereby affirmed that the Division will make every effort to employ practicing Catholic staff in order that Catholic schools may be, in their totality, centers of Catholic life and worship. It is also recognized that the hiring of some staff from other religious denominations will occur. Teachers of other religious denominations whose beliefs and philosophy are compatible with Catholic Education can be an asset to the Division.

The Division will endeavor to employ a dynamic, effective, well-qualified, and efficient staff to carry out a constantly improving educational program. The Division believes that education of students is the paramount responsibility of the Division. The Division also believes that the quality of its staff is an important factor affecting the instructional programs. The Division further believes in providing the best qualified staff, within the limits of available resources.

The Division believes that decisions respecting the provision of teaching and support staff in Division schools are best made by the Superintendent and the principals, based on the needs of the programs and students enrolled and within the limits of available fiscal resources. The Division is committed to providing staff with good professional qualifications, and high ethical standards, capable of designing, implementing, and evaluating programs in their assigned areas of responsibility. These considerations will apply to all Division staff. The Division expects that decisions respecting the provision of professional and support staff shall be in accordance with the School Act and other applicable provincial and federal statutes and within the provisions of employee collective agreements and individual contracts.

Procedures

1. The Division will:
   1.1 Recruit, select, employ, and retain the most qualified personnel available to staff the Division; the preference of all things being equal will be given to Catholics;
   1.2 Be an equal opportunity employer;
   1.3 Deploy available staff in the most efficient and effective manner to achieve the Division’s goals and objectives;
   1.4 Establish working conditions which will attract and maintain qualified personnel in the Division;
   1.5 Facilitate staff development opportunities which contribute to the quality of instruction within the Division.

2. Employees of the Division are expected to:
   2.1 Maintain a high standard of professional performance;
   2.2 Behave in a manner which recognizes they are role models for students;
2.3 Live a lifestyle consistent with the teaching of the Catholic Church and exhibit commitment to Catholic education and to the Division’s philosophy, mission and beliefs;

2.4 Respect the confidential nature of sensitive information in relation to staff, students, and their families;

2.5 Be active learners in relation to their professional responsibilities;

2.6 Be willing to change assignments, within the parameters of qualifications, for reasons of professional growth or to meet the needs of the Division;

2.7 Implement, within the scope of their position, the Division’s policies and procedures; and

2.8 Be free of conflict of interest in the provision of goods and services to the Division.

3. The Division believes in:

3.1 The right to a Catholic Education;

3.2 A desire for life-long learning and excellence;

3.3 The commitment and contributions of all members of our school community, working together with team spirit and a sense of belonging;

3.4 Professional growth as best fostered in a collaborative/colllegial model;

3.5 Employees being responsible and accountable for meeting quality practice standards established by the Division;

3.6 Employees being actively involved in the process, taking ownership for self evaluation, reflection, and the collection of information as a part of the growth supervision and evaluation process;

3.7 Effective evaluation as a learning process that focuses on improvement and promotes professional growth;

3.8 Professional development as a shared responsibility of the Division, employees, and professional associations;

3.9 Faith, integrity, honesty, tolerance, and responsible behaviour as being fundamental in all that we do;

3.10 Growth, supervision and evaluation having the greatest positive impact in an environment of trust, personal ownership, and integrity.

4. Recruitment of staff is the responsibility of the Principal of each school or the Department Head of the department that requires staff. This does not include making offers of employment or signing contracts.

5. The hiring of all staff is the responsibility of the Superintendent or Central Office designate.

Reference: Section 18, 19, 20, 22, 60, 61, 92, 93, 95, 96, 97, 113, 116, 117 School Act
Alberta Human Rights Act
Child, Youth and Family Enhancement Act
Employment Standards Act
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Teaching Profession Act
NEPOTISM

Background

The Division seeks to foster an environment in which people are treated with respect and trust. Employment of family members may be problematic because such situations can create a conflict of interest, an appearance of favoritism, and increased potential for a hostile work environment. Because of these concerns, the Division is sensitive to circumstances in which relatives of employees might be hired, or promoted to position where one relative might have influence over any of the following: a relative’s employment, transfer, performance evaluation, salary administration, promotion, or other employment-related decision.

Procedures

1. Relationships covered by this administrative procedure include the following: spouse, parents, grandparents, brothers, sisters, children, grandchildren, aunts, uncles, nephews, nieces, cousins, and relatives by marriage (in-laws).

2. If a relationship develops during the course of employment that would violate this administrative procedure, the next higher level of supervision will work with the individuals involved to ensure the needs of students in the school shall continue to be met in a professional manner.

3. Division Office staff, a principal, department head, coordinator, or other person in a position to recommend, hire, evaluate, transfer, or determine placement of staff in a school, shall discuss the matter with the Superintendent or designate, and withdraw from the decision-making process if so directed by the Superintendent or designate.

4. If a relationship exists between employees who work together in the same school or department, evaluation and recommendations concerning performance and/or salary will be accomplished at the next higher level of supervision.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117, 121 School Act
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
Canadian Human Rights Act
Canadian Multiculturalism Act
PERSONNEL RECORDS

Background

The Division maintains secure, confidential personnel records to meet its operational information needs and to comply with legal requirements.

Procedures

1. Each personnel file contains confidential employment and performance information relevant to the Division.

2. Principals must submit evaluation documents to the Superintendent in a timely manner.

3. Personnel files may only be accessed on a confidential basis by Division staff members authorized by the Corporate Treasurer, with the exceptions noted in clauses 3 and 4 below.

4. Employees may review their personnel file upon request to the Corporate Treasurer. The Corporate Treasurer will monitor the file review.

5. Information contained in a personnel file shall not be made available to parties external to the Division, except as authorized by:

   5.1 The Corporate Treasurer,
   5.2 A written request from the employee, or
   5.3 As required by law.

The retention and disposition of personnel files shall be in accordance with Administrative Procedure 185 Appendix B – Classification and Retention Schedule.

Reference: Section 60, 61, 96, 113, 116, 117 School Act
Alberta Human Rights Act
Employment Standards Code
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Access to Information Bulletin 3.2.5
PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER PROTECTION)

Background

The Division is committed to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within Division operations, and to promote public confidence in Division administration. Division employees are encouraged to act in ways consistent with the teachings of the Catholic/Christian faith. To ensure this, the Division is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place. Employees have a duty to report all wrongdoings or suspected wrongdoings to the Designated Officer in accordance with this Administrative Procedure.

Definitions

**PIDA** means the Public Interest Disclosure (Whistleblower Protection) Act.

**Chief Officer** means the Superintendent of Schools.

**Designated Officer** means the individual designated by the Chief Officer to manage and investigate disclosures under PIDA, and for the purpose of this Administrative Procedure specifically means the Associate Superintendent of Human Resources.

**Commissioner** means the Public Interest Commissioner appointed under PIDA.

**Employee** means an individual employed by the Board.

**Disclosure** means a disclosure of wrongdoing made in good faith by an employee under PIDA and this Administrative Procedure.

**Reprisal** means any adverse employment action taken against an employee who seeks advice on making a disclosure, makes a disclosure, or co-operates in an investigation of wrongdoing, or declines to participate in a wrongdoing in accordance with PIDA. Examples of reprisal include dismissal, layoff, suspension, demotion or transfer, discontinuation or elimination of a job, reduction in wages, change in hours of work or reprimand, or any other measure that adversely affects the employee’s employment or working conditions (e.g., bullying), and threats to do any of the above.

**Wrongdoing** means:

- A contravention of an Act, a regulation made pursuant to an Act, and Act of the Parliament of Canada or a regulation made pursuant to an Act of the Parliament of Canada;

- An act or omission that creates:
O A substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee, or
O A substantial and specific danger to the environment;
- Gross mismanagement of public funds or a public asset; and
- Knowingly directing or counselling an individual to commit a wrongdoing mentioned above.

Procedures

1. Role of the Chief Officer
   1.1 The Superintendent is the Chief Officer for the purpose of the overall administration and reporting required under PIDA.
   1.2 The Chief Officer must, in accordance with PIDA:
      1.2.1 Establish and maintain written procedures for managing and investigating disclosures in accordance with PIDA;
      1.2.2 Appoint a Designated Officer to manage and investigate disclosures under PIDA;
      1.2.3 Ensure employees are aware of the internal disclosure procedure and the whistleblower protections of PIDA and this Administrative Procedure;
      1.2.4 Receive recommendations and reports resulting from investigations; and
      1.2.5 Fulfill annual reporting requirements in accordance with PIDA.

2. Role of the Designated Officer
   2.1 The Deputy Superintendent is designated as the Designated Officer to manage and investigate disclosure in accordance with PIDA.
   2.2 The Designated Officer is responsible for:
      2.2.1 Providing general advice and guidance about the operation of PIDA and this Administrative Procedure;
      2.2.2 Receiving and processing disclosures by employees of suspected wrongdoings;
      2.2.3 Assessing disclosures of suspected wrongdoings and determining if there are sufficient grounds to warrant further action;
      2.2.4 Determining what actions must be taken to address the suspected wrongdoings, including consulting with the Chief Officer regarding the management and investigation of a disclosure, where necessary;
      2.2.5 Providing an investigation report to the Chief Officer;
      2.2.6 Referring a disclosure to the Commissioner as soon as reasonably practicable if there is reason to believe that the matter to which the disclosure related constitutes an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment;
2.2.7 Referring a disclosure to a public entity or office of the Legislature if the disclosure would more appropriately be dealt with there;

2.2.8 Reviewing results of completed investigations, and providing the findings and any recommendations to the Chief Officer;

2.2.9 Keeping records of all disclosures, including:

2.2.9.1 The number of disclosures received annually;

2.2.9.2 The number of disclosures acted on and not acted on;

2.2.9.3 The number of investigations commenced as a result of disclosures;

2.2.9.4 In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken;

2.2.10 Implementing measures to protect employees who disclose suspected wrongdoing in good faith from reprisals;

2.2.11 Implementing measures to protect employees, who are witnesses or provide information in relation to a disclosure of suspected wrongdoing from reprisals; and

2.2.12 Making recommendations to the Chief Officer for consequences if a disclosure of suspected wrongdoing is made maliciously or in bad faith.

3. Receipt of Disclosures

3.1 Employees seeking advice on potential disclosure under PIDA and this Administrative Procedure shall be referred to the Designated Officer, who shall provide the employee with information on PIDA, this Administrative Procedure, the requirements of PIDA and this Administrative Procedure, and other alternative processes for resolution of the employee’s concern.

3.2 An employee who, in good faith reasonably believes a wrongdoing has been committed or is about to be committed, or who has been asked to commit a wrongdoing, may make a disclosure to the Designated Officer or the Public Interest Commissioner.

3.3 Employees making disclosures for the purposes of PIDA and this Administrative Procedure to the Designated Officer shall utilize the PIDA Disclosure Form (Form 403-1).

3.4 Disclosures shall provide:

3.4.1 The name of the disclosing employee.

3.4.2 A description of the wrongdoing.

3.4.3 The name of the individual(s) alleged:

3.4.3.1 To have committed the wrongdoing; or

3.4.3.2 To be about to commit the wrongdoing.
3.4.4 The date(s) of the alleged wrongdoing.

3.4.5 The Designated Officer shall acknowledge receipt of the disclosure to the employee making the disclosure within five (5) business days from receipt of the disclosure.

4. Preliminary Handling of Disclosures

4.1 Where the Designated Officer is of the opinion that the subject matter of a disclosure would be more appropriately dealt with by a department of the Government of Alberta, an office of the Legislature, or another public entity, the Designated Officer shall report the subject matter of the disclosure to the Designated Officer of that other entity.

4.2 Where an alternative process exists for the handling of the subject matter of the disclosure under:

4.2.1 Another Board policy or administrative procedure, (e.g.: Administrative Procedure 171 – Harassment, Administrative Procedure 161 – Health and Safety of Students and Staff, or Administrative Procedure 421 – Teacher Growth, Supervision and Evaluation);

4.2.2 Another Act or regulation (e.g.: human rights or occupational health and safety legislation); or

4.2.3 Procedures under a collective agreement or employment contract (e.g.: grievance procedures);

and the Designated Officer is of the opinion that the subject matter of the disclosure would be more appropriately dealt with under that alternative process, the Designated Officer may refer the disclosing employee to those procedures/alternative processes.

4.3 Where the disclosure:

4.3.1 Is clearly frivolous or vexatious, has not been made in good faith, had not been made in a timely enough manner to permit an investigation, or does not deal with a wrongdoing;

4.3.2 Relates to a decision, action or matter that results from a balanced and informed decision-making process on a public policy or operational issue; or

4.3.3 Does not provide adequate particulars about the wrongdoing to permit the conduct of a fair and effective investigation;

the Designated Officer may decline to investigate the disclosure.

4.4 If more than one (1) disclosure is made of a single wrongdoing, the Designated Officer may conduct a single investigation into the wrongdoing.

4.5 Within ten (10) business days from receipt of the disclosure, the Designated Officer shall advise the employee making the disclosure whether the disclosure will or will not be investigated.
5. Reporting to the Office of the Commissioner

5.1 An employee may make a disclosure directly to the Commissioner and circumvent the Chief Officer and Designated Officer if:

5.1.1 The disclosure has been made and not resolved within the specified time periods or in accordance with these procedures;

5.1.2 The employee has made a disclosure in accordance with this Administrative Procedure, the investigation has been completed, a final decision has been issued in respect of the disclosure and the employee is dissatisfied with the decision;

5.1.3 The subject matter of the disclosure involves the employee’s Chief Officer or the employee’s Designated Officer;

5.1.4 The employee reasonably believes that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of individuals or to the environment, such that there is insufficient time to make a disclosure to the Designated Officer.

6. Mandatory Disclosures to Others

6.1 Notwithstanding whether a disclosure is referred to the Commissioner, where the Designated Officer is aware:

6.1.1 Of a disclosure relating to an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment; or

6.1.2 That the alleged wrongdoing, if true, may threaten the welfare of students, staff, or the safe and caring environment of the school;

the Designated Officer shall also ensure that appropriate persons within the Division have sufficient information to act to abate that risk.

6.2 Where, at any point following a disclosure, the Designated Officer has reason to believe that the alleged wrongdoing, if true, could potentially give rise to the Superintendent being of the opinion that the welfare of students is threatened by the presence of the teacher, the Designated Officer shall advise the Superintendent of the alleged wrongdoing for consideration of a possible administrative suspension under section 105(1) of the School Act, as amended.

6.3 Where in the course of an investigation the Designated Officer has reason to believe that an offence has been committed under an Act or regulation of the Province of Alberta, or under an Act or regulation of the Parliament of Canada, the Designated Officer shall report the potential offence to the appropriate law enforcement authorities.

7. Investigations

7.1 The Designated Officer shall conduct all investigations in accordance with the principles of natural justice and procedural fairness.

7.2 The Designated Officer may consult with the Chief Officer or the Commissioner before launching an investigation.
7.3 The Designated Officer may utilize internal personnel and resources, and may retain outside personnel or resources, for the purpose of conducting an investigation.

7.4 All employees shall cooperate fully with the Designated Officer or any outside personnel retained for the purpose of conducting an investigation.

7.5 The Designated Officer, and any person conducting an investigation on their behalf, may interview any person and shall have access to any documents of the Division necessary to manage and investigate disclosure under PIDA.

7.6 Where, in the course of an investigation the Designated Officer has reason to believe that another wrongdoing has been committed or may be committed, the Designated Officer shall investigate that other potential wrongdoing as if a disclosure had been made.

8. Reporting

8.1 The Designated Officer shall provide a written investigation report to the Chief Officer detailing whether the disclosure was substantiated and provide recommendations on corrective action.

8.2 The investigation shall be completed and the written investigation report provided to the Chief Officer no later than one hundred and ten (110) business days from the date the disclosure was received.

8.3 Where the Designated Officer is considering a recommendation to the Superintendent that the Superintendent exercise authority delegated to him/her by the Board to suspend a teacher or administrative designation under the School Act, the Designated Officer shall consult with the other Division staff typically responsible for such recommendations concerning the necessary process. In such event, the written investigation report shall be provided to the Superintendent in the course of any process under the School Act for the Superintendent to consider that recommendation.

8.4 The Chief Officer shall consider the recommendation in the investigation report, and shall be responsible for determining what action, if any, including disciplinary action, shall be either taken as a result or recommended to the Board. The Chief Officer shall follow up with the employees responsible to ensure those actions are taken.

8.5 The person making the complaint shall be advised when the investigation is completed, the recommendations made in the written investigation report, and the Chief Officer’s actions resulting from the written investigation report.

9. Extensions of Timelines

9.1 The Designated Officer may request of the Chief Officer, and the Chief Officer may grant, extensions of timelines within this procedure, provided that the total extensions granted do not extend the overall time period for investigation and provision of the investigation report by more than thirty (30) business days.

9.2 The Chief Officer may request permission from the Commissioner to extend timelines for a longer period.
9.3 In the event of an extension of a timeline, the Designated Officer shall promptly advise the person who submitted a disclosure of wrongdoing when he or she may expect the next procedural step to occur or be completed.

10. Conflict of Interest/Disclosures About the Chief Officer

10.1 In the event the Designated Officer is in a conflict of interest with respect to the nature of the disclosure or any person involved in the disclosure or alleged wrongdoing, the Designated Officer shall request the Chief Officer to designate an alternative Designated Officer for the disclosure. The alternative Designated Officer shall have all the powers of the Designated Officer for the purpose of the disclosure.

10.2 In the event of a disclosure to the Designated Officer concerning the conduct of the Chief Officer, or concerning which the Chief Officer has a conflict of interest, the Designated Officer shall:

10.2.1 Advise the Commissioner of the disclosure and its referral to the Board, and seek advice from the Commissioner concerning whether the disclosure should be referred to the Commissioner; and

10.2.2 Advise the Board Chair of the nature of the disclosure, whereupon the Board may authorize an investigation into the disclosure.

11. Confidentiality

11.1 The Designated Officer shall ensure all disclosures, and information gathered in the course of investigating disclosures, including the identity of the person making the disclosure, those alleged to have committed the wrongdoing and witnesses, are maintained in confidence and disclosed only:

11.1.1 As necessary for this Administrative Procedure and to conduct the investigation in accordance with the principles of procedural fairness and natural justice;

11.1.2 In accordance with PIDA or any other statute;

11.1.3 If the disclosure of that information is necessary due to an imminent risk of a substantial and specific danger to the life, health or safety of individuals, or to the environment.

12. No Reprisal

12.1 No person will engage in reprisal against an individual for:

12.1.1 Seeking advice about making a disclosure;

12.1.2 Making a disclosure;

12.1.3 Co-operating with an investigation under this Administrative Procedure; or

12.1.4 Declining to participate in a wrongdoing.

12.2 All complaints of reprisals will be managed and investigated by the Commissioner.
13. False Accusations/Vexatious Reporting

13.1 Any individual who intentionally makes a false, bad faith or vexatious report of a wrongdoing will be subject to disciplinary action, up to and including termination of employment.

Reference: Sections 33, 52, 53, 68, 196, 197, 203, 204, 222, 225 Education Act
Public Interest Disclosure (Whistleblower Protection) Act
Teaching Profession Act
Public Interest Disclosure (Whistleblower Protection) Regulation 71/2013
ATA Code of Professional Conduct
Administrative Procedure 404

WORKING ALONE

Background

Based on the Occupational Health and Safety Act and its regulations, this administrative procedure endeavors to ensure the safety of Division employees who work alone. “Working alone” means to be at the work site in circumstances where assistance is not readily available in the event of an injury, illness or emergency. Under this procedure, employees are on the work site when they reach the parking lot. For most staff members, the work site is a school. Some workers, including maintenance staff and certain Division office staff, may have a variety of work sites.

Consistent with the Occupational Health and Safety publication, “Working Alone Safely: A Guide for Employers and Employees,” this procedure recognizes five (5) categories of employees:

Employees who handle cash.
  • These employees include school secretaries and some teachers who may be at risk for robbery.

Employees who travel to meet with others.
  • Certain student assistants, bus drivers, Division Office staff and others fit this category.

Employees who do hazardous work but have no routine interaction with others.
  • On occasion, some maintenance personnel fit this category.

Employees who travel alone but have no routine interaction with others.
  • Maintenance staff frequently fit this category. Staff traveling to a conference may fit this category, particularly if they stay overnight.

Employees whose worksite is isolated from the public view.
  • Custodial staff, teachers and administrators who access the school on evenings or weekends are examples of employees who fit this category.

Definition

Supervisor refers to the individual to whom a staff member is most accountable to for the fulfillment of his/her responsibilities.

Procedures

1. All supervisors will conduct a hazard assessment to identify existing or potential hazards. Evaluations shall include the following procedures:
1.1 The supervisor will ensure that employees have the opportunity to participate in the hazard assessment and the elimination or control of any hazard identified.

1.2 The supervisor will take all reasonable steps to control or eliminate hazards.

1.3 The supervisor will maintain a written hazard assessment document, including review dates and measures taken to eliminate or control hazards.

1.4 On an annual basis, the supervisor will review and update the hazard assessment with staff.

2. The supervisor will communicate the hazard assessment to all employees affected by the assessment.

3. The supervisor will establish an effective means of communication between any worker who works alone and persons capable of responding to the worker’s needs.

3.1 A radio, telephone or other electronic device constitutes an effective means of communication.

3.2 Where radios, telephones or other electronic devices are impractical, a visit or other form of direct contact constitutes an effective means of communication.

3.3 The intervals of time between contact periods will be determined by and appropriate to the degree of hazard.

3.4 The contact method and interval will be part of the written hazard assessment document.

4. Workers working alone shall be provided, and are expected to wear at all times, a personal emergency transmitter ‘cat-in-cradle’.

5. The supervisor will ensure that all employees receive training and are competent to work alone safely.

5.1 Details of the training provided will be included in the risk assessment document.

6. The supervisor will ensure that all equipment and vehicles are in good working condition, meet appropriate regulatory standards, and are used in accordance with manufacturer’s specifications.

7. The supervisor will ensure that first aid supplies are available in accordance with applicable regulations.

8. Whenever possible, employees shall not be routinely scheduled to work alone.

Reference:
Section 33, 52, 53, 68, 197,204, 222 Education Act
Working Alone Safely: A Guide for Employers and Employees
CONFLICT OF INTEREST – TIP SHEET

Situations which may be construed as a conflict of interest include the following:

1. Accepting lavish meals, entertainment, trips, flights, hotel accommodation, or car rentals from any individual or organization with which the Division does business or plans to do business.

2. Giving a gift or favour of other than nominal value to any individual or organization with which the Division does business or plans to do business.

3. Soliciting or receiving any gift, prize, donation or sponsorship of any amount from any third party as a participant in, or organizer of, a charitable, recreational, cultural, or social activity which is associated with, or uses the name of the Division.

4. Using Division time, materials, facilities, or information for one’s personal gain.

5. Pursuing personal gain by using the time, materials, or facilities of those doing business, or seeking to do business, with the Division.

6. Acquiring ownership or any significant financial interest in an organization with which the Division does business, or in anticipation of its doing business with the Division.

7. Using one’s influence or authority to gain a benefit for any relative or friend, including an offer of employment (nepotism). and

8. Using one’s influence or authority as an employee of the Division to solicit from organizations, with which the Division does business, contributions to charitable, recreational, cultural, or social associations.
Administrative Procedure 405

STAFF CONFLICT OF INTEREST

Background

The Division requires its employees to avoid any situation which could be construed as a conflict of interest.

Procedures

1. This administrative procedure applies to all salaried employees and all persons employed on a contractual basis.

2. A conflict of interest arises when an employee, because of knowledge, responsibilities, or authority associated with the employee’s position with the Division is perceived as, directly or indirectly, providing benefit to:
   - 2.1 Himself or herself personally, or
   - 2.2 A member of the employee’s family, or
   - 2.3 A business or an organization in which that employee, or a member of the employee’s family, has an interest or holds a position.

3. A conflict of interest exists when an employee’s relationship, employment or position with or interest in, another person, business, or organization affects the exercise of the individual’s duties or responsibilities as an employee of the Division.

4. A conflict of interest exists in the above situations irrespective of whether the Division, under the particular circumstances has been disadvantaged or receives a benefit.

5. An employee shall not accept a gift, favour, or service from any individual, organization, or corporation with which the Division does business or potentially may do business, other than normal exchanges of gifts between friends, the normal exchange of hospitality between persons doing business together, tokens exchanged as part of protocol, or the normal presentation of gifts to persons participating in public functions.

6. Supplementary Employment
   - 6.1 Employees may not take supplementary employment including self-employment, which may cause an actual or apparent conflict of interest.

7. The Deputy Superintendent is responsible for:
   - 7.1 Ensuring that all employees are familiar with and adhere to this administrative procedure;
   - 7.2 Reviewing conflict of interest situations, interpreting and applying this administrative procedure as appropriate; and
7.3 Keeping the Superintendent informed on conflict of interest situations and their resolution.

8. The Superintendent is responsible for keeping the Board informed of conflict of interest situations and their resolution.

9. Employees are responsible for exercising reasonable care to ensure that they avoid conflict of interest situations.

10. Where an employee does find himself or herself in an actual, perceived or potential conflict of interest, the employee must:

10.1 Disclose in writing to his/her supervisor and the Superintendent the nature and extent of the conflict of interest; and

10.2 Refrain from acting in connection with the conflict of interest unless, and to the extent that, the Superintendent may in writing otherwise permit.

Reference: Section 60, 61, 113, 121 School Act
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
Canadian Human Rights Act
Canadian Multiculturalism Act
CERTIFICATE OF GOOD HEALTH

Background

Employees or prospective employees may be required to supply a certificate of good health signed by a qualified medical practitioner.

Procedures

1. Information collected for the purposes of employment shall be kept confidential.

2. Prospective Employees
   2.1 Certificates of good health are not to be requested as part of the application for employment information;
   2.2 Requests for certificates of good health may be made by the Superintendent prior to a final contract offer; and
   2.3 In the event that the state of health of the prospective employee significantly affects his/her ability to do the job, the Superintendent has the authority to withhold a contract of employment.

3. Existing Employees
   3.1 Existing employees, during the period of their employment, shall provide a certificate of good health signed by a medical practitioner, if so requested by the Superintendent.
   3.2 When such a request is made, the Superintendent may designate the medical practitioner and the Division shall pay the fee.
      3.2.1 When a medical certificate is required to qualify for sick leave with pay, the employee shall be responsible for these fees.
      3.2.2 When a certificate of good health is required for a Return to Work, the Division shall pay the fee for the certificate.

Reference:
Section 20, 60, 61, 96, 113, 116, 117, 118 School Act
Alberta Human Rights Act
Child, Youth and Family Enhancement Act
Employment Standards Code
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Administrative Procedure 407

STAFF CONDUCT AND ETHICS

Background

The Division expects all employees to adhere to the Catholic principles embodied in the philosophy and values of the Division. It is expected that the professional staff will adhere to the ATA Code of Professional Conduct. All other staff are likewise expected to act ethically keeping in mind one of the primary functions of the system, which is to model ethical behaviour for the young people attending our schools.

Employees in positions of trust and responsible for the handling of money and valuables whether at the Division office or at school, may be required to be bondable.

Procedures

1. The Superintendent will deal with any staff who have been accused of unethical conduct.

2. The Corporate Treasurer must be bonded as a condition of employment.
   2.1 The Division shall arrange for the bonding of the Corporate Treasurer in an amount that is reasonable in the circumstances.

3. Staff evaluations shall include a section relating to the marks of Catholic educators.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
           ATA Code of Professional Conduct
           5 Marks of Catholic Educator's
STAFF MEETINGS

Background

The Principal and staff will arrange for regular staff meetings.

Procedures

1. It is suggested that staff meetings be held once a month and more often if deemed necessary. All professional staff in a school are required to attend staff meetings.

2. Staff meetings are to be arranged so as not to interrupt the instructional process.

3. Staff meetings are to be no longer than one hour in length unless they are a part of an organizational or professional development day.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
VACATIONS

Background

The Division recognizes that all staff employed will benefit from an annual break from work so they can return to their posts refreshed and ready to assume their responsibilities. Further, the Division recognizes that many administrative personnel face extremely heavy demands on their time and energy, including extensive travel, and in turn, devote many hours to the Division's service outside of what can be considered their regular working time. In order to ensure that staff receive a rest period from their duties, the Superintendent administers an annual vacation procedure. Holidays are to be taken at such times as not to incur extra cost to the Division.

Procedures

1. Holidays for teaching staff are governed by the ATA Collective Agreement.

2. Holidays for unionized support staff are governed by the A.U.P.E. Collective Agreement.

3. Holidays for administrative staff holding the designation of Superintendent, Deputy Superintendent, Associate Superintendent, Corporate Treasurer, and Corporate Secretary are governed by individual contracts with the Board.

4. Division Office employees excluding those above shall have their holidays governed by provincial law. The Division recognizes that, in fairness to Division Office employees, they are to receive similar vacation periods as those held by unionized staff. Therefore vacations for office staff will mirror those provided for unionized staff.

5. The anniversary date for calculation of vacation leave shall be August 31 of each year for central office staff.

   5.1 An employee who has commenced employment on or before the 15th of any month shall earn vacation entitlements from the first day of that month. When employment has commenced on or after the 16th day of any month, the employee shall earn entitlements from the first day of the following month.

   5.2 All work calculations shall be rounded to the closest one-quarter.

6. If any days within the period of an employee’s vacation leave are statutory or proclaimed holidays, the annual vacation leave shall be extended by the number of such holidays.

7. Vacation leave in respect of each year of service shall be taken during the year in which entitlement is earned.

8. Vacation leave must be taken before August 31 of the year in which the entitlement was earned unless authorized by the Superintendent.
9. An application for vacation leave shall be approved by the employee’s immediate supervisor or the Superintendent.

10. An employee shall not be paid cash in lieu of vacation earned, except upon termination, in which case the employee shall receive vacation pay for such vacation earned but not taken.

10.1 When an employee has been approved for Extended Disability, the employee may have the option of receiving a payout of outstanding vacation days or to extend sick leave payments beyond the 90th day.

10.2 When an employee has been approved for a leave of absence in excess of six (6) months, at the request of the employee, the Superintendent may grant payment of any outstanding vacation days to the employee.

11. Statutory Holidays and Division Declared Holidays

   The Division office shall be closed and employees shall have leave with pay on:

   11.1 Family Day.
   11.2 Good Friday.
   11.3 Easter Monday.
   11.4 Victoria Day.
   11.5 Canada Day.
   11.6 Civic Local Holiday, which shall be observed on the first Monday in August unless otherwise proclaimed by specific municipalities.
   11.7 Labour Day, which shall be observed the first Monday in September.
   11.8 Thanksgiving Day, which shall be observed on the day fixed by proclamation of the Governor General in Council.
   11.9 Remembrance Day, which shall be observed on November 11. However, if Remembrance Day falls on a weekend, another day will not be recognized in lieu.
   11.10 Christmas Holidays period: at least December 24 to January 1.
   11.11 On any other day duly proclaimed as a Civic, Provincial, or National Holiday, or as proclaimed by the Division.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
            Employment Standards Code
            Labour Relations Act
STAFF CONSULTING ACTIVITIES

Background

The Division recognizes that many employees have expertise that would be useful to other organizations. On occasion, staff members may wish to provide consultation services to an outside agency. The Division supports staff in these endeavors providing the following procedures are observed.

Procedures

1. No Division employee shall provide consultation services to any outside agency if such service will interfere with the primary task of the Division which is to teach children.

2. Any preparation required for the consultation shall be conducted by the employee on his/her own time.

3. An employee may provide consultation services to an outside agency for no more than three (3) school days per school year.

4. If an employee is to miss work while providing consultative services, and a substitute is required, the employee must reimburse the Division for the cost of the substitute.

5. Outside agencies such as neighbouring school jurisdictions who wish to access the services of an employee within the Division shall approach the Superintendent for permission and advice.

6. Where such requests come from other school authorities, the Superintendent will make arrangements for trading expertise where it would be helpful to the Division.

7. No employee shall use materials or equipment from the Division to help with the consultative service without the prior permission of the Superintendent.

8. No employee is to receive salary from both the Division and the outside organization. Honoraria are acceptable.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
Administrative Procedure 411

STAFF DEVELOPMENT

Background

The Division has the authority, under the Education Act, to make rules respecting activities sponsored or approved by the Division. The Division believes that all staff must actively engage in staff development activities that will enhance their ability to fulfill the mission and vision of the Division. The Division further believes that support of staff development is a shared responsibility of individual staff members, the school, and the Division.

Procedures

1. Staff development activities may include:
   1.1 On-the-job training.
   1.2 Non-credit, credit, and certificate courses.
   1.3 In-house in-service training programs.
   1.4 Conferences, conventions, seminars, workshops, book studies, etc.
   1.5 Personal study.
   1.6 Time to collaborate with peers.

2. Individual staff development refers to the professional growth experiences which support personally identified learning needs. Every staff member has the responsibility for his/her own growth and development, in accordance with Division procedures. Individual Staff development activities are directly determined by a staff member, in consultation with their supervisor. It is expected that Principals develop, as part of the Annual Plan for Learning, a process for supporting individual staff development.

3. School-based staff development activities provide a set of collective experiences involving individuals in the context in which they work. While the main focus is on the achievement of school goals, individual growth is also an important intention. School staff development activities are undertaken by groups of staff. It is expected that such activities play a key role in the Annual Plan for Learning.

   3.1 Principals are expected to collaborate with staff in developing these learning opportunities ensuring staff has input into activities that are undertaken.

4. Staff development activities developed and implemented at the school level shall be administered under the general supervision of the Principal.

   4.1 The Principal shall identify operational days utilized for school-based professional development activities in the school calendar.
4.2 The annual plan for school-based staff development activities shall be included as part of the school’s Annual Plan for Learning.

5. Staff development at the Division level provides for universal growth experiences thought to be of benefit to employees across the Division. These learning activities may originate from a variety of sources, such as principals, school requests, or related committee work, and may relate to implementation of identified curriculum needs.

5.1 Staff development activities developed and implemented at the Division level are administered under the general supervision of the Superintendent or designate.

6. Staff development activities specific to employees not assigned to a school shall be administered under the general supervision of the employee’s immediate supervisor.

7. All staff development activities which require an employee leave of absence shall be in accordance with employee collective agreements and Division procedures.

8. Attendance at Non-Division Conferences, Institutes, and Workshops.

8.1 Supervisors or Principals must approve attendance of Division staff at any non-Division institute, workshop, seminar, conference, or other professional development activity.

8.2 Such attendance is deemed to be of value to the educational practices in the Division, and/or the staff member.

9. Depending upon the nature of the staff development activity and its value to the staff member, to the Division as a whole, or to both, the staff member may be reimbursed for any of the following costs:

9.1 Fees.

9.2 Accommodation.

9.3 Subsistence.

9.4 One way and/or return transportation.

10. When attendance at a staff development activity is approved, the staff member will attend with no loss of salary and the cost of a substitute, if required, will be provided by the Division.

11. Approval for any staff development activity and for the amount of financial assistance provided is at the discretion of the Superintendent or designate and is contingent upon the funds being available in the Division professional development budget.

12. Attendance at Division Principals’ Meetings, Orientation, Conferences, Institutes

12.1 The Superintendent or designate may authorize the attendance of instructional staff at Division principals’ meetings, orientation, conferences, and institutes.

13. General development and training.

13.1 All supervisors and principals shall ensure staff are in-serviced in applicable Administrative Procedures annually.
13.2 The Supervisor of Facilities and School Principals shall ensure all staff are trained in applicable OH&S related activities such as WHIMIS, TDG, APEA, etc.

Reference: Section 33, 52, 53, 68, 196, 197, 204, 222, 225 Education Act
DEFERRED SALARY LEAVE PLAN

Background

The Division will maintain, and the Superintendent will administer a deferred salary leave plan for employees in the system providing appropriate legislation remains in place allowing such a plan to function. During each school year prior to the leave of absence, the participant, for a maximum of six (6) school years, will receive his/her current compensation amount less the percentage amount which the participant has specified in the Board-Participant Agreement. The salary to be paid to a participant during a leave of absence shall be related to the monies retained by the Division and shall be in installments being approximately equal to one twelfth (1/12th) of the monies withheld.

Definitions

**Accrued Interest** means the amount of interest earned in accordance with clause 3.3 on the monies retained by the Division on behalf of the participant.

**Current Compensation Amount** means the total compensation payable by the Division to the participant for the school year, including his/her appropriate grid salary and any allowances, per the current collective agreement in force between the A.T.A. and the Board in the case of teachers. It means the total compensation payable by the Division to the participant for the school year, including allowances, for employees other than teachers.

**Deferred Period** shall be the number of years for which compensation is deferred in accordance with clause 3.1, including the years referred to in clauses 4.4 and 4.5, if applicable.

**Eligible Employee** means a certified teacher employed by the Division and who is part of the Collective Agreement between the Division and the Local A.T.A. and/or any full time employee of the Division.

**Eligible Investor** means any Canadian chartered bank, or trust company authorized to carry on business in the Province of Alberta and who maintains Canada Deposit Insurance, and any credit union authorized to carry on business in the province of Alberta or the Alberta Treasury Branch as recommended by the committee.

**Leave of Absence** means the period described in clause 4.6.

**Participant** means an eligible employee who has completed a Board Participant Agreement (Form 412-1) and whose application for participation in the plan has been approved by the Superintendent in accordance with clause 1.3.
Procedures

3. Application

3.1 Eligibility

3.1.1 To be eligible, an employee must have served with the Division as a full time employee for a period of at least three (3) years.

3.1.2 In order to participate in the plan, an eligible employee must make written application by the way of Form 424-1 to the Superintendent on or before March 31, stating the date when the eligible employee wishes to participate in the plan and school year in which the leave of absence is to be taken.

3.2 Approval

3.2.1 All applications will be reviewed prior to April 15.

3.2.2 No more than one (1) teacher per school shall be approved per year.

3.2.3 The approval of each application made under clause 1.1 shall rest solely with the Superintendent.

3.2.4 The Superintendent shall, by May 15 of that year, advise each applicant of the disposition of his/her application.

3.3 Date of Application

3.3.1 If the Superintendent gives its approval in accordance with clause 1.2, the participation of the eligible employee in the plan will become effective on the September 1 following the date of approval, or a date agreed to by the Superintendent and the eligible employee.

3.4 Conditions of Leave

3.4.1 If, while on leave, the applicant accepts a contract with another Division, immediate resignation is expected.

4. Funding For Leave Of Absences

4.1 Compensation Deferred

4.1.1 During each school year prior to the leave of absence, the participant, for a maximum of six (6) school years, will receive his/her current compensation amount less the percentage amount which the participant has specified in the Board-Participant Agreement for the school year in question which is to be retained by the Division.

4.1.2 Such percentage in question will be retained by the Division and will be invested in accordance with clause 2.3.

4.2 Maximum Percentage Deferred

4.2.1 The percentage of the current compensation amount deferred by the participant cannot exceed the percentage amount obtained when one hundred percent (100%) is divided by the number of years the participant states he/she will participate in the plan, including the leave of absence year.
4.2.2 This formula applies even if the leave of absence is deferred under clauses 3.4 and 3.5. In any case the deferral amount cannot exceed thirty-three and one third percent (33 1/3%).

4.3 Investment of Deferred Compensation

4.3.1 The monies retained by the Division for each participant, in accordance with clause 2.1, including interest thereof (until paid out in accordance with clause 2.5) shall be pooled and shall be invested and reinvested by the Division in investments offered from time to time by an eligible investor.

4.3.2 The Corporate Treasurer shall choose such eligible investor and in making such determination the Division and the Corporate Treasurer shall not be liable to any participant for any investments made which are authorized by this clause.

4.4 Non-Liability of the Division

4.4.1 The Division shall not be liable to any participant or participants for the acts or defaults of each other or for any error in judgment or for any act of omission or commission in the administration or management of the monies retained, provided such monies have been invested in an institution authorized by the provision of this clause.

4.4.2 The Division shall not be liable to any participant or participants for any loss suffered in respect to any investment or investments of the monies retained, whether complete loss or partial loss, either direct loss or indirect loss, provided the investment or investments were made in an institution authorized by the provision of this clause.

4.5 Payment of Accrued Interest

4.5.1 So long as this Agreement is considered by Revenue Canada Taxation to be an “investment contract” within the Canada Income Tax Act, or a similar provision applies, the Division shall, prior to the end of each taxation year, pay to the participant the accrued interest to such date.

4.5.2 The participant hereby irrevocably directs the Division to make such payment on his/her behalf into an account held by the participant, with the eligible investor.

4.6 Reporting To Participants

4.6.1 The Division shall make an annual report to each participant as to the amount of deferred salary retained by the Division for each participant, including any interest earned thereof which has not been paid out in accordance with clause 2.5.

4.6.2 The annual report shall be made no later than January 15 of the following year while the participant participates in the plan.

5. Taking Leave of Absence

5.1 Manner of Payment During Leave
5.1.1 The manner of payment to the participant during the leave of absence, will be in approximately equal installments in accordance with Division payroll policy, commencing the first month of the year of leave.

5.1.2 In no event, shall payment be made more frequently than monthly.

5.2 Amount of Payment

5.2.1 The salary to be paid to a participant during a leave of absence shall be related to the monies retained by the Division in accordance with clause 2.1 for such participant, but less any deductions made by the Division under clause 4.1 and any monies required by law to be paid by the Division for or on behalf of a participant.

5.2.2 During the period of leave the participant may not receive regular salary, other than the deferred salary from the Division.

5.3 Division’s Right to Defer Leave

5.3.1 If the Superintendent is unable to obtain a suitable replacement for a participant for the period of a leave of absence specified by the participant, the Division may in its discretion, defer the leave of absence on one (1) occasion for one (1) school year.

5.3.1.1 Such decision to be made three (3) months prior to the leave.

5.3.2 In such case, the participant may choose to remain in the plan or he/she may withdraw from the plan in which case the Division shall pay to the participant the deferred compensation amount in one (1) lump sum payment within sixty (60) days of such withdrawal.

5.4 Participant’s Right to Defer Leave

5.4.1 Notwithstanding the date shown in the Board-Participant Agreement for a requested leave of absence, a participant may, on one (1) occasion only, with the consent of the Division be given not less than four (4) months prior to the scheduled date, postpone such leave for one (1) year.

5.5 Exception to Deferralment

5.5.1 Notwithstanding 3.3 and 3.4, there can be no deferral in the case of a six-year plan since Income Tax regulations state that the deferred salary must be paid in the seventh year.

5.6 Length of Leave of Absence

5.6.1 The leave of absence (or other period of time negotiated with the Division) shall immediately follow the deferral period.

5.6.1.1 The period of leave shall be no less than six (6) months, in accordance with Income Tax regulations.

5.7 Position on Return

5.7.1 Employees on leave of absence have the same rights to placement as all other teachers in that school.

5.7.2 The employee must return to a position with the Division for at least as long as the period of leave, in accordance with the Income Tax regulations.
5.8 Salary and Benefits After Leave

5.8.1 After participation in the plan, a teacher’s salary and benefits will be as set out in the collective agreement then in force between the Board and the A.T.A. governing the matter.

5.8.2 The salary of other employees upon return from the leave will be determined by the Division but related to the salary they would have received if the leave had not been taken.

5.8.3 No experience increments will be recognized for the year of leave.

6. Health And Employee Benefits

6.1 While an employee is enrolled in the Plan, any applicable health and welfare benefits computed with reference to salary shall be structured according to the current compensation amount.

6.2 The Division will continue paying its share of applicable health and welfare benefits for a participating employee during the non-leave school years of the Plan.

6.3 The Division will maintain applicable health and welfare benefit coverage for a participating employee during the year of leave under the Plan, provided such employee assumes the full responsibility of paying the total costs for said benefits.

6.4 Teachers would not contribute to Teacher Retirement Fund while on leave unless attending an educational program.

6.4.1 Enrollment in a minimum of three (3) courses is required.

7. Withdrawal

7.1 A participant may withdraw from the Plan at any time prior to four months before the date on which the leave of absence is to commence.

7.1.1 Within sixty (60) days of such withdrawal, the Division shall pay to the participant the deferred compensation amount as provided in 2.6.1.

7.2 A participant who ceases to be employed by the Division must withdraw from the plan.

7.2.1 Within sixty (60) days, the Division shall pay to the participant the deferred compensation amount as provided in clause 2.6.1.

7.3 Should a participant die, the Division shall, within sixty (60) days of receipt of notification of such death, pay the deferred compensation amount to the participant’s estate, subject to the Division receiving any necessary clearance and proof normally required for payment to the estate.

Reference: Sections 60, 61, 111, 113, School Act
Employment Standards Code
Labour Relations Act
Section 248L, Canada Tax Act
Canada Income Tax Regulation 6801
Collective Agreements
Administrative Procedure 413

STAFF ASSIGNMENT AND TRANSFERS

Background

The Division holds the view that principals are in the best position to determine their school/department needs. It is also believed that the best people available should be placed in positions that are open to best support the Division and its needs.

Definitions

Assignment – the specific tasks or duties assigned to an employee by their Principal/ Supervisor. Examples include grade, course, program, student, etc.

Transfer – a change in position, classification, location or department as determined by the Superintendent or Designate. Examples include being transferred from one school to another.

Procedures

1. The Principal shall be responsible for setting assignments for each staff member under his/her supervision and control.

2. The Superintendent or designate may transfer an employee provided:
   2.1 The transfer is made in accordance with collective agreement obligations and criteria;
   2.2 The transfer is made in accordance with the Education Act and its Regulations;

3. When transferring employees, any or all of the following criteria may be considered:
   a. Division, student and program needs as determined by the Supervisor and Superintendent or designate;
   b. Experience and training of staff members;
   c. Supervisor recommendations,
   d. Other considerations deemed relevant by the Superintendent or designate.

4. Employees may request a transfer by doing so in writing to the Superintendent or designate.
   4.1 Prior to sending a request to the Superintendent, the employee shall notify their current supervisor of their intent to request a transfer.
   4.2 Employees wishing to transfer schools for the upcoming school year shall make a request by April 15th of the preceding year.
   4.3 Employees requesting a transfer may be asked to participate in a discussion/interview.
   4.4 The Superintendent or designate is not under any obligation to transfer an employee.
5. Transfers of current employees will be considered prior to positions being filled by external candidates.

6. All staff transfers are subject to the approval of the Superintendent or designate.

7. Employees may request a formal review of their transfer.
   7.1 Certified staff may appeal the transfer pursuant to Policy 14 Board Hearings on Teacher Transfers and Section 212 of the Education Act.
   7.2 Non-certificated employees may request a review of the transfer according to the following process:
      7.2.1 The employee must submit a written request to the Superintendent to review the transfer within 7 calendar days of the transfer notice.
      7.2.2 The request must clearly outline the employee’s reason for the refuting the transfer and breach of the Collective Agreement, Regulation, or Administrative Procedure.
      7.2.3 The Superintendent will render a written decision within 15 calendar days of receipt of the appeal.
      7.2.4 The Superintendent’s decision is final.

Reference:  Sections 52, 196, 197, 212, 222 Education Act
Policy 14 – Hearings on Teacher Matters
Collective Agreements
Administrative Procedure 414

VIOLENCE and the WORKPLACE

Background

All individuals within the Division have the right to a welcoming, caring, respectful and safe working environment free of violence. All staff members must support a violence-free workplace, demonstrate respect to all with whom they come in contact and protect the dignity, worth and human rights of every person. Any act of violent conduct at work, whether on Division premises or at Division-sponsored activities, is unacceptable and will not be tolerated. The Division regularly completes workplace violence hazard assessments.

Definitions

Violence is defined as “whether at a worksite or work related, means the threatened, attempted or actual conduct of a person that causes or is likely to cause physical or psychological injury”. Examples include, but are not limited to:

- Threatening behavior such as shaking fists, destroying property or throwing objects;
- Verbal or written threats that express an intent to inflict harm;
- Physical attacks;
- Sexual Violence refers to any sexual act, attempt to obtain a sexual act, or other act directed against an employee’s sexuality using coercion.
- Domestic Violence becomes a workplace hazard when it spills over into the workplace. Action must be taken if an employee is likely to be exposed to domestic violence at a worksite.
- Any other act that would arouse fear in a reasonable person in the circumstances.

A Person in Authority is defined as a supervisor or manager who has responsibility for completing performance assessments and/or initiating disciplinary actions on an individual.

Procedures

1. No employee or other individual shall engage in workplace violence or allow or create conditions that support workplace violence.

2. Prior to filing a formal complaint, any individual subjected to workplace violence (complainant) is encouraged to make it clear to the alleged offender (respondent), directly or with the assistance of a person in authority, that the respondent’s behavior is unacceptable. Complainants are encouraged to bring incidents of alleged workplace violence to the attention of a person in authority and to make a complaint on an informal or formal basis where appropriate.

3. Any person in a position of authority who receives a complaint is responsible for ensuring that the complaint is addressed.
4. Complainants shall not knowingly and willfully submit complaints based on false allegations.

5. Complainants can obtain advice and assistance regarding strategies for confronting violence at an interpersonal level by contacting the Deputy Superintendent or designate who will appoint a resource person to provide assistance.

6. Complaints regarding violence can be resolved through:
   6.1 An informal verbal complaint mechanism, which may involve voluntary mediation.
   6.2 Filing a formal written complaint with a person in authority.

7. The respondent is entitled to know the name(s) of individual(s) making an informal or formal complaint. In the case of a formal complaint, the respondent shall receive a copy of the letter of complaint outlining the allegations.

8. All reasonable efforts shall be made to respect the confidential nature of a complaint. However, absolute confidentiality cannot be guaranteed owing to the need for an investigation and the need to inform the respondent.

9. Resolution procedures do not take away the right to file a complaint outside the organization, for example: with an Occupational Health and Safety officer, the Alberta Human Rights Commission, police, the Alberta Teachers’ Association, the support staff association or through civil or criminal court.

10. An employee who reports an injury or adverse symptom resulting from workplace violence or who is exposed to workplace violence is advised to consult a health professional of the employee’s choice for treatment or referral.

11. Personnel Assisting in a Violence Complaint
   11.1 Not all incidents of violence require formal complaints before they are addressed.
   11.2 Where there is a complaint, persons in authority must:
       11.2.1 Ensure that there is fair treatment for all parties involved.
       11.2.2 Provide support throughout the complaint process.
       11.2.3 Protect the complainant against possible reprisals.
       11.2.4 Assist, if required, in the fact-finding process.

12. Informal Complaints
   12.1 Receiving an Informal Complaint
       12.1.1 The person in a position of authority who receives an informal verbal complaint shall take action to ensure the complaint is addressed within ten (10) working days from the date the complaint is received.
       12.1.2 The person in a position of authority shall take the following actions:
           12.1.2.1 Provide the complainant and respondent with Division procedures.
           12.1.2.2 Discuss issues of confidentiality and limits to confidentiality when
a complaint is received.

12.1.2.3 Assist the complainant in speaking to the respondent directly, or speak to the respondent on the complainant’s behalf to outline the allegations and attempt to resolve the complaint informally.

12.1.2.4 Monitor the status of the complaint to see that it is satisfactorily resolved.

12.2 Voluntary Mediation

12.2.1 If the individual in a position of authority is unable to resolve the complaint, the complainant and respondent will be asked whether they are willing to enter into voluntary mediation.

12.2.2 Voluntary mediation shall occur within fifteen (15) working days from the date the informal complaint is received.

12.2.3 The focus of the mediation process is educational and preventative, rather than punitive.

12.2.4 If the complainant and respondent agree, the individual in a position of authority shall act as or appoint a neutral third party acceptable to both.

12.2.5 If the informal complaint is not resolved through voluntary mediation, a formal complaint may be filed.

12.3 Outcome of an Informal Complaint

12.3.1 If a complainant confronts the respondent directly and resolves the problem at that level, further investigation may be required and/or sanctions may still be applied by the Division.

12.3.2 If an individual in a position of authority is asked to speak to the respondent and the behavior appears to be in violation of Division expectations for employees, further action may be initiated by the person in authority.

12.3.3 If the informal complaint is not satisfactorily resolved, a formal complaint may be filed.

12.3.4 As part of the informal complaint process, a secured file will be created which includes:

12.3.4.1 The name of the complainant(s) and respondent(s).

12.3.4.2 The nature of the alleged violence.

12.3.4.3 A record of all meetings to date which specifies meeting dates and names of attendees, and includes the nature or details of the discussions.

12.3.4.4 The present disposition of the complaint.

13. Formal Complaint Process

13.1 Making a Formal Complaint

13.1.1 A formal complaint made by the complainant to a person in authority must consist of a signed written statement outlining the charges against the respondent, describing the specific incident(s), the dates and any witness(es) who may have been present.
13.1.2 A formal complaint may be filed up to three (3) months from the date of the most recent incident cited in the letter of complaint.

13.1.3 The complainant is requested to notify the person in authority immediately if a complaint is filed with an Occupational Health and Safety officer, the Alberta Human Rights Commission, police, the Alberta Teachers’ Association, a support staff association, or if civil or criminal court action is initiated while the charges are still under review by the Division.

13.1.3.1 The Deputy Superintendent or designate may elect to process the complaint or stay the procedures pending the outcome of the other investigation.

13.2 Receiving a Formal Complaint

13.2.1 An individual in a position of authority shall:

13.2.1.1 Accept the formal complaint provided no more than three (3) months has elapsed since the most recent incident outlined in the complaint. The Deputy Superintendent or designate may elect to consider a complaint received after this time.

13.2.1.2 Verify that the charges may represent a violation of Division expectations for employees.

13.2.1.3 Notify and provide a copy of the complaint to the respondent.

13.3 Resolving a Formal Complaint

13.3.1 An individual shall be appointed by the Deputy Superintendent to conduct an investigation regarding the complaint. Every attempt will be made, throughout investigative proceedings on the part of all parties concerned, to respect the confidential nature of the information.

13.3.2 The complainant and respondent shall have the opportunity to:

13.3.2.1 Provide written submissions to the investigator.

13.3.2.2 Respond to the other party’s written submission.

13.3.2.3 Appear before the investigator to provide oral submissions.

13.3.2.4 Respond to one another’s statements.

13.3.2.5 Have someone present to provide advice and assistance (i.e., legal counsel, association/union representative, Division Office representative).

13.3.3 The investigator shall have the right to ask questions of the complainant, respondent and others who may have knowledge of the circumstances that led to the complaint.

13.3.4 The investigator’s findings shall address all pertinent circumstances, including corrective action to be taken to prevent a recurrence, and shall be detailed in a report to the Deputy Superintendent.

13.3.5 Resolution of a formal complaint shall occur within three (3) months of the date on which the complaint was filed.
13.3.6 Complaint files will be secured for a period of two (2) years following the resolution and/or last Division procedure pursued by the complainant or respondent.

13.3.6.1 Documents may be retained in a secured location for a period of longer than two (2) years when it is reasonable to do so in the circumstances.

13.4 Outcome of a Formal Complaint

13.4.1 If the results of the investigation support allegations in the letter of complaint, a range of sanctions may be imposed on the respondent by the Deputy Superintendent.

13.4.1.1 The sanctions depend upon the nature and seriousness of the offence.

13.4.1.2 The range of sanctions include a verbal warning, a written reprimand with a copy retained in the respondent's file, transfer, demotion, suspension or termination of employment.

13.4.2 If the results of the investigation do not support the allegations, the complaint will be dismissed and a letter will be issued indicating that the respondent has been cleared of all allegations.

13.4.2.1 An individual cleared of allegations has the option of requesting that a copy of the letter be placed in the personnel file.

13.4.3 If the evidence indicates that the complainant knowingly and willfully made false allegations in an attempt to cause harm to the respondent, a range of sanctions may be imposed on the complainant by the Deputy Superintendent.

13.4.3.1 The sanctions depend upon the nature and seriousness of the offence.

13.4.3.2 The range of sanctions include: a verbal warning, a written reprimand with a copy retained in the complainant's file, transfer, demotion, suspension or termination of employment.

14. Appeals

14.1 Employees who are not satisfied with the action taken with respect to a complaint may appeal the decision to the Superintendent.

14.2 Either party has the right to seek civil or criminal redress through the courts or to file a complaint with an Occupational Health and Safety officer, the Alberta Teachers' Association or the Alberta Human Rights Commission.

15. Retaliation

15.1 No employee shall take retaliatory action with the intent of dissuading or punishing an individual for participating in the complaint resolution process. Sanctions may be imposed for retaliation.

15.2 Retaliation against individuals participating in the complaint resolution process is not to be confused with sanctions imposed for violence or making false allegations.
16. Principals shall provide supports, information, training and inservice training to staff regarding violence in the workplace and Division Procedures for addressing it. They shall be made aware of this Admin Procedure and its contents.

17. Role of the Deputy Superintendent or Designate

17.1 Staff found to be subject to violence shall be advised to consult health professionals and shall be informed of supports offered through extended health benefits.

17.2 On request, help the complainants and/or respondents with advice and discussion on ways to:

17.2.1 Determine whether or not incidents described constitute violence.

17.2.2 Resolve a violence complaint.

17.2.3 Clarify concerns.

17.2.4 Assist in bringing both parties to a meeting where mediation of the complaint or exploration of optional routes toward conflict resolution can be considered.

17.2.5 Facilitate maintenance and ongoing monitoring of Administrative Procedure 414 – Workplace Violence.

17.2.6 Assume responsibility for the securing of complaint files following discontinuation/resolution of a complaint.

18. Role of a Person in Authority

18.1 Ensure that the workplace under his/her jurisdiction is free from violence and that complaints of such behaviors are investigated promptly, seriously and in as strictly a confidential manner as possible.

18.2 Speak to the respondent on behalf of the complainant.

References:

Occupational Health and Safety Act
Criminal Code
STAFF RECOGNITION – SERVICE AWARDS

Background

Long-term service and commitment of Division employees is valued and such contributions to the well-being of the Division will be recognized on an annual basis.

Procedures

1. Service pins will be awarded for 3, 6, 9, and 12 years. For 15 years and longer, recognition of service will be recognized in a more significant way.

2. Retirees will be given special recognition.

3. The Division supports and encourages the nomination of teachers for local, provincial and national recognition awards.

4. Awards will be presented annually at one of the official functions of the Board and staff each year.

References: Section 60, 61, 113 School Act
LONG SERVICE AWARD PROCEDURES

1. Years of service are defined in the collective agreements, individual contracts or total years of trusteeship.

2. The calculation of years of service shall be the school year, September 01 to June 30 with the exception made for Custodial and Maintenance staff.

3. The Superintendent, as agent of the Board, will present a service award to any eligible employee of the Board according to the following schedule:
   o After the first 3 years of service
   o Every three years of subsequent full-time service

4. Employees are eligible if they:
   ✓ have a permanent position, full or part-time;
   ✓ have a probationary contract;
   ✓ are on maternity leave, sick leave, or personal leave of less than 90 consecutive days;
   ✓ are on sabbatical leave.

5. Employees are ineligible if they:
   ✓ are casual, substitute or temporary staff;
   ✓ are on personal, sick, or maternity leave for more than 90 consecutive days;
   ✓ have consecutive leaves totaling a full school year
   ✓ are on long-term disability

Calculation of Service:

Teachers:
   - Calculated on a year (200 days) of full-time service

Educational Assistants, Admin Assistants and Secretaries:
   - Calculated on a 10 month basis of full-time equivalent service

Custodians and Maintenance:
   - Calculated on a 12 month basis of full-time equivalent service
EMPLOYEE RESIGNATIONS

Background

The Division requires that employees wishing to resign from the employ of the Division do so in accordance with the provisions of provincial statutes, collective agreements and Division administrative procedures.

Procedures

1. The employee wishing to resign from employment with the Division shall submit a letter of resignation to the Superintendent specifying the last day of performance of assigned duties.

2. Upon receiving a letter of resignation, the Superintendent shall:
   2.1 Ensure that the period of notice given by the employee is in accord with the conditions of employment;
   2.2 If in accord, accept, in writing, the resignation;
   2.3 Report, as information, the resignation to the Board; and
   2.4 Forward a copy of the letter accepting the resignation, to the payroll department.

3. If, upon receiving a letter of resignation, the Superintendent believes that the period of notice does not comply with the conditions of employment, the Superintendent may:
   3.1 Require of the employee the appropriate period of notice; or
   3.2 Accept the resignation as offered; and
   3.3 Forward a copy of the letter accepting the resignation, to the payroll department.

4. In the event an employee is absent from work for undisclosed reasons for a period of three (3) consecutive days, the position will be considered abandoned and therefore vacant.

5. Exit surveys will be conducted.

Reference: Section 60, 61, 107, 109, 113 School Act
            Employment Standards Code
PROTECTION OF VALUABLES IN SCHOOLS

Background

The Division believes employees hold a position of trust with respect to all property within the school.

Procedures

1. Staff who receive or collect money from any source shall follow the established school procedures for safekeeping.

2. Staff or others who suffer losses for themselves or others by failure to observe these procedures will be expected to bear those losses personally.

3. Teachers shall be responsible for safekeeping any property taken from a student as a result of breach of school rules. If such goods are lost or stolen after being taken from the student, liability for such loss will rest with the teacher.

4. Schools shall develop protocols to ensure there are safeguards for students and staff to store personal belongings. Such protocols shall include access to safe storage, the expectations of privacy in relation to these, and responsibility for lost/stolen items.

   4.1 Schools that provide lockers to employees or students shall have protocols in place outlining:

      4.1.1 Fees associated with access
      4.1.2 Parameters about who is eligible to use
      4.1.3 The provision of locks
      4.1.4 The fact that privacy rights are diminished
      4.1.5 Policies relating to searches

      4.1.5.1 Schools shall post signage that clearly indicates that lockers are school property and subject to search at any time.

Reference: Section 11, 33, 52, 53, 197, 222 Education Act
Administrative Procedure 418

SUSPENSION AND DISMISSAL OF STAFF MEMBERS

Background

All Division employees are dedicated and make valuable contributions toward the education of the Division’s children. Safeguarding the rights of children and maintaining the quality of its educational system, are the responsibility of the Division. The conduct of a Division employee that is detrimental to the well-being of the children, the educational system, or contrary to a lifestyle consistent with the Catholic Church may result in just cause for disciplinary action or dismissal.

Employees covered by a Teachers’ Collective Agreement or having certification as teachers to carry out work shall be dealt with in accordance with the relevant provisions of the Education Act. The provisions in these procedures shall apply to all employees except those covered by a union agreement (A.U.P.E.) that addresses suspensions and dismissals, or by the Teachers’ Collective Agreement. The Superintendent will ensure that administration will be just and fair in dealing with such matters.

Procedures

1. When a concern about the conduct of an employee has been brought to the attention of the Superintendent or a supervisor, the employee shall be notified verbally as soon as possible and a written summary of the concern provided to him/her.

2. The Superintendent or designate shall investigate the concern by contacting all parties, including the employee.

3. The Superintendent or designate shall review any performance appraisals or other documents dealing with the employee’s performance and shall determine if there is sufficient cause for termination.

4. If a decision to suspend or terminate is taken by the Superintendent, the Superintendent shall convey to the employee that decision in writing, and a copy of the letter so advising the employee shall be placed on the employee’s personnel file.

5. Only the Superintendent can issue a written or verbal notice of termination.

6. The employee shall, for all purposes, be considered terminated and be considered a former employee from the date on which the Notice of Termination becomes effective.

Reference:  Section 33, 52, 53, 68, 197, 204, 213, 214, 214.1, 215, 222, 225 Education Act Collective Agreement
JOB ACTION CONTINGENCY PLAN

Reference: Section 18, 20, 60, 61, 96, 113, 178 School Act
Labour Relations Act
Administrative Procedure 419

STRIKE/LOCKOUT CONTINGENCY PLAN

Background

In the event of a teacher strike, the welfare of the students is under the direct supervision of the Superintendent. In the event of a support staff strike, procedures are outlined in the Appendix.

Procedures

1. In the event of a strike, applicable staff members are required to turn in their school keys, resources and technology to the Principal or Director of Facilities.

2. In the event of a strike, the Director of Facilities and Technology may remove all technology privileges.

3. Non-striking employees may be retained and assigned duties under the direction of the Superintendent.

4. During a strike only the Board Chair or the Superintendent may speak for the Board.

5. The Superintendent will set out contingency plans to deal with the logistics of a strike.

Reference:  Section 18, 20, 60, 61, 96, 113, 178 School Act
Labour Relations Act
ROLE OF THE CATHOLIC SCHOOL TEACHER

Background

The success of the school system depends ultimately upon the caliber of its professional staff. The Division expects its teachers to demonstrate the academic and professional competence necessary to work cooperatively in the general instruction of students, motivated by the Catholic philosophy and general educational goals of the Division.

Procedures

1. Teachers are to serve as role models of the Catholic faith for their students AND EMBUE THE 5 Marks of the Catholic Teacher.

2. Teachers shall work in cooperation with the Principal to ensure that students are provided with an education appropriate to their needs and abilities; and adequate supervision to protect their health, safety and well-being.

3. Teachers are further expected to work with the Principal toward achieving the Division’s mission, vision, beliefs, values and goals, and the goals of the plans developed at the school level.

4. Teachers are to comply with the relevant statutes of the Government of Canada, Government of Alberta, the Teaching Quality Standard, the ATA Code of Professional Conduct, Board policy, Division administrative procedures and policies and procedures developed at the school.

5. This administrative procedure shall apply to certificated staff including substitute teachers.

Reference:  
Section 18, 20, 39, 60, 61, 96, 97, 113 School Act  
Teaching Profession Act  
ATA Collective Agreement  
Ministerial Order 001/2013 – Student Learning  
Ministerial Order 016/97 – Teaching Quality Standard  
Guide to Education – ECS to Grade 12  
5 Marks of a Catholic Teacher
TUTORING FOR PAY

Background

A teacher may not accept pay for tutoring a student in any subjects in which the teacher is responsible for giving classroom instruction to that student.

Procedures

1. The Superintendent will investigate possible violations of this procedure.

2. The Superintendent will involve ATA personnel as appropriate.

Reference: Section 18, 20, 60, 61, 113 School Act
ATA Code of Professional Conduct
TEACHING QUALITY STANDARD

This document is based upon the Teacher Quality Standard and the 5 Marks of an Excellent Catholic Teacher. It outlines competencies which teachers are to demonstrate in their practice. Included within each competency are several indicators designed to provide illustrative examples that demonstrate competent practice. These indicators are not meant to be a definitive list. Evidence to inform the evaluation of a teacher in relation to meeting the Standard may come from a variety of sources such as, but not limited to, classroom observations, walk-throughs, document reviews, general observations, discussions/conversations and debriefs. Teachers are accountable to demonstrate all of the competencies in order to meet the Standard. As the Teaching Quality Standard states “Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students. All teachers are expected to meet the Teaching Quality Standard throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the Teaching Quality Standard is being met.”

The expected Standard of teachers within Living Waters School Division is characterized by the following competencies and indicators:

**Exhibiting the 5 Marks of a Catholic Teacher**

Teachers exhibit the 5 Marks of Catholic Educators by making Christ known to their community by joyfully embracing and living the Gospel, and the teachings of our Catholic Faith.

a) Embraces the dignity of all as Created in the image of God, ensuring the overall development of the whole student  
b) Advocates for Catholic education and making decisions that embody Gospel teachings, ensuring that all that happens in the classroom reflects a living Catholic vision of the world  
c) Intentionally leads and fosters the development and growth of Catholic education through faith permeation  
d) Acts as a witness and agent of hope by modelling to all people, a Catholic lifestyle consistent with the teachings of the Catholic Church, and active parish life  
e) Ensures a communal vision recognizing that God is found with and in each other, while creating and leading a community of faith both within and beyond the classroom.

**Fostering Effective Relationships**

Teachers build positive and productive relationships with students, parents/guardians, peers, and others in the school and local community to support student learning.
a) acts consistently with fairness, respect, dignity, and integrity
b) demonstrates empathy and a genuine caring for others incorporating a pastoral approach
c) provides culturally appropriate and meaningful opportunities for students and for guardians as partners in education through a Catholic lens
d) invites First Nations, Metis and Inuit parents, Elders, Knowledge Keepers, cultural advisers, and local community members in the school and classroom
e) collaborates with community service professionals such as mental health, social services, parish and dioceses, justice, health and law enforcement
f) honors cultural diversity and promotes intercultural understanding in serviced to the common good
g) Fostering positive interpersonal relationships among students and staff to promote a sense of mutual trust and belonging
h) Providing meaningful opportunities for students to foster their relationship with Jesus Christ.

Engaging in Career Long Learning

Teachers engage in career-long professional learning and ongoing critical reflection to improve teaching and learning.

a) collaborates with other teachers to build personal and collective professional capacities and expertise through a Catholic lens;
b) actively seeks out feedback to enhance Catholic teaching practice;
c) builds professional capacity to support student success in inclusive learning, welcoming, caring, respectful and safe learning environments;
d) seeks, critically reviews and applies educational research and Catholic teachings to improve practice;
e) enhances understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values;
f) maintains an awareness of emerging technologies to enhance knowledge and inform practice; and
g) seeks personally to grow in his or her spirituality and faith, understanding of Catholic teachings and doctrine.

Demonstrates a Professional Body of Knowledge

Teachers apply a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

a) plans and designs learning activities that:
   a. seeks ways to showcase and engage God-given talents of all learners
   b. address and permeate the outcomes outlined in the Program of Studies
   c. reflect in a range of planning activities from a Catholic World-view
   d. incorporate a range of instructional strategies & technologies to meet student learning needs
   e. ensure all students continually develop skills in literacy and numeracy
   f. communicate high expectations and provide opportunities for rigor
g. foster students understanding of the link between the activity and the intended learning outcome  
h. consider relevant local, provincial, national and international contexts and issues  
i. ensure learning activities are engaging and relevant to students  
j. build student capacity for collaboration  
k. incorporate digital technology and resources to build student capacity  
l. consider student variables and context  
b) uses instructional strategies to engage students in meaningful learning activities by:  
a. demonstrating specialized knowledge of the subject areas they teach  
b. an understanding students’ backgrounds and prior knowledge  
c. knowing how students develop as learners  
d. the inherent respect for each student as a child of God  
c) understands and applies student assessment and evaluation practices that:  
a. accurately reflect the permeated learning outcomes within the Program of Studies from a Catholic Worldview  
b. generate evidence of student learning (balance formative and summative assessment)  
c. provide a variety of methods through which students can demonstrate their achievement  
d. provide accurate, constructive, and timely feedback  
e. support the use of reasoned judgment about the level of student learning

Establishes Inclusive Learning Environments

Teachers establish, promote, and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

a) fosters in the Catholic school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms and the Constitutional Rights of the Catholic School System;  
b) uses appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth;  
c) communicates a philosophy of Catholic education affirming that every student is a child of God and can learn and be successful:  
d) is aware of and facilitates responses to the spiritual, emotional and mental health needs of students;  
e) recognizes and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;  
f) employs appropriate classroom management strategies that promote positive, engaging, and faith-filled learning environments;  
g) incorporates students’ faith, personal and cultural strengths into teaching and learning; and  
h) provides opportunities for student leadership, voice, choice that incorporate Catholic social teachings  
i) promotes equality and acceptance  
j) Applying Foundational Knowledge about First Nations, Metis and Inuit
k) Teachers develop and apply foundational knowledge about First Nations, Metis, and Inuit for the benefit of all students.

(a) Understand the historical, social, economic and political implications of treaties, legislation, agreements, and residential school and their legacies.

(b) Support student achievement by engaging in approaches to capacity building in First Nations, Metis and Inuit education.

(c) Using the Program of Studies to provide opportunities for all students to develop knowledge, understandings and respect for the histories, cultures, languages, contributions, perspectives, experiences, and contemporary contexts for First Nations, Metis and Inuit.

(d) Support the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit.

Adhering to Legal Frameworks and Policies

Teachers demonstrate an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

a) Maintains an awareness of and responds in accordance with, the School Act and other relevant policies and legislation

b) Engages in practices consistent with policies and procedures established by the school division

c) Recognizes that the professional practice of a Catholic teacher is bound by standards of conduct
FLOW CHART FOR TEACHER GROWTH

ALL TEACHERS
a) Under a probationary contract
b) Under an interim or temporary contract of 110 days or more
c) Under a continuing contract

Submit an Annual Professional Growth Plan by October 15th or within 60 calendar days of commencement.

Review to follow

By June 1st, Submission of written or verbal culminating report

By June 30th Growth Plan returned to teacher and verification sent by Principal to Superintendent
## Teacher Growth, Supervision and Evaluation

School: ____________________________ School Year: ________________

<table>
<thead>
<tr>
<th>Growth Plan Submission</th>
<th>Final Report</th>
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<tbody>
<tr>
<td>The plan is submitted . . .</td>
<td>Final Report submitted prior to June 1st</td>
</tr>
<tr>
<td>The plan reflects goals and objectives based on an assessment of learning needs by the teacher. . .</td>
<td>Evidence of implementation/Action/Reflection</td>
</tr>
<tr>
<td>The plan shows a demonstrable relationship to the Teacher Quality Standard . . .</td>
<td>Notes:</td>
</tr>
<tr>
<td>The plan takes into consideration the educational plans of the school, the Division and Alberta Education . . .</td>
<td></td>
</tr>
<tr>
<td>The teacher provides necessary supporting documents . . .</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Name**

- Prior to Oct. 15th
- Goals are framed as teacher versus class or student goals.
- Goals are based upon evidence (an assessment) of needs.
- At least 1 goal relates to the TQS.
- At least one goal relates to the goals of the School or Division.
Please indicate each requirement with a check (✓) below.

I hereby verify that each teacher has developed, implemented, and completed a professional growth plan as per AP 422.

Submitted by: ____________________________

Signature: ________________________________

Date: ________________________________
FLOWSHEET FOR SUPERVISION AND EVALUATION OF TEACHERS

A) Under a probationary contract
B) Under an interim or temporary contract of one hundred and ten (110) days or more
C) Under a continuing contract

Supervision
(Conducted on all teachers on a continual basis)

Evaluation Cycle

Notice of Remediation

End

End

Appeal to Superintendent

Additional Cycle of Evaluation

End

Additional Cycle of Evaluation

End

2nd Period of Remediation

Change of Assignment

Remediation and Change of Assignment

Recommendation to the Board to terminate contract of employment

Appeal

Board Hearing
Notice of Evaluation

Gathering Evidence of Teaching

Teachers evaluated for a permanent teaching certificate must have two evaluations of at least three visits each (Sec 15)

A reasonable number of observations (Sec 19)

Providing Feedback (Sec 18)

Report

Meeting with Teacher (Sec 21)
Verification of Evaluation

I hereby attest that in accordance with Administrative Procedure 422, I have:

☐ been provided with a copy of Administrative Procedure 422

☐ been provided with a copy of the Teacher Quality Standard

☐ had a meeting that provided the opportunity to discuss the Supervision and Evaluation process and the nature of my evaluation.

________________________________________  ______________________________   __________
Teacher Name                        Signature                        Date
TEACHER SUPERVISION
AND EVALUATION REPORT

For those teachers with a Letter of Authority or Interim Certificate who choose NOT be eligible for a recommendation concerning Permanent Certification at year end

Building Pathways to the Future
EVALUATION REPORT

Teacher: 
Evaluator(s): 

School: 
Grade Level: 

Summary of activities:

Written Notice of Evaluation issued on:

Evaluation meeting/discussion occurred on:

Visitation Date(s):

Type of Report:

☐ Employment Decisions
  ☐ Probationary Contract  ☐ Temporary Contract  ☐ Continuous Contract

☐ Performance Concerns/Growth

Introduction (Comments):

Evidence to inform this report may come from a variety of sources such as, but not limited to, classroom observations, walk-throughs, document reviews, general observations, discussions/conversations and debriefs.
1. Catholic Teaching

<table>
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<th>Descriptors</th>
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<td>(a) Recognizes that each person has an eternal destiny and is created in the image of God; (b) Express and develop a living Catholic vision of the world; (c) Permeate faith and wisdom through pedagogy and curricular content; (d) Witness to others a life lived in relationship with Jesus Christ; (e) Contribute to a spirituality of communion; and (f) Communicates, through words and actions, their personal, overall, vision of the purpose of teaching and express how it changes.</td>
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# Career Long Learning

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<td>Teachers are career-long learners.</td>
<td>(a) are able to communicate their personal, overall, vision of the purpose of teaching, including how it has changed and been influenced; (b) identifies areas for professional growth through critical reflection of teaching practice; (c) knows how to assess their own teaching; (d) demonstrates the use of feedback to enhance teaching practice; and (e) selects, develops and implements activities that aide their professional development.</td>
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### Application of Pedagogy

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| Teachers understand contextual variables affect teaching and learning. They know how to analyze many variables at one time and how to respond by making reasoned decisions. | (a) develops, communicates, and enacts strategies that meet the needs of every student;  
   a. demonstrates strategies that enable all students to learn, albeit at different rates and in different ways;  
(b) plans and designs learning activities that meet the needs of every student;  
   a. knows there are many approaches to teaching and learning;  
   b. engages in a range of planning activities;  
   c. translates curriculum content and objectives into meaningful learning activities;  
   d. uses, and knows how to engage students in the use, of technology;  
   e. demonstrates an understanding of the disciplines they teach;  
(c) understands the purposes of, and applies, student assessment and evaluation practices; and  
   a. gathers and uses information from classroom and Government assessments to the benefit of all students. |

### Conclusions and Statements:  

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Partnerships, Community Resources and Contribution.

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| Teachers know how to establish partnerships among school, home, and community, and within their own schools. | (a) contributes independently and collegially to the quality of the school;  
(b) fosters positive relationships;  
(c) knows how to establish professional relationships that are characterized by mutual respect, trust, and harmony;  
(d) engages parents purposefully and meaningfully in all aspects of teaching and learning;  
(e) knows how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;  
(f) enhances student learning through the use of home and community resources;  
(g) enhances and maintains the quality of the school; and  
(h) knows how to identify resources relevant to teaching and how to incorporate these resources into teaching and learning. |

Conclusions and Statements:  

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### Safe, Caring and Inclusive Environments

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| Teachers creates and maintain environments that are conducive to student learning. | (a) promotes and assures student’s needs for physical, social, cultural and psychological security;  
(b) knows appropriate universal, targeted and specialized supports to help different students achieve different outcomes;  
(c) employs appropriate classroom management techniques;  
(d) engages students in creating effective classroom routines; and  
(e) recognizes and responds to student learning needs. |
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**Areas of commendation (in relation to descriptors):**

**Areas of growth or concern (in relation to descriptors):**
### Frameworks

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| Teachers understand the structure of the Alberta education system. | (a) is aware of and understands the appropriate legislated, moral and ethical frameworks related to education and teaching;  
(b) knows the different roles, responsibilities and accountabilities;  
(c) demonstrates an awareness of the expectations held of them, and responds in accordance with, relevant policies, and legislation;  
(d) uses these documents to inform and direct teaching, and;  
(c) recognizes that he/she is bound by standards of conduct. |

### Conclusions and Statements: | Evidence: | Data Sources: |
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OVERALL COMMENTS AND SUMMARY STATEMENTS:
I have read and discussed this report with the teacher

Evaluator’s Signature:

__________________________________  __________________________
Principal                              Date

__________________________________  __________________________
Date

__________________________________  __________________________
Teacher                               Date
TEACHER SUPERVISION AND EVALUATION REPORT
For those teachers holding a Permanent Alberta Teacher’s Certificate

Building Pathways to the Future
EVALUATION REPORT

Teacher: 
Evaluator(s): 

School: 
Grade Level: 

Summary of activities:

Written Notice of Evaluation issued on:

Evaluation meeting/discussion occurred on:

Report Date:

Visitation Date(s):

Type of Report:
☐ Employment Decisions  ☐ Teacher Request  ☐ Performance Concerns/Growth  ☐ Recommendation for AB Certification

Introduction (Comments):

Evidence to inform this report may come from a variety of sources such as, but not limited to, classroom observations, walk-throughs, document reviews, general observations, discussions/conversations and debriefs.
### Catholic Teaching

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| Teachers exhibit the 5 Marks of Catholic Educators | (a) Recognizes that each person has an eternal destiny and is created in the image of God  
(b) Express and develop a living Catholic vision of the world  
(c) Permeate faith and wisdom through pedagogy and curricular content  
(d) Witness to others a life lived in relationship with Jesus Christ  
(e) Contribute to a spirituality of communion |

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<td><strong>Definition</strong></td>
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| Teachers are career-long learners. | (a) identifies areas for professional growth through critical reflection on teaching practice; (b) collaborates with other teachers to build personal and collective professional capacities and expertise;  
  a) demonstrates importance of contributing independently and collegially to the quality of their school  
  (c) actively seeks out feedback to enhance teaching practice;  
  (d) builds professional capacity to support student success within inclusive learning environments;  
  (e) seeks critical understanding and applies educational research to improve practice;  
  (f) maintains awareness of emerging technologies to enhance knowledge and inform practice; and  
  (g) enhances understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values. |

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### Application of Pedagogy

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| Teachers’ application of pedagogical knowledge, skills, and attributes is based in their ongoing analysis of contextual variables. | (a) develops, communicates, and enacts strategies that meet the needs of every student  
   a. demonstrates a belief that all students can learn, albeit at different rates and in different ways  
   (b) plans and designs learning activities that meet the needs of every student  
   a. knows there are many approaches to teaching and learning  
   b. engages in a range of planning activities  
   c. translates curriculum content and objectives into meaningful learning activities  
   d. teachers apply a variety of technologies to meet student learning needs  
   (c) implements appropriate teaching strategies that meet the needs of every student  
   a. demonstrates an understanding of the disciplines they teach  
   (d) understands and applies student assessment and evaluation practices that meet the needs of every student  
   a. gathers and uses information about student learning needs and progress |

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### Partnerships and Building Relationships

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| Teacher establishes and maintains partnerships among school, home, and community, and within their own schools. | (a) acts consistently with fairness, respect, and integrity  
(b) demonstrates empathy and a genuine caring for others  
  a. demonstrates the importance of respecting students’ human dignity  
(c) fosters positive relationships  
(d) provides opportunities for parents to support learning  
  a. demonstrates the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning  
(e) collaborates with other professionals  
  a. demonstrates that student learning is enhanced through the use of home and community resources  
(f) honors cultural diversity and promotes intercultural understanding  
(g) exercises a shared commitment to the well-being of all students |

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| Teacher creates and maintains environments that are conducive to student learning. | (a) promotes equality and acceptance  
(b) implements appropriate universal, targeted and specialized supports  
(c) is aware of and responds to students’ emotional and mental health needs  
(d) employs appropriate classroom management techniques  
(e) recognizes and responds to student learning needs  
(f) incorporates students’ personal and cultural strengths into teaching and learning  
(g) provides opportunities for student leadership, choice and voice |

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<td>Teacher understands the legislated, moral, and ethical frameworks within</td>
<td>(f) is aware of and understands the legislated, moral and ethical frameworks</td>
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<td>which they work.</td>
<td>related to education and teaching</td>
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<td>(g) maintains an awareness of, and responds in accordance with, relevant</td>
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<td>(h) recognizes that he/she is bound by standards of conduct</td>
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OVERALL COMMENTS AND SUMMARY STATEMENTS:
I have read and discussed this report with the teacher

Evaluator’s Signature:

__________________________________  _______________________
Principal                               Date

__________________________________  _______________________
Date

__________________________________  _______________________
Teacher                                 Date
TEACHER COMMENTS (Optional):

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Original: Superintendent
Copies: Teacher

Principal
Administrative Procedure 422

TEACHER GROWTH, SUPERVISION AND EVALUATION

Background

Superintendents, principals, and teachers are responsible for facilitation of acceptable professional practice through career-long professional growth. The Division’s Teacher Growth, Supervision and Evaluation Procedure aims to ensure that each teacher’s professional actions, judgments, and decisions are in the best educational interests of students and support optimum learning.

The Superintendent, principals, and teachers must work together to achieve the Teaching Quality Standard.

Definitions

Evaluation means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a Principal, member of Senior Central Office Administration or designate in determining whether one (1) or more aspects of the teaching of a teacher meets or does not meet the Teaching Quality Standard.

Notice of remediation means the written notice to a teacher where the Principal, member of Senior Central Office Administration or designate has determined that a teacher’s teaching does not meet the teaching quality standard, and such a statement describes:

- The behaviours or practices that do not meet the Teaching Quality Standard and the changes required;
- The remediation strategies the teacher is advised to pursue; and
- How the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher’s contract of employment.

Principal means a Principal as defined in the Education Act and, for the purposes of this Administrative Procedure, shall also include Assistant Principals.

School Board means Living Waters Catholic Separate School Division Board of Trustees.

Superintendent means the Superintendent of Schools or designate in respect to fulfilling obligations under section 222 of the Education Act, or for purposes of making recommendations under the Certification of Teachers Regulation.

Supervision means the ongoing process by which a Principal carries out duties in respect to teachers and teaching required under Section 197 of the Education Act and exercises educational leadership.
Teacher means an individual who is required to hold a certificate of qualifications as a teacher and who is responsible for the provision of instruction or supervision under Section 196 of the Education Act.

Teacher professional growth means the career-long learning process whereby a teacher annually develops, implements and completes a plan to achieve professional learning objectives or goals that are consistent with the Teaching Quality Standard.

Teaching Quality Standard means the standard and descriptors of knowledge, skills and attributes authorized by the Minister.

Procedures

1. General Considerations

1.1 This administrative procedure applies to all teachers employed by the Division unless otherwise stipulated.

1.2 This administrative procedure does not restrict the Board or Superintendent:

1.2.1 From taking disciplinary or other action, as appropriate, where the Superintendent has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the Board; or

1.2.2 From taking any action or exercising any right or power under the Education Act.

1.3 An evaluation of a teacher by a Principal, member of Central Office senior administration or designate shall be conducted in a fair and consistent manner.

2. Teacher Professional Growth

2.1 A teacher employed by the Division:

2.1.1 Under a probationary contract;

2.1.2 Under a continuing contract; or

2.1.3 Under an interim or temporary contract of one hundred and ten (110) or more teaching days;

is responsible for developing, implementing, and completing during each school year an annual professional growth plan that meets the requirements of this procedure.

2.2 A teacher’s annual professional growth plan shall:

2.2.1 Reflect goals and objectives based on an assessment of learning needs by the individual teacher;

2.2.2 Show a demonstrable relationship to the Teaching Quality Standard;

2.2.3 Take into consideration the educational plans of the school, the Division, and Alberta Education.
2.2.4 Each teacher will be provided with necessary supporting documents.

2.3 Subject to the approval of the Principal, a teacher’s annual professional growth plan may:
   2.3.1 Be a component of a long-term, multi-year plan;
   2.3.2 Have as a component a planned program of supervising a student teacher or mentoring a teacher.

2.4 In developing, implementing and completing a teacher’s annual professional growth plan, a teacher shall adhere to the requirements of clause 2.2.

2.5 A teacher’s annual professional growth plan is to include all requirements and strategies as outlined in Administrative Procedure 422 Appendix C.

2.6 Subject to clause 2.1, a teacher shall submit a copy of the annual professional growth plan the teacher intends to pursue in accordance with these procedures no later than October 15 of each year.

2.7 A teacher’s completed annual professional growth plan shall be reviewed to ensure that the plan complies with the requirements of clause 2.2.

2.8 Unless a teacher agrees, the content of an annual professional growth plan shall not be part of the evaluation process of a teacher.

2.9 The Principal may, by October 15 in a school year, delegate to a group of teachers the responsibility to review or approve the annual professional growth plans of teachers in the school.

2.10 Subject to clause 2.1, by June 1 of each school year, a teacher shall provide a written or verbal culminating report of the teacher’s completed annual professional growth plan in accordance with the procedures:
   2.10.1 To the Principal, or
   2.10.2 To the group of teachers delegated by the Principal under clause 2.9 representative body of teachers (i.e. the school professional development committee) for review.

2.11 The Principal or the representative body of teachers, where established by the teaching staff, shall review a teacher’s completed annual professional growth plan in consultation with the teacher and determine whether the teacher’s plan complies with clause 2.2.

2.11.1 Where a review under clause 2.10 finds that the teacher has not completed an annual professional growth plan as required, the teacher may be subject to disciplinary action in accordance with Division procedures.

2.12 A completed annual professional growth plan shall be returned to the teacher and no copies shall be retained by the Division without the consent of the teacher.
2.13 The Principal shall, by June 30, submit to the Superintendent written verification that each teacher has developed, implemented, and completed an annual professional growth plan for the prior school year in accordance with this procedure. (Form 422-1)

3. Supervision

3.1 A fundamental component of this administrative procedure is ongoing supervision of teachers by the Principal, including:

3.1.1 Providing support and guidance to teachers;

3.1.2 Observing and receiving information from any legitimate source about the quality of teaching a teacher provides to students;

3.1.3 Identifying the behaviours or practices of a teacher that for any reason may require an evaluation.

3.2 Supervision shall be conducted on a continuing basis for all teachers employed by the Division. Through ongoing supervision, a Principal shall seek to be satisfied that a teacher’s teaching meets the requirements of the Teaching Quality Standard.

3.3 In the normal course of duties, a Principal, a member of Senior Central Office Administration or designate may receive information from any legitimate source and make observations about the quality of teaching a teacher provides to students. On an ongoing basis, relevant information and observations will be shared with the teacher.

3.4 In exercising educational leadership, a Principal may provide guidance and support to a teacher to improve the teacher’s quality of instruction and this assistance may vary in nature depending upon the teacher’s learning needs and professional circumstances.

3.5 Supervision is to be viewed as developmental and teachers are to be willing to receive collegial advice and assistance to improve professional performance, identify areas of strength, and provide recommendations and opportunities for further growth.

3.6 When, through supervision, a Principal believes that a teacher’s teaching may not meet the requirements of the Teaching Quality Standard, the Principal may:

3.6.1 Work with the teacher directly, as a part of the Principal program of supervision, to provide assistance to change the behaviours or practices that may be problematic,

3.6.2 Initiate an evaluation in accordance with the Procedures (Refer to Administrative Procedure 422 Appendix D).

5. Evaluation

5.1 The evaluation of a teacher by a Principal, a member of Central Office senior administration or designate may be conducted:

5.1.1 Upon the written request of a teacher;

5.1.2 For the purposes of gathering information related to a specific employment decision;
5.1.3 For purposes of assessing the growth of the teacher in specific areas of practice;

5.1.4 When, on the basis of information received through supervision, the Principal has reason to believe that the teaching of the teacher may not meet the Teaching Quality Standard.

5.2 A recommendation by a Superintendent, or designate, that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by findings of two (2) or more evaluations. These evaluations may occur over more than one (1) year.

5.3 Teachers will be evaluated by the Principal and may also be evaluated by a member of senior administration from Central Office.

5.3.1 A teacher on a temporary contract shall be evaluated by the Principal.

5.6 On initiating an evaluation, the evaluator shall communicate explicitly to the teacher in writing:

5.6.1 The reasons for, and purposes of, the evaluation;

5.6.2 The process, criteria, and standards to be used;

5.6.3 The timelines to be applied;

5.6.4 The possible outcomes of the evaluation;

and shall proceed in accordance with these procedures.

5.7 The evaluation of a teacher will be conducted within thirty (30) days of written request of a teacher who holds a continuing contract and a permanent professional teaching certificate.

5.8 Before proceeding with the evaluation, the evaluator shall meet with the teacher to communicate the information outlined in clause 5.6.

5.9 Where possible, a teacher is to be involved in the development of the process (including data collection procedures) and timelines. Teachers are encouraged to create a portfolio to provide the evaluator with information about the teacher’s teaching assignment, professional context, and additional evidence to demonstrate proficiency in their practice.

5.10 The evaluator shall observe the teacher’s teaching and, if appropriate, other activities relating to the teacher’s assignment. Such activities may include, but are not limited to direct observations, walk-throughs, discussions, document reviews, etc.

5.10.1 Data collection procedures shall be conducted in accordance with the Code of Professional Conduct.

5.10.2 At least three (3) formal classroom observations shall occur during evaluation. They shall:
5.10.2.1 Be scheduled with advance notice to the teacher.
5.10.2.2 Be followed up with timely written feedback.

5.10.3 Other, less formal, classroom observations may be made by the Principal, member of Central Office senior administration, or designate in addition to those outlined in 5.10.2

5.11 When the evaluation of a teacher is completed, the evaluator shall complete an evaluation report addressing whether the teacher’s teaching meets or does not meet the Teaching Quality Standards. The report shall be completed in accordance with the following time frame:

5.11.1 Within thirty (30) calendar days when the evaluation is for continued employment or certification.
5.11.2 Within fourteen (14) calendar days when the evaluation pertains to remediation.

5.12 The Principal shall provide the teacher with a copy of the completed final evaluation report.

5.13 The Principal, a member of Central Office senior administration, or designate and the teacher shall meet to discuss the evaluation report and the teacher shall be given an opportunity to append any written comments to the report. The evaluation, together with the teacher’s comments, shall be placed in the teacher’s personnel file.

5.14 When, in the process of conducting of a program or school evaluation under clause 5.1.3, a Principal believes that a teacher’s teaching may not meet the Teaching Quality Standard, the Principal shall consider the program or school evaluation to be supervision under this procedure and may initiate an evaluation under clause 5.1.4.

5.15 When, as a result of an evaluation of a teacher on a continuing contract, a Principal, a member of Central Office senior administration or designate determines that a teacher’s teaching does not meet one or more aspects of the Teaching Quality Standard and a change in the practice or behaviour of the teacher is required, the Principal, a member of Central Office senior administration or designate shall issue a notice of remediation to the teacher in accordance with these procedures and the following steps shall be taken:

5.15.1 A program of assistance, consistent with the notice of remediation, will be offered to the teacher;
5.15.2 After no more than one hundred (100) school days, a subsequent evaluation shall be undertaken to determine if the required changes in practice or behaviour have taken place;
5.15.3 If, as a result of the second evaluation resulting from a notice of remediation, the evaluator concludes that the teacher’s teaching meets the Teaching Quality Standard, the evaluation shall cease;
5.15.4 If, as a result of the second evaluation resulting from a notice of remediation, the evaluator concludes that the teacher’s teaching still does not meet the Teaching Quality Standard, then, considering the best interest of the students, the teacher, the profession, and the Division as a whole:

5.15.4.1 An additional period of remediation may be offered the teacher, or
5.15.4.2 The teacher may be given a change of assignment or any other option in accordance with Division policy and procedure, or
5.15.4.3 A combination of clauses 5.16.4.1 and 5.16.4.2, or
5.15.4.4 A recommendation may be made to the Board to terminate the teacher’s contract of employment.

5.16 Remediation strategies outlined in the notice replace the teacher’s obligation to develop, implement, and complete an annual teacher professional growth plan.

5.17 Should any timeline or period of time specified in the notice of remediation be interrupted for any reason other than a scheduled holiday or break, the timeline or period of time may be suspended for the duration of the interruption and will be reinstated on the date the interruption ends. A revised notice of remediation will be issued.

6. Request for Review

6.1 A teacher has the right to request a review of an evaluation from the Superintendent, or designate, as follows:

6.1.1 Such a request shall be made in writing to the Superintendent, within ten (10) days of receipt of the written evaluation in question.

6.1.2 In the written request to the Superintendent, the teacher shall state the reasons for the request and include all other pertinent information.

6.2 Upon receipt of the request for a review under clause 6.1, the Superintendent shall determine whether the request meets the requirements of clause 6.1, consider the matter, and notify, in writing, the teacher of her/his decision within ten (10) school days of receipt of the request.

6.2.1 The Superintendent may do, or direct, any of the following:

6.2.1.1 Deny the request in its entirety;
6.2.1.2 Direct an evaluator to re-assess/evaluate a specific section of the evaluation report or Teaching Quality Standard;
6.2.1.3 Direct the addition or deletion of certain pieces of evidence gathered to inform the evaluation;
6.2.1.4 Initiate further evaluation;
6.2.1.5 Authorize a second evaluation; or
6.2.1.6 Direct other actions as the Superintendent deems appropriate.
6.2.2 Where the Superintendent has directed an action under 6.2.1.2, 6.2.1.3, or 6.2.1.4, the Superintendent shall ensure a final evaluation report is issued to the teacher within thirty (30) school days of his/her response as per clause 6.2.

6.2.3 Where the Superintendent has directed a second evaluation under 6.2.1.5, the evaluation will be conducted in accordance with the process and timelines described in clause 5.

6.3 The Superintendent’s decision in these matters is final.

Reference: Section 18, 33, 52, 53, 55, 196, 197, 204, 213, 214, 215, 218, 222 Education Act
Freedom of Information and Protection of Privacy Act
Certification of Teachers Regulation 84/2019
Practice Review of Teachers Regulation 92/2019
Guide to Education ECS to Grade 12
EXCHANGE TEACHING

Background

The Division acknowledges that professional staff exchanges may be of benefit to the Division and to the individuals involved. The experience of teaching in another province or country on a Teacher Exchange Program provides unique cultural, social, and educational opportunities. Therefore, the Division supports term specific inter-system and intra-system professional staff exchange programs. The Division approves participation in exchange teaching programs as long as they do not impose an undue financial burden on the Division.

Definition

Leave of absence granted for exchange teaching purposes shall be from the “staff” of the Division and not from a specific position. Those candidates who are selected for exchange teaching will follow appropriate “leave of absence” procedures.

Procedures

1. Information regarding exchanges will be made available to staff as it becomes available at various times during the year.

2. Applications for exchange teaching positions shall be made through the Superintendent.

Reference: Section 18, 20, 60, 61, 96, 113 School Act
PROFESSIONAL STAFF EXTENDED LEAVES

Background

The Division recognizes its responsibility for ensuring continuity in students’ education, however, staff members may receive professional development opportunities through extended leaves of absence. There may also be times for personal reasons, it may be in the best interests of staff and the Division, to permit an extended leave of absence.

Procedures

1. The following factors will be considered in the granting of leaves:
   1.1 A clearly communicated reason: need for the leave of absence;
   1.2 The number of teachers on leave;
   1.3 Written request for leave shall be on or before April 15 of the current year;
   1.4 Notification of return to work shall be on or before April 15 of the next year;
   1.5 Leaves will not be for the purposes of employment with other Boards;
   1.6 Years of service with the Division may be a consideration;
   1.7 The ability to obtain suitable replacement must also be considered.

2. The Superintendent or designate will grant extended leaves at his/her discretion.
   2.1 The Superintendent’s decision in this matter will be final.

Reference: Section 18, 33, 52, 53, 68, 196, 197, 204, 222 Education Act
PROFESSIONAL STAFF REDUCTION

Background

The Division’s mandate to provide educational services to students enrolled in Division schools requires that it be sensitive to the educational needs of the students. However, in certain circumstances such as decreasing enrollment, financial restrictions, school closures, the restructuring of educational practices or other reasons which the Superintendent deems relevant, it may be necessary to reduce the number of staff in a given location or in the Division as a whole. At all times, the primary consideration of the Division shall be the efficient administration of its educational mandate.

In the event that such a reduction is deemed necessary by the Division, this administrative procedure will provide an orderly and fair process for staff reduction.

Procedures

1. Should the Superintendent deem a reduction in the number of professional staff to be warranted; the Deputy Superintendent will endeavor first to effect such reduction through attrition by:
   1.1 Voluntary resignation,
   1.2 Voluntary retirement,
   1.3 Voluntary leave of absence, and/or
   1.4 Voluntary changes in employment status such as full-time to part-time.

2. If voluntary attrition does not result in sufficient reduction, then the Deputy Superintendent is responsible for identifying teachers to be declared possible surplus of a particular school. The Superintendent will then endeavor to effect reduction through the transfer of staff to other assignments.

3. If reduction cannot be fully achieved through voluntary attrition and/or transfer to other assignments, the Superintendent will endeavor to effect reduction through the termination of contracts of employment.

4. The following criteria will be utilized in the determination of which contracts of employment will be terminated:
   4.1 Appropriateness of academic and experience qualifications and the application of such qualifications to the needs, goals and programs of the Division. Every effort will be made to ensure that appropriate staff are retained to teach programs approved by the Division.
   4.2 Relative competency will be determined on the basis of written performance appraisals taken from the previous five (5) years of service with the Division by the administrative staff and teacher’s disciplinary records.
4.3 Seniority with the Division will be the determining criteria where personnel qualifications, program needs, or relative competency are deemed equal.

5. The Superintendent has the responsibility for applying the above criteria and for initiating the termination of teacher contracts in accordance with the Education Act.

6. A letter to the teacher advising of the initiation of the contract termination process shall be provided to the teacher and shall include:

6.1 Notice that the termination of contract is being considered.

6.2 The reasons for the termination.

6.3 The date, time and location of a meeting with the Superintendent at which time the decision to terminate will be considered.

6.4 The teacher’s right to have representation at the meeting.

6.5 The teacher’s right to seek legal counsel.

7. It is the desire of the Division that recommendations to terminate contracts of employment be formulated at least sixty (60) days prior to the conclusion of a semester or school term.

7.1 Notwithstanding the above, the Division recognizes that emergent situations may arise which preclude adherence to the sixty (60) day time period. In such instances; staff reductions may proceed, provided they comply with the provisions of statute.

8. This administrative procedure does not require the Superintendent to assign a teacher whose contract may be terminated to any vacant position.

Reference: Section 33, 52, 53, 68, 196, 197, 204, 212, 213, 215, 217, 218, 219, 222, 225, 232 Education Act
Employment Standards Code
Labour Relations Act
Collective Agreement
STUDENT TEACHING

Background

Full cooperation with teacher training institutions who wish to provide student teaching experiences for their students is encouraged.

Procedures

1. Certificated teachers are encouraged to function as Faculty Consultants or Cooperating Teachers in teacher training programs.

2. Honoraria for Faculty Consultants and Cooperating Teachers shall be the responsibility of the teacher training institution. Division staff are entitled to accept and retain such honoraria.

3. The Superintendent or designate will coordinate requests from teacher training institutions for the placement of student teachers.

4. Placements of student teachers shall be made by the Principal in consultation with the Cooperating Teacher(s).

Reference: Section 18, 20, 39, 60, 61, 97, 113 School Act
Teaching Profession Act
Ministerial Order 001/2013 – Student Learning
Ministerial Order 016/97 – Teaching Quality Standard
Guide to Education – ECS to Grade 12
Collective Agreement
Administrative Procedure 430

PRINCIPALS AND OTHER CATHOLIC SCHOOL ADMINISTRATORS

Background

The Superintendent shall be responsible for recruiting and placing principals and other school based administrators in accordance with Board Policy 16 – Recruitment and Selection of Personnel.

Procedures

1. To be eligible to serve in an administrative capacity in the Division it is expected that a candidate will hold at least an undergraduate degree in education and preferably a Masters degree. Candidates are expected to have had successful teaching experience and be familiar with the philosophy and values embodied in Catholic education.

2. The Superintendent or a designate shall set out the roles and responsibilities of each Principal after consultation with the incumbent. It is expected that Section 20 of the School Act will serve as the basis for establishing the role and responsibility of each Principal.

3. The roles and responsibilities of all assistant principals shall be determined by the Principal of the school after consultation with the incumbent. It is expected that each Principal will assess the strengths of the Assistant Principal along with their own and set out duties accordingly.

4. In offering the contracts of employment for principals and assistant principals.
   4.1 The Division has no obligations to renew Administrative contracts under any circumstances.
   4.2 A minimum of the first year of an Administrator contract shall be deemed probationary.
   4.3 After successful completion of a probationary contract, administrator contracts will be term contracts up to a maximum of 4 additional years.
   4.4 After a minimum of 4 years of employment an Administrator may be offered a continuous contract. After 5 years they shall be deemed to be offered a continuous contract.

5. Administrators shall be evaluated regularly.
   5.1 Administrators on probationary contracts yearly
   5.2 Administrators on term contracts in their final year
   5.3 Administrators on continuous contract every 3 years

Reference: Section 18, 20, 60, 61, 96, 113 School Act
Administrative Procedure for In-School Administrator

This document is based upon the Leadership Quality Standard and the 5 Marks of an Excellent Catholic Leader. All administrators are educational leaders who promote the success of all students. This administrative procedure sets out expectations for administrators. Indicators following each competency are designed to provide illustrative examples that demonstrate competent practice. These indicators are not meant to be a definitive list.

Administrators and the Superintendent or designate are to use the descriptors to guide professional development, supervision, evaluation and remediation strategies in order that administrators can meet the Leadership Quality Standards consistently throughout their careers.

As the Alberta Leadership Quality Standard states “Quality leadership occurs when the leader’s ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students. The Leadership Quality Standard applies to all leaders employed in a school authority. All leaders are expected to meet the Leadership Quality Standard throughout their careers. Principals as defined under the School Act are accountable for the demonstration of all the competencies. Other leaders are responsible for the demonstration of competencies directly related to their assigned role. In any given context, reasoned professional judgment must be used to determine whether the Leadership Quality Standard is being met.”

The expected Standard of leaders within Living Waters School Division is characterized by the following competencies and indicators:

Catholic Leadership

The Catholic Leader embodies Gospel values and teachings of the Catholic faith, enhances and supports Catholic education permeated in all aspects of leadership and acts in service to the Catholic community.

The Leader:

a) Embraces the dignity of all as created in the image of God, ensuring the overall development of the whole person.

b) Advocates for Catholic Education within and makes decisions that embody Gospel teachings, ensuring that all that happens in the school reflects a living Catholic vision of the world.

c) Intentionally directs and fosters the development of Catholic education through permeation of Faith.

d) Acts as a witness and an agent of hope, by modelling to all people, a Catholic lifestyle consistent with the teaching of the Catholic Church and active parish life.

e) Ensures a communal vision; recognizing that God will be found with and in each other while creating and leading a community of faith both within and beyond the school.
Fostering Effective Relationships

A leader builds positive working relationships with members of the school community and local community.

The Leader:

a) Acts with fairness, respect, dignity and integrity;
b) Demonstrates empathy and a genuine concern for others through servant leadership;
c) Creates a welcoming, caring, respectful, and safe learning environment;
d) Creates opportunities for parents/guardians, as partners in Catholic education, to take an active role in their children’s education;
e) Establishes relationships with First Nations, Metis, and Inuit parents/guardians, Elders/Knowledge Keepers, local leaders, and community leaders;
f) Demonstrates a commitment to the health and well-being of all teachers, staff, and students including spiritual wellness;
g) Acts consistently in the nest interests of students;
h) Engages in collegial relationships while modelling and promoting open, collaborative dialogue;
i) Communicates, facilitate, and solves problems effectively; and
j) Implements processes for improving working relationships and dealing with conflict within the Catholic school community while maintaining the dignity of all.

Modelling Commitment to Professional Learning

A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning.

The Leader:

a) Engages with others such as teachers, principals, parish faith leaders, and other leaders to build personal and collective professional capacities and expertise through a Catholic lens;
b) Actively seeks out feedback and information from a variety of sources to enhance Catholic leadership practice;
c) Seeks, critically reviews, and applies educational research and Catholic teachings to inform effective practice; and
d) Engages members of the school community to build a shared understanding of current trends and priorities in the Education system and relevant Catholic documents.

Embodying Visionary Leadership

A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning, and well-being.
The Leader:

a) Communicates a philosophy of Catholic education that is student-centered and based on sound Catholic leadership of effective teaching and leadership rooted in the Gospel message;
b) Recognizes the school community’s Catholic values and aspirations and demonstrates an appreciation for diversity;
c) Collaborates with other leaders, faith leaders, and superintendents to address challenges and priorities;
d) Supports school community members, including school councils, in fulfilling their roles and responsibilities;
e) Promotes innovation, enables positive change, and fosters a commitment to continuous improvement; and
f) Accesses, shares and uses a range of data to determine progress towards achieving goals.

Leading a Learning Community

A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.

The Leader:

a) Fosters equity and respect within the Catholic school with regards to the rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms and the Constitutional Rights of the Catholic School System;
b) Creates an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe;
c) Develops a shared responsibility for the success of all students;
d) Cultivates a culture of high expectations for all students and staff;
e) Creates meaningful, collaborative learning opportunities for teachers and support staff;
f) Establishes opportunities and expectations for positive involvement of parents/guardians in supporting student learning;
g) Creates an environment for the safe and ethical use of technology;
h) Collaborates with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs; and
i) Recognizes and celebrates God-given gifts, talents, and accomplishments of students and staff.

Supporting the Application of Foundational Knowledge about First Nations, Metis, and Inuit.

A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Metis, and Inuit for the benefit of all students.

The Leader:

a) Understands the historical, social, economic, and political implications of:
   a. Treaties and agreements with First Nations
   b. Legislation and agreements negotiated with Metis; and
   c. Residential schools and their legacy;
b) Aligns resources and builds the capacity of the Catholic school community to support First Nations, Metis, and Inuit achievement;

c) Enables all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences, and contemporary contexts of First Nations, Metis and Inuit; and

d) Pursues opportunities and engages in practices to facilitate reconciliation within the Catholic school community.

Providing Instructional Leadership

A leader ensures that every student has access to quality teaching and optimum learning experiences.

The Leader:

a) Builds the capacity of teachers to respond to the learning needs of all students including faith development and spiritual growth;

b) Implements professional growth, supervision, and evaluation processes to ensure that all teachers meet the Teaching Quality Standard;

c) Ensures that student instruction address learning outcomes outlined in programs of study;

d) Facilitates mentorship, faith formation, and induction supports for teachers, as required;

e) Demonstrates a strong understanding of effective pedagogy and curriculum including faith permeation;

f) Facilitates the use of a variety of technologies to support learning for all students;

g) Ensures that student assessment and evaluation practices are fair, appropriate, and evidence-informed;

h) Interprets a wide range of data to inform school practice and enable success for all students; and

i) Facilitates access to resources, agencies, and experts within and outside the school community to enhance student learning, development and spiritual growth.

Developing Leadership Capacity

A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.

The Leader:

a) Demonstrates consultative and collaborative decision-making that is informed by Catholic values, open dialogue and multiple perspectives;

b) Identifies, mentors, and empowers teachers in educational leadership roles through a Catholic lens;

c) Promotes the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in Catholic school life;

d) Creates opportunities for students to participate in leadership activities and to exercise their voice in Catholic school leadership and decision making; and

e) Promotes team building and shared leadership among members of the Catholic school community.
Managing School Operations and Resources

A leader effectively directs operations and manages resources.

The Leader:

a) Identifies and plans for areas of need;
b) Applies principles of effective teaching and learning, child development, ethical leadership, and a Catholic dimension to all decisions;
c) Aligns practices, procedures, policies, decisions, and resources with school and school authority visions, goals, and priorities;
d) Follows through on decisions made by allocating resources (spiritual, human, physical, technological, and financial) to provide the learning environments and support needed to enable and/or improve learning for all students;
e) Facilitates access to appropriate technology and digital learning environments; and
f) Ensures operations align with provincial legislation, regulations, and polices and the policies and processes of the school authority.
g) Visions and creates physical spaces that visibly express the signs of our Catholic faith.

Understanding and Responding to the Larger Societal Context

A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.

The Leader:

a) Supports the school community in understanding the legal frameworks and policies that provide the foundation for the Alberta education system including the provisions for Catholic schools;
b) Represent the needs of students at the Diocese, community, school authority, and provincial levels;
c) Engages local community partners to understand local contexts;
d) Demonstrates an understanding of local, provincial, national and international issues and trends related to education including their implications for Catholic education; and
e) Facilitates school community members’ unstaining of local, provincial, national and international issues and trends and their implications for Catholic education.
FLOW CHART FOR ADMINISTRATOR GROWTH

ALL ADMINISTRATORS
- a) Under a probationary contract
- b) Under an interim or temporary contract of one hundred and ten (110) days or more
- c) Under a continuing contract
- d) Under a term contract

Submit an Annual Professional Growth Plan by October 15th or within 60 calendar days of commencement

Review to follow

By June 1st
Submission of written or verbal culminating report

By June 30th
Growth Plan returned to Administrator and verification recorded by the Superintendent
RECOMMENDED GOALS FOR ANNUAL PROFESSIONAL GROWTH PLAN

It is recommended that administrators consider addressing at least two (2) goals from the Annual Plan for Learning, one (1) personal goal, and one (1) spiritual development goal. Administrators are to consider a variety of professional development options in their plans, and identify appropriate strategies and timelines to complete the plan.

Further examples are available in the Administrative Procedure 422 – Teacher Growth, Supervision and Evaluation.
FLOW CHART FOR SUPERVISION AND EVALUATION FOR ADMINISTRATORS

1. Under a probationary contract
2. Under an interim or temporary contract of 110 days or more
3. Under a continuing contract
4. Under a term contract
Evaluation Cycle

Pre-Conference

Administrator’s evaluator for:
- permanent teaching certificate
- continuing contract
- additional term contract
- must have 2 evaluations of at least 3 visits each

A reasonable number of observations

Post-Conference

Report

Meeting with Administrator
Protocols for Data and Evidence Sources for In-School Administrator Evaluations

When evaluating administrators, data that can be used as evidence to form an opinion of performance may come from a variety of sources such as, but not limited to, the following:

1. Document reviews
   1.1 Principal Portfolios
   1.2 School Annual Plans for Learning
   1.3 School Programing documents such as timetables, etc.
   1.4 Teacher/teaching plans
   1.5 Budgets and other Financial documents
   1.6 Handbooks
   1.7 Communication documents

2. School data reviews
   2.1 Accountability Pillar data
   2.2 Literacy and Numeracy data
   2.3 Attendance data
   2.4 Our School data
   2.5 TIMS data
   2.6 Other Divisional or school survey data

3. Staff surveys and interviews
   3.1 One-on-one staff interviews
   3.2 Other Divisional or school survey data

4. Student surveys and interviews
   4.1 One-on-one student interviews
   4.2 Other Divisional or school survey data

5. Parent surveys and interviews
   5.1 One-on-one interviews
   5.2 Other Divisional or school survey data

6. Interviews with Parish clergy, staff or associated Church organizations

7. Conversations and interviews with the Principal

8. Direct observations

9. Informal observations and site visits

10. When staff, student and/or parent interviews are to be part of the evaluation process, the Superintendent shall make this known to the person being evaluated. Interviews shall be conducted “in-person” based upon a sampling of the group being interviewed.
   10.1 The interviews shall be conducted by the Superintendent, or someone designated by them. Another individual may be present to take notes.
10.2 When staff are being interviewed, the Superintendent shall request to interview a randomly selected sample of 30% of the staff group (unless more people come forward requesting to be interviewed or people do not wish to be interviewed).

10.2.1 The Superintendent has the right to interview additional people if they deem it necessary to do so.

10.3 For parent groups, school councils shall be the sample from which interviews are drawn. If the group is smaller than 5 people, attempts will be made to interview the entire group.

10.4 For student groups, student councils or leadership teams shall be the group from which the interviews are drawn. If the group is smaller than 5 people, efforts shall be made to interview the entire group.

10.5 No person shall be compelled to provide an interview. Where a staff member, student or parent declines to be interviewed, best efforts shall be made to request interviews from other individuals within the group in order to meet the sample size.

10.6 No person within a group being interviewed shall be denied an opportunity to be interviewed, if they make a request to be interviewed (unless a conflict of interest exists in the opinion of the Superintendent).

10.7 Prior to beginning each interview, the interviewer shall remind the person being interviewed that they may be bound by a Code of Professional Conduct and should respond as they feel comfortable.

11. Interview questions shall be provided to the person being evaluated prior to interviews.

12. Notes, minutes and records of all interviews shall be kept in the evaluator’s secured files for a minimum of 1 year but not more than 3 years.

12.1 Interviews may be recorded via electronic recording, hand-writing, or video.

13. A summary of the responses from the interviews shall be made available to the person being evaluated within 3 weeks of the final evaluation report provided a written request to do so is made. The summary report shall:

13.1 Be summarized by question, not by respondent

13.2 Shall show the number of interviews within each group conducted; and

13.3 Shall not disclose the names or identifying information about the person who was interviewed.
Administrative Procedure 432

ADMINISTRATOR GROWTH, SUPERVISION AND EVALUATION

Background
The Division recognizes the importance of school based administrators in promoting the success of all students and staff by advocating, nurturing and sustaining a Catholic school culture and instructional program conducive to student learning and staff professional growth.

Superintendents, principals and teachers are responsible for the facilitation of acceptable professional practices through career-long professional growth. The Division’s Administrator’s Growth, Supervision and Evaluation Administrative Procedure aims to ensure that each administrator’s professional actions, judgments and decisions are in the best educational interests of students and support optimum learning.

The Superintendent and site-based administrators must work together to achieve the standards set out in the Leadership Quality Practice Standards (LQS) and the Teaching Quality Standard (TQS) documents. All administrators are expected to practice consistently within the above stated parameters.

Definitions
*Evaluation* means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by the Superintendent or designate in determining whether one (1) or more aspects of the Leadership Quality Practice or the Teaching Quality Standard is not met.

*Notice of remediation* means the written notice issued by the Superintendent or designate to the administrator where the Superintendent or designate has determined that the administrator’s practice does not meet the Leadership Quality Practice Standards and Teaching Quality Standard, and such a statement describes:

- The behaviours or practices that do not meet the Leadership Quality Practice Standards and the Teaching Quality Standard and the changes required;
- The remediation strategies the administrator is advised to pursue, and
- How the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of an administrator’s contract of employment.

*Principal* means a Principal as defined in the Education Act. For this administrative procedure it also means Assistant Principal.

*School board* means Living Waters Catholic Separate School Division Board of Trustees.
Superintendent means the Superintendent of schools or designate in respect to fulfilling obligations under section 222 of the Education Act, or for purposes of making recommendations under the Certification of Teachers Regulation.

Supervision means the ongoing process by which the Superintendent or designate carries out duties in respect to administrators and teachers and related duties required under section of the Education Act, and exercises educational leadership;

Teacher means an individual who is required to hold a certificate of qualifications as a teacher and who is responsible for the provision of instruction or supervision under section 196 of the Education Act.

Administrators professional growth means the career-long learning process whereby an administrator annually develops, implements, and completes a plan to achieve professional learning objectives or goals that are consistent with the Teaching Quality Standard, and Leadership Quality Practice Standards.

Teaching Quality Standard means the standard and descriptors of knowledge, skills and attributes authorized by the Minister.

Leadership Quality Practice Standard means the standard and descriptions of knowledge, skills, and attributes authorized by the Superintendent.

Site based administrator means Principal or Assistant Principal assigned to each school site.

Procedures

1. General Considerations
   1.1 This administrative procedure applies to all administrators employed by the Division unless otherwise stipulated.
   1.2 This administrative procedure does not restrict the Board or Superintendent:
       1.2.1 From taking disciplinary or other action, as appropriate, where the Superintendent has reasonable grounds for believing that the actions or practices of an administrator endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the Board; or
       1.2.2 From taking any action or exercising any right or power under the School Act.
   1.3 An evaluation of an administrator by the Superintendent, or designate shall be conducted in a fair and consistent manner.

2. Administrator Professional Growth
   2.1 An Administrator employed by the Division:
2.1.1 Under a probationary contract;

2.1.2 Under a continuing contract; or

2.1.3 Under a term contract; is responsible for developing, implementing, and completing during each school year an annual professional growth plan that meets the requirements of this procedure.

2.2 An administrator’s annual professional growth plan shall:

2.2.1 Reflect goals and objectives based on an assessment of learning needs by the individual administrator;

2.2.2 Show a demonstrable relationship to the Leadership Quality Standard;

2.2.3 Take into consideration the educational plans of the school, the Division, and Alberta Education.

2.2.4 Each administrator will be provided with necessary supporting documents.

2.3 Subject to the approval of the Superintendent, an administrator’s annual professional growth plan may be a component of a long-term, multi-year plan.

2.4 In developing, implementing and completing a administrator’s annual professional growth plan, an administrator shall adhere to the requirements of clause 2.2.

2.5 An administrator’s annual professional growth plan is to include all requirements and strategies as outlined in Administrative Procedure 432 Appendix C.

2.6 Subject to clause 2.1, an administrator shall submit a copy of the annual professional growth plan the administrator intends to pursue in accordance with these procedures no later than October 15 of each year or within sixty (60) calendar days if employment commences after September 15.

2.7 An administrator’s completed annual professional growth plan shall be reviewed to ensure that the plan complies with the requirements of clause 2.2.

2.8 Unless an administrator agrees, the content of an annual professional growth plan shall not be part of the evaluation process.
2.9 The Superintendent may, by October 15 in a school year, delegate to a group of administrators the responsibility to review or approve the annual professional growth plans of administrators in the Division.

2.10 Subject to clause 2.1, by June 1 of each school year, an administrator shall provide a written culminating report of the administrator’s completed annual professional growth plan in accordance with the procedures:

2.10.1 To the Superintendent, or

2.10.2 To the group of administrators delegated by the Superintendent under clause 2.9 representative body of administrators (i.e. the administrators professional development group) for review.

2.11 The Superintendent or the representative body of administrators, shall review an administrator’s completed annual professional growth plan in consultation with the administrator and determine whether the administrator’s plan complies with clause.

2.11.1 Where a review under clause 2.10 finds that the administrator has not completed an annual professional growth plan as required, the administrator may be subject to disciplinary action in accordance with Division procedures.

2.11.2 The representative body of administrators shall, by June 30, submit to the Superintendent written verification that each administrator has developed, implemented, and completed an annual professional growth plan for the prior school year (Form 432-1).

2.12 A completed annual professional growth plan shall be returned to the administrator and no copies shall be retained by the Division without the consent of the administrator.

3. Supervision

3.1 A fundamental component of this administrative procedure is ongoing supervision of administrators by the Superintendent, or designate, including:

3.1.1 Providing support and guidance to administrators;

3.1.2 Observing and receiving information from any legitimate source about the quality of administration provided to the school;

3.1.3 Identifying the behaviours or practices of an administrator that for any reason may require an evaluation.
3.2 Supervision shall be conducted on a continuing basis for all administrators employed by the Division. Through ongoing supervision, a Superintendent, or designate, shall seek to be satisfied that an administrator’s practice meets the requirements of the Leadership Quality Standard.

3.3 In the normal course of duties, a Superintendent may receive information from any legitimate source and make observations about the quality of practice an administrator. On an ongoing basis, relevant information and observations will be shared with the administrator.

3.4 In exercising educational leadership, a Superintendent may provide guidance and support to an administrator to improve the administrator’s quality of practice and this assistance may vary in nature depending upon the administrator’s learning needs and professional circumstances.

3.5 Supervision is to be viewed as developmental and administrators are to be willing to receive collegial advice and assistance to improve professional performance, identify areas of strength, and provide recommendations and opportunities for further growth.

3.6 When, through supervision, the Superintendent, or designate, believes that an administrator’s practice may not meet the requirements of the Leadership Quality Standard, the Superintendent may:

3.3.1 Work with the administrator directly, as a part of the Superintendent’s, or designate’s, program of supervision, to provide assistance to change the behaviours or practices that may be problematic,

3.3.2 Initiate an evaluation in accordance with the Procedures (Refer to Administrative Procedure 432 Appendix D).

5. Evaluation

5.1 The evaluation of an administrator by the superintendent or designate, may be conducted:

5.1.1 Upon the written request of an administrator;

5.1.2 For the purposes of gathering information related to a specific employment decision;

5.1.3 For purposes of assessing the growth of the administrator in specific areas of practice;

5.1.4 When, on the basis of information received through supervision, the superintendent has reason to believe that the practice of the administrator may not meet the Leadership Quality Standard or the Teaching Quality Standard.
5.1.5 A recommendation by a Superintendent, or designate, that an administrator be issued a permanent professional teaching certificate or be offered a continuing contract must be supported by findings of two (2) or more evaluations. These evaluations may occur over more than one (1) year.

5.2 On initiating an evaluation, the evaluator shall communicate explicitly to the administrator in writing:

5.2.1 The reasons for, and purposes of, the evaluation;

5.2.2 The process, criteria, and standards to be used;

5.2.3 The timelines to be applied;

5.2.4 The possible outcomes of the evaluation; and shall proceed in accordance with these procedures.

5.3 Before proceeding with the evaluation, the evaluator shall meet with the administrator to communicate the information outlined in clause 5.3.

5.4 Where possible, an administrator is to be involved in the development of the process (including data collection procedures) and timelines. Administrators are encouraged to create a portfolio to provide the evaluator with information about the administrator’s assignment, professional context, and additional evidence to demonstrate proficiency in their practice.

5.5 The evaluator shall observe the administrator’s practice and, if appropriate, other activities relating to the administrator’s assignment. Such activities may include, but are not limited to direct observations, interviews, discussions, document reviews, etc.

5.5.1 Data collection procedures shall be conducted in accordance with the Code of Professional Conduct.

5.6 When the evaluation of an administrator’s completed, the evaluator shall complete an evaluation report addressing whether the administrator’s practice meets or does not meet the Leadership and/or Teaching Quality Standards. The report shall be completed in accordance with the following time frame:

5.6.1 Within thirty (30) calendar days when the evaluation is for continued employment or certification.

5.6.2 Within fourteen (14) calendar days when the evaluation pertains to remediation.
5.7 The evaluator shall provide the administrator with a copy of the completed final evaluation report.

5.8 The Superintendent, or designate and the administrator shall meet to discuss the evaluation report and the administrator shall be given an opportunity to append any written comments to the report. The evaluation, together with the administrator’s comments, shall be placed in the administrator’s personnel file.

5.9 When, in the process of conducting of a program or school evaluation under clause 5.1.3, the Superintendent believes that an administrator’s practice may not meet the Leadership or Teaching Quality Standard, the Superintendent shall consider the program or school evaluation to be supervision under this procedure and may initiate an evaluation under clause 5.1.4.

5.10 When, as a result of an evaluation of an administrator on a continuing contract, the Superintendent, or designate determines that an administrator’s practice does not meet one or more aspects of the Teaching Quality Standard or Administrative Quality Standard, and a change in the practice or behaviour of the administrator is required, the Superintendent, or designate shall issue a notice of remediation to the administrator in accordance with these procedures and the following steps shall be taken:

5.11.1 A program of assistance, consistent with the notice of remediation, will be offered to the administrator;

5.11.2 After no more than one hundred (100) school days, a subsequent evaluation shall be undertaken to determine if the required changes in practice or behaviour have taken place;

5.11.3 If, as a result of the second evaluation resulting from a notice of remediation, the evaluator concludes that the administrator’s practice meets the Teaching Quality Standard and the Leadership Quality Standard, the evaluation shall cease;

5.11.4 If, as a result of the second evaluation resulting from a notice of remediation, the evaluator concludes that the administrator’s practice still does not meet the Leadership and Teaching Quality Standards, then, considering the best interest of the students, the administrator, the profession, and the Division as a whole:

5.11.4.1 An additional period of remediation may be offered, or

5.11.4.2 The administrator may be given a change of assignment or any other option in accordance with Division policy and procedure, or

5.11.4.3 A combination of clauses 5.16.4.1 and 5.16.4.2, or

5.11.4.4 A recommendation may be made to the Board to terminate the administrator’s contract of employment.
5.12 Remediation strategies outlined in the notice replace the administrator’s obligation to develop, implement, and complete an annual professional growth plan.

5.13 Should any timeline or period of time specified in the notice of remediation be interrupted for any reason other than a scheduled holiday or break, the timeline or period of time may be suspended for the duration of the interruption and will be reinstated on the date the interruption ends. A revised notice of remediation will be issued.

6. Request for Review

6.1 An administrator has the right to request a review of an evaluation from the Superintendent, or designate, as follows:

6.1.1 Such a request shall be made in writing to the Superintendent, within ten (10) days of receipt of the written evaluation in question.

6.1.2 In the written request to the Superintendent, the administrator shall state the reasons for the request and include all other pertinent information.

6.2 Upon receipt of the request for a review under clause 6.1, the Superintendent shall determine whether the request meets the requirements of clause 6.1, consider the matter, and notify, in writing, the administrator of her/his decision within ten (10) school days of receipt of the request.

6.2.1 The Superintendent may do, or direct, any of the following:

6.2.1.1 Deny the request in its entirety;

6.2.1.2 Direct an evaluator to re-assess/evaluate a specific section of the evaluation report or Teaching Quality Standard or Leadership Quality Standard;

6.2.1.3 Direct the addition or deletion of certain pieces of evidence gathered to inform the evaluation;

6.2.1.4 Initiate further evaluation;

6.2.1.5 Authorize a second evaluation; or

6.2.1.6 Direct other actions as the Superintendent deems appropriate.

6.2.2 Where the Superintendent has directed an action under 6.2.1.2, 6.2.1.3, or 6.2.1.4, the Superintendent shall ensure a final evaluation report is issued to the administrator within thirty (30) school days of his/her response as per clause 6.2.

6.2.3 Where the Superintendent has directed a second evaluation under 6.2.1.5, the evaluation will be conducted in accordance with the process and timelines described in clause 5.
6.4 The Superintendent’s decision in these matters is final.

Reference: Section 18, 33, 52, 53, 55, 196, 197, 202, 203, 204, 214, 215, 222 Education Act
Freedom of Information and Protection of Privacy Act
Certification of Teachers and Leaders Regulation 84/2019
Guide to Education ECS to Grade 12
Practice Review at Teachers & Leaders 92/2019
School Councils Regulation 94/2019
ABSENCE OF SCHOOL ADMINISTRATORS

Background

In the schools of the Division, there are numerous occasions where the school administrator(s) is(are) absent from the building for brief periods of time and for a wide variety of reasons. All stakeholders need to be assured that emergent issues that arise in the absence of the administrative team are efficiently and effectively addressed.

It is essential to the efficient operation of the school that there be a clear indication of administrative authority to address emergent issues in the absence of the school administrator.

Procedures

1. In the absence of the Principal in multi-administrator schools, the administrative authority automatically devolves to the Assistant Principal.

2. In the absence of all administrators from schools, the following procedures will apply:

   2.1 Principals shall:

      2.1.1 Designate a teacher in each school who will assume responsibility for the school in the event of the Principal’s occasional absence during the year.

      2.1.2 Inform the Superintendent of that teacher’s identity; and

      2.1.3 Identify that teacher to the remainder of school staff.

   2.2 The designated teacher will be expected to deal primarily with emergent matters that cannot be deferred until the Principal’s return.

   2.3 The Principal will be responsible to familiarize the designated teacher with the general administrative procedures of the school and the specific procedures to be followed during the Principal’s absence.

   2.4 In the event that a Principal’s absence exceeds five (5) consecutive teaching days, the Superintendent shall appoint an Acting Principal.

   2.5 An Acting Principal performing this role for more than five (5) consecutive days will be paid the administration allowance for the duration of the assignment.

Reference: Section 19, 20, 60, 61, 113 School Act
SUPPORT STAFF

Background

Support staff members are a vital component of the educational programs and services provided to students. As a component of the educational team, support staff members are expected to demonstrate their Catholic faith, follow a personal life style that is exemplary to students, parents, staff and community, both at school and in the community, and to recognize the uniqueness of every student in the school.

Procedures

1. In recruiting support staff, the following criteria shall be considered:
   1.1 Living a lifestyle consistent with the teaching of the Catholic Church and exhibiting commitment to Catholic education and to the Division's philosophy, mission and beliefs;
   1.2 Needs of Division students, and program needs, as perceived by Division administrative personnel;
   1.3 Provisions of current terms and conditions of employment;
   1.4 Candidate interests, knowledge, education, ability and skills;
   1.5 Candidate suitability and compatibility based upon past performance and experience; and
   1.6 Willingness to continue professional development growth.

2. The Superintendent delegates to principals the authority to recruit, deploy, and evaluate support staff members for Division schools.

3. The Collective Agreement outlines detailed procedures with regard to the employment of support staff members.

4. The evaluation and supervision of support staff members shall be undertaken in accordance with Administrative Procedure 442 – Support Staff Growth, Supervision and Evaluation.

5. In deploying and, when necessary, transferring support staff members, the following criteria shall be considered:
   5.1 Student and program needs as perceived by Division administrative personnel;
   5.2 Provisions of current collective agreement;
   5.3 Experience, interests and training of support staff members;
5.4 Staff request; and
5.5 Recommendation of the Principal.

6. Transfers of currently employed support staff members will be considered before appointments are made from outside candidates.

7. The Superintendent is responsible for coordinating the transfer of all Division support staff members.

8. Support staff members may appeal evaluations of their performance, and transfers, to the Superintendent.

Reference: Section 18, 20, 60, 61, 113, 116, 117 School Act
Employment Standards Code
Labour Relations Act
A.U.P.E. Collective Agreement
QUALITY PRACTICE STANDARD FOR SUPPORT STAFF

Background

The mandate to provide educational services to students enrolled in the Division requires that the Division be sensitive to the diverse education and environmental needs of the students. The Division recognizes the value of dedicated and well trained support staff to help meet the Division’s mandate and educational needs of students, to ensure the provision of these services.

This administrative procedure sets out Quality Practice Standards for the evaluation of all support staff. The standards are: Job Knowledge, Organization and Personal Management, Teamwork and Professional Attributes. It is acknowledged that the duties and responsibilities for support staff will vary from position to position and from school to school. Specific responsibilities are to be embodied in a job description and incorporated within the supervision and evaluation process.

Procedures

1. Quality Practice Standard: Job Knowledge
   1.1 A support staff member demonstrates highly relevant job knowledge and experience in his/her area of responsibility and displays the desire to master his/her job.
   1.2 The support staff member demonstrates knowledge in his/her area of responsibility. The member:
      1.2.1 Thinks critically and acts logically to evaluate work situations, solve problems and make decisions.
      1.2.2 Uses technology, instruments, tools and information systems effectively.
      1.2.3 Accesses and applies specialized knowledge from various relevant sources.
      1.2.4 Contributes to the decision making process.
   1.3 The support staff member displays the desire to master his/her job. The support staff member:
      1.3.1 Participates in professional development activities.
      1.3.2 Develops, implements, and completes an Annual Professional Growth Plan.
      1.3.3 Learns new skills and applies them effectively.
      1.3.4 Has a commitment to career-long learning.

2. Quality Practice Standard: Organization and Personal Management
   2.1 A support staff member demonstrates a combination of skills, attitudes and behaviors in providing effective and efficient service to clients in a safe environment.
2.2 The support staff member demonstrates organizational and planning skills. The support staff member:

2.2.1 Plans and manages time, money and other resources to maximize the quality of completed projects/jobs.

2.2.2 Demonstrates initiative and persistence toward the accomplishment of projects/tasks.

2.2.3 Fulfills duties and responsibilities in a manner that is precise, accurate, and of excellent quality.

2.2.4 Meets deadlines.

2.2.5 Demonstrates flexibility within a changing work environment.

2.2.6 Is punctual.

2.2.7 Is accountable to all education stakeholders for actions taken.

2.3 The support staff member demonstrates commitment to client services. The support staff member:

2.3.1 Deals with clients in a professional manner.

2.3.2 Identifies and suggests ways to improve service to appropriate personnel.

2.4 The support staff member demonstrates commitment to creating as safe work environment. The support staff member:

2.4.1 Maintains required standards of safety.

2.4.2 Knows and follows safety rules and procedures.

2.4.3 Takes safety into consideration when making decisions.

2.4.4 Regularly monitors work procedures and habits.

2.4.5 Knows the correct operation of procedures of safety equipment.

2.4.6 Keeps work areas clean and orderly.

2.4.7 Reports unsafe acts or conditions.

3. Quality Practice Standard: Teamwork

3.1 A support staff member works collaboratively to achieve the best results for the organization.

3.2 The support staff member facilitates effective communication and team skills. The member:

3.2.1 Understands and contributes to the organizational goals.

3.2.2 Plans and makes decisions with others and supports the outcomes.

3.2.3 Shares relevant information to contribute to the smooth operation of the organization.

3.2.4 Respects the thoughts and opinions of other team members.

3.2.5 Responds positively to supervisor’s directions.
3.2.6 Reports to the supervisor on the progress of projects.

3.3 The support staff member demonstrates the ability to build mutually supportive relationships with co-workers. The member:
3.3.1 Promotes and supports Catholicity.
3.3.2 Listens to others.
3.3.3 Shows concern for others.
3.3.4 Cooperates and responds to team needs.
3.3.5 Recognizes and respects other people’s diversity and individual differences and does not allow these differences to interfere with the team environment.

4. Quality Practice Standard: Professional Attributes
4.1 A support staff member demonstrates professionalism by representing the Division in a supportive and positive manner.
4.2 The support staff member promotes the success of all students and staff. The member:
4.2.1 Acts in an ethical manner with integrity and fairness.
4.2.2 Is flexible and adaptable.
4.2.3 Has a positive attitude.
4.2.4 Respects confidentiality.
See Form 490-2 – Statement of Confidentiality.
4.3 The employee shows commitment and loyalty to the Division. The member:
4.3.1 Promotes and supports the Division.
4.3.2 Abides by the policies of the Board.
4.3.3 Adheres to the Board’s Mission Statement.
4.3.4 Values and respects each member of the education community.
4.3.5 Promotes and maintains positive community relations.
4.3.6 Is an advocate of the Division.
4.3.7 Is an active participant in the development, implementation and evaluation of the Division’s Three-Year Education Plan.

Reference: Section 18, 20, 60, 61, 113, 116, 117 School Act
Employment Standards Code
Labour Relations Act
A.U.P.E. Collective Agreement
FLOW CHART FOR SUPPORT STAFF GROWTH

All Support Staff Employed by the Division
Principal meets with all Support Staff to set timelines and expectations for Support Staff Growth.

Submit an Annual Professional Growth Plan by October 15th or within 60 calendar days of commencement

Review to follow by the Principal

By June 1st
Submission of written or verbal culminating report

By June 30th
Growth Plan returned to Support Staff Member and verification recorded by the Principal, Superintendent or designate

Reference: Section 18, 20, 60, 61, 113, 116, 117 School Act
Employment Standards Code
Labour Relations Act
FLOW CHART FOR SUPERVISION AND EVALUATION OF SUPPORT STAFF

Supervision
(conducted on all support staff on a continual basis)

Evaluation Cycle

Notice of Remediation

End

No need for an evaluation

Appeal to Superintendent

Additional cycle of evaluation (within 100 days)

End
Administrative Procedure 442

Support Staff Growth, Supervision and Evaluation Admin Procedure

Background

The Division recognizes the importance of dedicated and well trained support staff in promoting the success of all students and staff by advocating, nurturing and sustaining a Catholic school culture and an instructional program conducive to student learning and staff professional growth.

The Division, the Superintendent, principals, teachers and support staff are responsible for the facilitation of acceptable professional practice through career-long professional growth. The Division’s Support Staff Growth, Supervision and Evaluation Procedure aims to ensure that each support staff member’s professional actions, judgements and decision are in the best educational interests of students and support optimum learning.

The Division, the Superintendent, site based administrators and support staff must work together to achieve the Support Staff Quality Practice Standards (SSQPS). All support staff are expected to practice consistently with the above stated standards. Using the Support Staff Quality Practice Standards (SSQPS) as a foundation, the Division’s Support Staff Growth, Supervision and Evaluation Procedure aims to ensure that each support staff member’s professional actions, judgments and decisions are in the best educational interests of students and support optimum learning environments.

1. Professional Growth

Purpose

Support staff have the responsibility of frequently reflecting upon their professional practice and seek improvement as part of a continuing process of professional development. All support staff will prepare annual professional growth plans.

An annual growth plan is expected to:

a. reflect goals based on self assessment of professional learning needs by the individual support staff member.

b. take into consideration the plans, vision and mission of Living Waters.

b. show a relationship to the Support Staff Quality Practice Standard (Admin Procedure 441) and the employee job description.

1.1 Principal, Superintendent or designate will review the Procedures with Support Staff each school year (or commencement of new position and provide timelines for completion and review. (Admin Procedure 442- Appendix A)
1.2 The recommended format is for each support staff member to include at least one goal that supports the division's educational goals, one personal goal, and one spiritual goal.

1.3 Each plan should consider a variety of professional development options, and identify strategies and timelines to complete the plan.

1.4 All support staff shall submit a final copy of the annual professional growth plan for review and approval to the Principal, Superintendent or designate by October 15. Where support staff commences employment after September 15, submission of a final copy of their PGP is expected within 60 calendar days of their commencement of employment.

1.5 Professional Growth Plans will be reviewed by the support staff member in consultation with Principal, Superintendent or designate near the end of each school year.

1.6 The complete Professional Growth Plan shall be returned to the support Staff and no copies shall be retained by the division.

1.7 Unless the support staff agrees, the content of an annual professional growth plan shall not be part of the evaluation process of a support staff.

2. Supervision

Purpose
Through ongoing supervision, the Principal, Superintendent or designate shall seek to be satisfied that the support staff member's work meets the requirements of the Support Staff Quality Practice Standard. The supervision process shall be supportive and collegial and is designed to assist staff to enhance their knowledge, skills and attributes relative to their assigned duties and responsibilities.

Procedure
Through supervision of support staff members the Principal, Superintendent or designate shall:

2.1 Provide developmental, continuous support and guidance to support staff;

2.2 Observe and receive information from any legitimate source about the quality of support staff services provided to the school;

2.3 Identify the behaviors or practices of a support staff that for any reason may require an evaluation.
3. Evaluation

**Purpose**

The purpose of evaluation is to gather information related to specific employment decisions, to assess the growth of the support staff member in specific areas of practice, and to ensure the support staff member is meeting the Support Staff Quality Practice Standard.

In a fair and consistent manner, a Principal, Superintendent or designate shall ensure that a support staff member will receive an evaluation based on direct observations of the support staff member's practice and other activities related to the support staff member's assignment. The Principal, Superintendent or designate and support staff member shall meet through conferencing to discuss matters related to the evaluation.

(Admin Procedure 442 - Appendix B)

**Procedure**

3.1 Support staff will be evaluated regularly according to the following:

a. During the probation period (6 months)

b. During the 1st year following the probationary period

c. Once every three years thereafter.

d. During the 1st year of substantial change to duties and responsibilities of the portion (ie. Educational Assistant moving from elementary assignment to high school, or Educational Assistant changing from general duties to work with severe or high needs group)

OR

e. Upon written request of a support staff member on behalf of him or herself, within 30 days of written request.

f. When, on the basis of information received through supervision, the Principal, Superintendent or designate has reason to believe that the practice of the support staff member may not meet the Support Staff Quality Practice Standard.

3.2 On initiating an evaluation, the Principal, Superintendent or designate shall explicitly communicate, in writing, to the support staff member:

a. the reason for and purpose of the evaluation

b. the process, criteria and standards to be used

c. the timelines to be applied; and

d. the possible outcomes of the evaluation
3.3. When the Principal, Superintendent or designate has completed a reasonable number of observations, within 10 working days the Principal, Superintendent or designate shall:

a. Determine if one or more aspects of the support staff member’s practice meets or does not meet the Support Staff Quality Practice Standard
b. Draft a report which shall include the Principal, Superintendent’s recommendations
c. Meet with the support staff member to discuss the evaluation
d. Provide the support staff member an opportunity to append any written comments on the report.
e. Provide a signed copy of the evaluation, complete with amended comments, to the staff member and place a second copy in the staff member’s personnel file.

3.4. Where, as a result of an evaluation a Principal, Superintendent or designate decides that a permanent status support staff member’s practice does not meet the Support Staff Quality Practice Standard the Principal, Superintendent must provide the support staff member a written notice of remediation that includes:

a. The behaviors or practices that were identified as not meeting the Support Staff Quality Practice Standard and the changes required.
b. The remediation strategies the Support Staff member is advised to pursue
c. How the determination will be made that the required changes in behavior or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a support staff’s contract of employment.

3.5. Upon issuing Notice of Remediation to the support staff the following steps shall be taken:

a. A program of assistance with the notice of remediation, is offered to the support staff member and the support staff member is notified of his or her right to representation by the AUPE;
b. After no more than 100 school days a subsequent evaluation is undertaken.
c. If the Principal, Superintendent or designate concludes that the support staff member’s practices exceeds or meets the Support Staff Quality Practice Standard the evaluation ceases;
d. If the Principal, Superintendent or designate concludes that the support staff member’s practice still does not meet the Support Staff Quality Practice Standard then considering the best interest of the students, the teachers, the profession, and the division as a whole;
   an additional period of remediation is offered the support staff, or
   the support staff is given a change of assignment, or
a combination of the above two bullets, or a recommendation is made to the superintendent to terminate the support staff member’s contract of employment.

e. Where a support staff member’s contract of employment is not terminated under this procedure, the staff member will remain under notice of remediation for no more than 100 days upon which time a subsequent evaluation will be initiated.

f. Remediation strategies outlined in the notice replace the support staff’s Professional Growth Plan.

4. Request for Review

4.1 A support staff member with permanent status has the right to request a review of an evaluation from the Superintendent, or designate, as follows:

4.1.1 Such a request shall be made in writing to the Superintendent, within ten (10) days of receipt of the written evaluation in question.

4.1.2 In the written request to the Superintendent, the support staff member shall state the reasons for the request and include all other pertinent information.

4.2 Upon receipt of the request for a review under clause 5.1, the Superintendent shall determine whether the request meets the requirements of clause 5.1, consider the matter, and notify, in writing, the support staff member of her/his decision within ten (10) school days of receipt of the request.

4.2.1 The Superintendent may do, or direct, any of the following:

4.2.1.1 Deny the request in its entirety;

4.2.1.2 Direct an evaluator to re-assess/evaluate a specific section of the evaluation report;

4.2.1.3 Direct the addition or deletion of certain pieces of evidence gathered to inform the evaluation;

4.2.1.4 Initiate further evaluation;

4.2.1.5 Authorize a second evaluation; or

4.2.1.6 Direct other actions as the Superintendent deems appropriate.

4.2.2 Where the Superintendent has directed an action under 5.2.1.2, 5.2.1.3, or 5.2.1.4, the Superintendent shall ensure a final evaluation report is issued to the support staff member within thirty (30) school days of his/her response as per clause 5.2.

4.2.3 Where the Superintendent has directed a second evaluation under 5.2.1.5, the evaluation will be conducted in accordance with the process and timelines described in clause 5.
4.3 The Superintendent's decision in these matters is final.

*This Administrative Procedure does not restrict the Division or the Superintendent from taking disciplinary or other action, as appropriate, where the Superintendent has reasonable grounds for believing that the actions or practices of a support staff endangers the safety of students, constitutes a neglect of duty, a breach of trust, or a refusal to obey a lawful order of the board.

Reference:
Section 18, 20, 60, 62,113, 116, 117 School Act
Employment Standards Code
Labour Relations Act
SUPPORT STAFF PGP VERIFICATION FORM and CHECKLIST

This form is due to the Superintendent no later than June 30th of each school year.

I hereby verify the following:

1. Collection

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Confirmed (Check or X)</th>
<th>Notes:</th>
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<tbody>
<tr>
<td>I have provided staff reasonable paid time and guidance to have plans developed and submitted prior to Oct. 15 or within 60 days of starting work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>That I have collected a PGP for all staff who have been employed more than 60 days</td>
<td></td>
<td></td>
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</tbody>
</table>

2. Reviewing the plan

<table>
<thead>
<tr>
<th>There is sufficient number of goals in the staff plan</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Goal statements relate to the staff member and not to students or “the school”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals reflect needs- there evidence of thought and need</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals connect to the standards in AP 441</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals take the school and Division needs into consideration</td>
<td></td>
<td></td>
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<tr>
<td>There is at least one personal goal, one spiritual goal and one other goal in each staff member’s plan.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Final Report

<table>
<thead>
<tr>
<th>All staff have submitted a final report prior to June 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Final reports show reflection and actions taken</td>
<td></td>
<td></td>
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</tbody>
</table>

Principal Signature: ____________________________  Date: ____________________________
Reference: Section 60, 61, 96, 113, 116, 117 School Act
ORGANIZATIONAL STRUCTURE

Background

The Division believes in establishing a clear organizational structure.

Procedures

1. The Superintendent will annually develop an organizational structure, to facilitate the effective and efficient operation of the Division.

2. The structure shall outline working relations, where each employee will have one (1) supervisor.

3. Direction shall directly follow the organizational structure.

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

Background

The Superintendent is responsible for the design of the organizational structure of the Division. In addition, the Superintendent will assign duties and goals to “direct reports” as well as monitor and evaluating their performances.

Procedures

1. Appointments to the various positions will be made by the Superintendent subject to Board Policy 16 – Recruitment and Selection of Personnel.
   1.1 Position Creation
      1.1.1 When assessing the need for a position, the Superintendent shall consider the financial and educational requirements and restraints of the Division before making a recommendation to the Board.

2. All positions that, as part of the job description, will be working with certificated staff in an administrative role, must have at least an undergraduate education degree from a recognized university.

3. Roles and responsibilities shall be set by the Superintendent in consultation with the incumbent. A record of the roles and responsibilities of each position shall be contained in the Administrative Procedures Manual.

4. Each position shall be formally evaluated in the first year and in the year prior to re-appointment with a provision for more frequent evaluations if thought necessary by the Superintendent or requested by the employee.

5. Professional growth plans are completed on an annual basis.

Reference: Section 60, 61, 96, 113, 116, 117 School Act
ROLE OF THE DEPUTY SUPERINTENDENT

Background

Guided by the Division’s vision, mission, beliefs and values, the Deputy Superintendent will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Deputy Superintendent is directly responsible and accountable to the Superintendent. The Deputy Superintendent is designated as the Chief Deputy Superintendent pursuant to the Teaching Profession Act. The Deputy Superintendent assumes all responsibilities of the Superintendent in the Superintendent’s absence unless specific direction has been otherwise provided by the Superintendent.

The Deputy Superintendent will have specific responsibilities as follows:

1. Faith Leadership
   1.1 Models involvement in a Catholic faith community and assists in the provision of opportunities for students and staff for spiritual development within the Division.
   1.2 Promotes collaboration and communication between the schools, the parish and the diocese.
   1.3 Seeks to strengthen the Catholic schools’ identity in the community and province.

2. Human Resources Management
   2.1 Provides recommendations to the Superintendent regarding strategic workforce planning.
   2.2 Establishes the processes to ensure that each staff member is provided with a welcoming, caring, respectful and safe working environment that respects diversity and fosters a sense of belonging.
   2.3 Participates on the selection panel for all school administration positions.
   2.4 Establishes the frameworks for school administration and teacher supervision and evaluation.
   2.5 Provides for the mentorship and evaluation of first-year teachers.
   2.6 Collaborates with the Superintendent in the supervision and evaluation of school-based administrative staff, as requested.
   2.7 Supports and supervises principals in the evaluation of certificated school staff.
   2.8 Assists the Superintendent in providing professional development opportunities and mentorships to enhance and build leadership capacity amongst Division leadership teams.
2.9 Provides supervisory expertise to principals and Division personnel.

2.10 Administers all employment contracts in the best interests of the Division.

2.11 Administers teacher certification requirements.

2.12 Ensures all required personnel records are maintained.

2.13 Provides support, as requested, to the Associate Superintendent of Learning in matters related to staff professional development.

2.14 In collaboration with the Corporate Treasurer, provides support to the Board’s negotiating committees.

3. Student Learning

3.1 Ensures students in the Division, within areas of responsibility, have the opportunity to meet the standards of education set by the Minister.

3.2 Supports the Associate Superintendent in the provision of programming throughout the Division.

3.3 Assists the Superintendent, the Associate Superintendent of Learning and school administration in the provision of spiritual development opportunities for students within the Division.

4. Student Wellness

4.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

4.2 Develops and maintains positive and effective relations with provincial government departments and regional/community agencies which provide services/supports to students.

4.3 Ensures the coordination of suspension and expulsion processes.

5. Fiscal Responsibility

5.1 Within areas of responsibility, develops a budget within the parameters and constraints of the Division budget.

5.2 Ensures the proper fiscal management of budget allocations.

5.3 Operates in a fiscally prudent and responsible manner.

6. Policy/Administrative Procedures

6.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policy within areas of responsibility.

6.2 Ensures coordination of the development, review and revision processes for Administrative Procedures.

6.3 Provides leadership in the planning, development, implementation and evaluation of Administrative Procedures within areas of responsibility.

6.4 Ensures the application of Board policy and Division Administrative Procedures as required in the performance of duties.
7. Technology Services Leadership
   7.1 Provides leadership on all matters related to Division technology directions.
   7.2 Supports the professional development of Division staff relative to the use of technology.
   7.3 Ensures technical support services are provided to all Division sites.
   7.4 Ensures ongoing technology infrastructure facilitates Learning Technology outcomes for all students in an inclusive environment.
   7.5 Ensures ongoing technology infrastructure facilitates Division administrative functions.

8. Organizational Management
   8.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines, and adherence to Superintendent directives.
   8.2 Contributes to a Division culture which facilitates positive results, effectively handles emergencies, and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

9. Communications and Community Relations
   9.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
   9.2 Ensures staff, students, and parents have a high level of satisfaction with the services provided and the responsiveness of the department.
   9.3 Investigates, and facilitates resolution of, concerns and conflicts.
   9.4 Participates actively in community affairs in order to enhance and support the Division mission and vision.

10. Superintendent Relations
    10.1 Establishes and maintains positive, professional working relations with the Superintendent.
    10.2 Honours and facilitates the implementation of the Board’s roles and responsibilities as defined in Board policy and encourages staff to do the same.
    10.3 Provides information which the Superintendent requires to perform her role in an exemplary fashion.
11. Leadership Practices

11.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he works in carrying out the Superintendent’s expectations.

11.2 Exhibits a high level of personal, professional and organizational integrity.

Reference:
- Sections 60, 61, 96, 113, 116, 117 School Act
- Employment Standards Code
- Freedom of Information and Protection of Privacy Act
- Labour Relations Code
- Occupational Health and Safety Act
- Teaching Profession Act
ROLE OF THE ASSOCIATE SUPERINTENDENT OF LEARNING

Background

Guided by the Division’s vision, mission, beliefs and values, the Associate Superintendent of Learning will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Associate Superintendent of Learning is directly responsible and accountable to the Superintendent. The Associate Superintendent of Learning will assume all responsibilities of the Deputy Superintendent in the Deputy Superintendent’s absence unless specific direction has been otherwise provided by the Superintendent.

The Associate Superintendent of Learning will have specific responsibilities for:

1. Student Learning
   1.1 Ensures students in the Division within areas of responsibility have the opportunity to meet the standards of education set by the Minister.
   1.2 Ensures the effective implementation of curriculum in the Division.
   1.3 Provides support for initiatives to facilitate curricular outcomes.
   1.4 Ensure accountability for achievement of approved learning outcomes in all schools.
   1.5 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students in schools and programs within areas of responsibility.
   1.6 Ensures appropriate programming is in place for FNMI students.

2. Student Wellness
   2.1 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

3. Human Resources Management
   3.1 Assists the Superintendent as required with the recruitment and selection of professional staff.
   3.2 Collaborates with the Superintendent in the supervision and evaluation of school-based administrative staff, as requested.
4. Fiscal Responsibility
   4.1 Develops a departmental budget within the parameters and constraints of the Division budget.
   4.2 Ensures the proper fiscal management of budget allocations.
   4.3 Makes recommendations to the Superintendent regarding possible actions to increase the effective and efficient operations of programs within areas of responsibility.
   4.4 Operates in a fiscally prudent and responsible manner.

5. Policy/Administrative Procedures
   5.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policy within areas of responsibility.
   5.2 Provides leadership in the planning, development, implementation and evaluation of Administrative Procedures within areas of responsibility.
   5.3 Ensures application of Board policy and Division administrative procedures as required in the performance of duties.

6. Technology Services Leadership
   6.1 Provides leadership on all matters related to Division technology directions.
   6.2 Supports the professional development of Division staff relative to the use of technology.
   6.3 Ensures technical support services are provided to all Division sites.
   6.4 Ensures ongoing technology infrastructure facilitates Information and Communication Technology (ICT) outcomes for all students in an inclusive environment.

7. Organizational Management
   7.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines and adherence to Superintendent directives.
   7.2 Contributes to a Division culture which facilitates positive results, effectively handles emergencies, and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

8. Communications and Community Relations
   8.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
   8.2 Fosters close ties and develops partnerships with community agencies.
   8.3 Ensures students, parents and staff have a high level of satisfaction with the services provided and the responsiveness of the department.
   8.4 Investigates, and facilitates resolution of concerns, and conflicts.
9. Superintendent Relations

9.1 Establishes and maintains positive, professional working relations with the Superintendent.

9.2 Honours and facilitates the implementation of the Board’s roles and responsibilities as defined in Board policy and encourages staff to do the same.

9.3 Provides the information the Superintendent requires to perform his role in an exemplary fashion.

10. Leadership Practices

10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he works in carrying out the Superintendent’s expectations.

10.2 Exhibits a high level of personal, professional and organizational integrity.

Reference:  Sections 60, 61, 96, 113, 116, 117 School Act
Employment Standards Code
Freedom of Information and Protection of Privacy Act
Labour Relations Act
Occupational Health and Safety Act
Teaching Profession Act
ROLE OF FINANCIAL ADMINISTRATOR – PAYROLL/HUMAN RESOURCES

Background

Guided by the Division’s vision, mission, belief statements and values, the Financial Administrator – Payroll/Human Resources will assist the Corporate Treasurer and the Deputy Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Financial Administrator – Payroll/Human Resources is directly responsible and accountable to the Corporate Treasurer and the Deputy Superintendent.

The Financial Administrator – Payroll/Human Resources will have specific responsibilities for:

1. Faith Leadership
   1.1 Models involvement in, or demonstrates support for, a Catholic faith community.
   1.2 Supports the strengthening of Catholic schools’ identity in the community and province.

2. Finance Services Management
   2.1 Collects and organizes all information required to prepare the payroll for staff.
   2.2 Prepares and calculates payroll cheques for distribution, including the preparation and enclosure of form letters with cheques explaining changes in salary to regular employees.
   2.3 Distributes salaries to proper G/L accounts.
   2.4 Ensures all payroll information (benefits, etc.) pertinent to staff is distributed in a timely and accurate manner.
   2.5 Processes all forms required for new or terminating employees for benefits, ASEBP, pension, RRSP, etc.
   2.6 Completes payroll bank transfer.
   2.7 Prepares and submits payments to the Canada Revenue Agency.
   2.8 Processes and inputs manually issued cheques as required.
   2.9 Prepares and ensures all payroll remittance cheques are distributed to the proper agencies.
   2.10 Maintains pension and benefits as they pertain to the payroll function.
   2.11 Answers all telephone inquiries with regard to staff payroll.
2.12 Balances and prepares all year-end payroll functions, including but not limited to T4s, T4A summaries, union fees, ATRF, LAPP annual reports.

2.13 Submits T4s and T4As annual filing to the Canada Revenue Agency.

2.14 Recommends the establishment of procedures that will maintain or enhance the integrity of the payroll systems of the Division.

2.15 Ensures general administration of the collective agreement and personnel procedures as they relate to the payroll function.

2.16 Reviews minutes of Board or committee meetings to keep informed of recent decisions and takes action that may be required as a result.

2.17 Balances and submits monthly reports and remittances for ATRF and LAPP retirement deductions.

2.18 Prepares ROEs to employees upon termination.

2.19 Prepares and submits the annual WCB return for the WCB annual government filing.

2.20 Ensures payroll system program functioning and currency.

3. Human Resources Management

3.1 Tracks teacher certification processes.

3.2 Maintains the employee classification system.

3.3 Supports employment contract processes.

3.4 Supports staff evaluation processes.

3.5 Compiles spreadsheets of staffing information.

3.6 Organizes, compiles and maintains days of service listings for staff.

3.7 Calculates and maintains classified staff seniority lists.

3.8 Manages AUPE layoff notices.

3.9 Collects and files WCB accident information.

3.10 Files accident information reports with WCB.

3.11 Maintains staff email address and email groups.

3.12 Maintains teacher and classified staff substitute lists.

4. Fiscal Responsibility

4.1 Operates in a fiscally prudent and responsible manner.

5. Administrative Procedures

5.1 Participates in the planning, development, implementation and evaluation of Administrative Procedures within areas of responsibility.

5.2 Ensures the application of Administrative Procedures as required in the performance of duties.
6. Organizational Management
   6.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to the Corporate Treasurer’s directives.

7. Communications and Community Relations
   7.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in area of responsibility.

8. Corporate Treasurer Relations
   8.1 Establishes and maintains positive, professional working relations with the Corporate Treasurer.
   8.2 Respects and honours the Corporate Treasurer’s role and responsibilities and facilitates the implementation of that role.
   8.3 Provides the information which the Corporate Treasurer requires to perform his/her role in an exemplary fashion.
   8.4 Performs other related duties as may be assigned.

9. Professional Practices
   9.1 Exhibits a high level of personal, professional and organizational integrity.
   9.2 Maintains confidentiality in all matters pertaining to the Division and its operation.

References: Sections 60, 61, 113, 116, 117 School Act
             Freedom of Information and Protection of Privacy Act
             Funding Manual for School Authorities
Administrative Procedure 454.1

ROLE OF FINANCE OFFICER

Background

Guided by the Division’s vision, mission, belief statements and values, the Finance Officer will assist the Corporate Treasurer in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Finance Officer is directly responsible and accountable to the Corporate Treasurer.

The Finance Officer will have specific responsibilities for:

1. Finance Services Management
   1.1 Maintains an understanding of the financial accounting rules and regulations as required for Alberta Education reporting.
   1.2 Responsible for ensuring accounts payable is properly prepared by the HR/Finance Clerk. Conducts review of accounts payable processing prior to payment. Approves accounts payable processing in the absence of the Corporate Treasurer.
   1.3 Prepares accounts receivable invoicing monthly as required.
   1.4 Prepares bank deposits as per administrative procedures. Prepares cash receipt batches; reviews for accuracy and reasonableness of coding, and submits for review and approval by the Corporate Treasurer.
   1.5 Prepares monthly bank reconciliations for review and approval by the Corporate Treasurer by the 2nd Monday of each month
   1.6 Reviews monthly funding reports and ensures appropriate recording in Division records.
   1.7 Administers corresponding student awards in accordance with individual trust account criteria.
   1.8 Conducts research, prepares reports and assists with various projects as may be required from time to time, including assisting and preparing reports for the Auditor.
   1.9 Processes necessary journal entries into the financial system for review and approval by the Corporate Treasurer.
   1.10 Completes required month-end processing and prepares reports for review and approval by the Corporate Treasurer.
   1.11 Prepares monthly variance from budget reports for review by the Corporate Treasurer.
   1.12 Completes required year-end processing and prepares reports for review and approval by the Corporate Treasurer.
   1.13 Issues charitable receipts and prepares annual charitable tax filings.
1.14 Acts as the Division's GST resource person; monitors all transactions ensuring adherence to GST legislation and prepares required GST returns.

1.14.1 Monitors school GST returns for compliance with GST legislation.

1.15 Acts as the Division resource person for school fee software; monitors school fee transactions and ensures compliance with Division policies and procedures.

1.16 School-Generated Funds (SGF)

1.16.1 Acts as the Division's resource person for school-generated funds, including applicable software;

1.16.2 Gathers and reviews monthly SGF account reconciliations for approval by the Corporate Treasurer;

1.16.3 Monitors school account activities monthly to ensure accuracy;

1.16.4 Assists with the year-end rollover process for all schools to ensure all is done properly and in a timely manner;

1.16.5 Conducts annual audits and prepares corresponding report of results for the Corporate Treasurer; acts as a resource person for the Corporate Treasurer during discussions with the Principal and Secretary of the audit results; and

1.16.6 Performs follow-up audits of prior year recommendations as directed by the Corporate Treasurer to ensure compliance.

1.17 Responsible for ensuring the monthly VISA reconciliations are properly prepared on a timely basis by the HR/Finance Clerk.

1.18 Performs backup function to reception, payroll, accounts payable, vendor maintenance and accounts receivable customer maintenance as necessary.

2. Fiscal Responsibility

2.1 Operates in a fiscally prudent and responsible manner.

3. Administrative Procedures

3.1 Participates in the planning, development, implementation and evaluation of Administrative Procedures within areas of responsibility.

3.2 Ensures the application of Administrative Procedures as required in the performance of duties.

4. Organizational Management

4.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to the Corporate Treasurer’s directives.

5. Communications and Community Relations

5.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.

6. Corporate Treasurer Relations

6.1 Establishes and maintains positive, professional working relations with the Corporate
6.2 Respects and honours the Corporate Treasurer’s role and responsibilities and facilitates the implementation of that role.

6.3 Provides the information which the Corporate Treasurer requires to perform his/her role in an exemplary fashion.

6.4 Performs other related duties as may be assigned.

7. Professional Practices

7.1 Exhibits a high level of personal, professional and organizational integrity.

7.2 Maintains confidentiality in all matters pertaining to the Division and its operation.

References: Sections 60, 61, 113, 116, 117 School Act
Freedom of Information and Protection of Privacy Act
Funding Manual for School Authorities
ROLE OF PAYROLL OFFICER

Background

Guided by the Division’s vision, mission, belief statements and values, the Payroll Officer will assist the Corporate Treasurer and the Deputy Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Payroll Officer is directly responsible and accountable to the Corporate Treasurer and the Deputy Superintendent.

The Payroll Officer will have specific responsibilities for:

1. Faith Leadership
   1.1 Models involvement in, or demonstrates support for, a Catholic faith community.
   1.2 Supports the strengthening of Catholic schools’ identity in the community and province.

2. Financial Services Management
   2.1 Collects and organizes all information required to prepare the payroll for staff. Directly responsible for preparation of the Certificated payroll, including Teachers and Substitutes. Reviews the Support payroll preparation, including support and casual staff, as prepared by the HR/Finance Clerk.
   2.2 Prepares and calculates payroll cheques for distribution, including the preparation and enclosure of form letters with cheques explaining changes in salary to regular employees.
   2.3 Distributes salaries to proper G/L accounts.
   2.4 Ensures all payroll information (benefits, etc.) pertinent to staff is distributed in a timely and accurate manner.
   2.5 Processes all forms required for new or terminating employees for ASEBP benefits, pension, RRSP, etc.
   2.6 Completes payroll bank transfer.
   2.7 Prepares and submits payments to the Canada Revenue Agency.
   2.8 Processes and inputs manually issued cheques as required.
   2.9 Prepares and ensures all payroll remittance cheques are distributed to the proper agencies. Includes CRA, ATA Dues, ATRF, London Life, ASEBP, Health Spending Accounts, AUPE dues, Investors Group RRSP, Sun Life, and LAPP at a minimum.
   2.10 Maintains pension and benefits as they pertain to the payroll function.
2.11 Answers all telephone inquiries with regard to staff payroll.
2.12 Balances and prepares all year-end payroll functions, including but not limited to T4s, T4A summaries, union fees, ATRF, LAPP annual reports.
2.13 Submits T4s and T4As annual filing to the Canada Revenue Agency.
2.14 Recommends the establishment of procedures that will maintain or enhance the integrity of the payroll systems of the Division.
2.15 Ensures general administration of the collective agreement and personnel procedures as they relate to the payroll function.
2.16 Reviews minutes of Board or committee meetings to keep informed of recent decisions and takes action that may be required as a result.
2.17 Balances and submits monthly reports and remittances for ATRF and LAPP retirement deductions.
2.18 Prepares ROEs to employees upon termination.
2.19 Prepares and submits the annual WCB return for the WCB annual government filing.
2.20 Ensures payroll system program functioning and currency.

3. Human Resources Management
3.1 Tracks teacher certification processes.
3.2 Maintains the employee classification system.
3.3 Supports employment contract processes.
3.4 Supports staff evaluation processes.
3.5 Compiles spreadsheets of staffing information.
3.6 Organizes, compiles and maintains days of service listings for staff.
3.7 Calculates and maintains classified staff seniority lists.
3.8 Manages AUPE layoff notices.
3.9 Collects and files WCB accident information.
3.10 Files accident information reports with WCB.
3.11 Maintains staff email address and email groups.
3.12 Maintains teacher and classified staff substitute lists.

4. Fiscal Responsibility
4.1 Operates in a fiscally prudent and responsible manner.

5. Administrative Procedures
5.1 Participates in the planning, development, implementation and evaluation of Administrative Procedures within areas of responsibility.
5.2 Ensures the application of Administrative Procedures as required in the performance of duties.
6. Organizational Management
   6.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to the Corporate Treasurer’s directives.

7. Communications and Community Relations
   7.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in area of responsibility.

8. Corporate Treasurer Relations
   8.1 Establishes and maintains positive, professional working relations with the Corporate Treasurer.
   8.2 Respects and honours the Corporate Treasurer’s role and responsibilities and facilitates the implementation of that role.
   8.3 Provides the information which the Corporate Treasurer requires to perform his/her role in an exemplary fashion.
   8.4 Performs other related duties as may be assigned.

9. Professional Practices
   9.1 Exhibits a high level of personal, professional and organizational integrity.
   9.2 Maintains confidentiality in all matters pertaining to the Division and its operation.

References: Sections 60, 61, 113, 116, 117 School Act
           Freedom of Information and Protection of Privacy Act
           Funding Manual for School Authorities
ROLE OF HR/FINANCE CLERK

Background

Guided by the Division’s vision, mission, belief statements and values, the HR/Finance Clerk will assist the Payroll and Finance Officers as well as the Corporate Treasurer in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the Education Act and Board policy.

Procedures

The HR/Finance Clerk is directly responsible and accountable to the Deputy Superintendent and the Corporate Treasurer.

The HR/Finance Clerk will have specific responsibilities for:

1. Faith Leadership
   1.1 Acts as a witness and an agent of hope, contributing to the welcoming, inclusive, safe and caring environment.
   1.2 Models involvement in, or demonstrates support for, a Catholic faith community.
   1.3 Participates in Division faith activities and initiatives.
   1.4 Is aware of and promotes the Five Marks of Catholic schools.
   1.5 Promotes collaboration and communication, and seeks to strengthen the Catholic schools’ identity in the community and province.

2. Finance Services Management
   2.1 Maintains an understanding of the financial accounting rules and regulations as required for Alberta Education reporting.
   2.2 Prepares accounts payable bi-weekly, reviews for accuracy and reasonableness of coding, and submits for review and approval by the Corporate Treasurer or designate.
   2.3 Distributes salaries to proper G/L accounts.
   2.4 Ensures all payroll information (benefits, etc.) pertinent to support staff is distributed in a timely and accurate manner.
   2.5 Processes all forms required for new or terminating support and casual employees for benefits, ASEBP, pension, RRSP, etc.
   2.6 Processes and inputs manually issued and online cheques as required.
   2.7 Conducts research, prepares reports and assists with various projects as may be required from time to time, including assisting and preparing reports for the Auditor.
   2.8 Completes required year-end processing and prepares reports for review and approval by the Corporate Treasurer.
2.9 Properly records the Division’s GST expenditures; monitors all transactions ensuring adherence to GST legislation and assists as requested with preparing required GST returns.

2.10 Maintains pension and benefits as they pertain to the payroll function.

2.11 Collects and organizes all information required to prepare the support and casual payroll for staff.

2.11.1 Has direct responsibility for preparation of the support and casual payrolls biweekly;

2.11.2 Prepares teacher and sub payroll in the absence of the Payroll Officer.

2.12 Completes payroll bank transfer for support and casual staff.

2.13 Answers all telephone inquiries with regard to support staff payroll.

2.14 Ensures payroll system program functioning and currency.

2.15 Balances and prepares T4A summaries; submits T4As annual filing to the Canada Revenue Agency.

2.16 Recommends the establishment of procedures that will maintain or enhance the integrity of the payroll systems of the Division.

2.17 Ensures general administration of the collective agreement and personnel procedures as they relate to the support staff payroll function.

2.18 Prepares ROEs for support staff employees upon termination.

2.19 Prepares and submits the annual WCB return for the WCB annual government filing.

2.20 Reviews minutes of Board or committee meetings to keep informed of recent decisions and takes action that may be required as a result.

2.21 Performs backup function to reception, payroll, accounts payable, vendor maintenance and accounts receivable customer maintenance as necessary.

3. Human Resources Management – Support Staff

3.1 Maintains the support staff employee classification system.

3.2 Maintains all required personnel files.

3.3 Supports employment contract processes.

3.4 Manages AUPE layoff notices.

3.5 Collects and files WCB accident information.

3.6 File accident information reports with WCB.

3.7 Supports support staff evaluation processes.

3.8 Compiles spreadsheets of staffing information.

3.9 Calculates and maintains support staff seniority lists.

3.10 Maintains support staff casual lists.

3.11 Tracks support staff leaves/returns to work and liaise with AUPE, ASEBP and LAPP representatives.

3.12 Conducts support staff exit interviews and leave/return to work surveys.
3.13 Tracks credentialing of support staff in areas of First Aid, WHMIS and criminal record checks.

3.14 Promotes staff wellness initiatives.

4. Fiscal Responsibility
   4.1 Operates in a fiscally prudent and responsible manner.

5. Administrative Procedures
   5.1 Participates in the planning, development, implementation and evaluation of Administrative Procedures within areas of responsibility.
   5.2 Ensures the application of Administrative Procedures as required in the performance of duties.

6. Organizational Management
   6.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to the Deputy Superintendent and Corporate Treasurer’s directives.

7. Communications and Community Relations
   7.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.

8. Deputy Superintendent Relations
   8.1 Establishes and maintains positive, professional working relations with the Deputy Superintendent.
   8.2 Respects and honours the Deputy Superintendent’s role and responsibilities and facilitates the implementation of that role.
   8.3 Provides the information which the Deputy Superintendent requires to perform his/her role in an exemplary fashion.
   8.4 Performs other related duties as may be assigned.

9. Corporate Treasurer Relations
   9.1 Establishes and maintains positive, professional working relations with the Corporate Treasurer.
   9.2 Respects and honours the Corporate Treasurer’s role and responsibilities and facilitates the implementation of that role.
   9.3 Provides the information which the Corporate Treasurer requires to perform his/her role in an exemplary fashion.
   9.4 Performs other related duties as may be assigned.

10. Professional Practices
    10.1 Exhibits a high level of personal, professional and organizational integrity.
    10.2 Maintains confidentiality in all matters pertaining to the Division and its operation.
References: Sections 33, 52, 53, 68, 222, 225 Education Act
Freedom of Information and Protection of Privacy Act
Funding Manual for School Authorities
ROLE OF THE CORPORATE TREASURER

Background

Guided by the Division’s vision, mission, belief statements and values, the Corporate Treasurer will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Corporate Treasurer is directly responsible and accountable to the Superintendent.

The Corporate Treasurer will have specific responsibilities as/for:

1. Treasurer
   1.1 Ensures the accuracy of funding received by the Division.
   1.2 Ensures the fiscal management of the Division is in accordance with the terms or conditions of any funding received.
   1.3 Ensures the operation of the Division is fiscally responsible.
   1.4 Manages the purchasing function for the Division.
   1.5 Maintains appropriate inventory and appraisal records.
   1.6 Administers the Payroll program.
   1.7 Designs budget cycles which meet provincial requirements and provide for stakeholder input.
   1.8 Prepares the draft Division budget, aligned with the proposed Three-Year Education Plan, for the Superintendent’s consideration.
   1.9 Ensures proper completion of contracts, agreements and partnerships with outside corporations and agencies.
   1.10 Produces financial accountability and other reports in compliance with all legal and Ministerial mandates and timelines, and Superintendent directives.
   1.11 Assists principals with preparation of budgets and the management of their financial affairs.
   1.12 Within areas of responsibility, provides for legal and other opinions as required.
   1.13 In collaboration with the Superintendent provides support to the Board’s negotiating committees.
   1.14 Maintains all required personnel records, including business management in connection with certified staff.
   1.15 Ensures appropriate insurance policies are in place.
1.16 Secures legal and other advice in matters of collective bargaining and labour relations.

2. Human Resources Management
   2.1 Ensures job descriptions are developed and updated, and evaluation processes are implemented, for direct reports, in accordance with the procedures established by the Superintendent.
   2.2 Provides input to the Superintendent with regard to the recruitment and appointment of Financial Services staff.
   2.3 Supports the professional development and certification requirements of Financial Services staff.

3. Fiscal Responsibility
   3.1 Makes recommendations to the Superintendent regarding the administration component, excluding staff allocations, of the Division budget.
   3.2 In collaboration with the Superintendent, develops an administration budget within the parameters and constraints of the Division budget.
   3.3 In collaboration with the Superintendent, ensures the proper fiscal management of administration budget excluding staff allocations.
   3.4 Operates in a fiscally prudent and responsible manner.

4. Policy/Administrative Procedures
   4.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policy within areas of responsibility.
   4.2 Provides leadership in the planning, development, implementation and evaluation of administrative procedures within areas of responsibility.
   4.3 Ensures the application of Board policy and administrative procedures as required in the performance of duties.

5. Organizational Management
   5.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines, and adherence to Superintendent directives.
   5.2 Contributes to a Division culture which facilitates positive results, effectively handles emergencies, and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

6. Communications and Community Relations
   6.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in her area of responsibility.
   6.2 Ensures staff, parents and students have a high level of satisfaction with the services provided and the responsiveness of the department.
7. Superintendent Relations

7.1 Establishes and maintains positive, professional working relations with the Superintendent.

7.2 Honours and facilitates the implementation of the Board’s roles and responsibilities as defined in Board policy and encourages staff to do the same.

7.3 Provides the information which the Superintendent requires to perform his role in an exemplary fashion.

8. Leadership Practices

8.1 Practices leadership in a manner that is viewed positively and has the support of those with whom she works in carrying out the Superintendent’s expectations.

8.2 Exhibits a high level of personal, professional and organizational integrity.

References: Sections 60, 61, 96, 113, 116, 117 School Act
Employment Standards Code
Freedom of Information and Protection of Privacy Act
Labour Relations Act
Occupational Health and Safety Act
Funding Manual for School Authorities
ROLE OF DIVISION OFFICE RECEPTIONIST

Background

Guided by the Division’s vision, mission, beliefs, and values, the Division Office Receptionist will assist the Corporate Secretary in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the Education Act and Board policy.

Procedures

The Division Office Receptionist is directly responsible and accountable to the Corporate Secretary.

The Division Office Receptionist will have specific responsibilities for:

1. Faith Leadership
   1.1 Acts as a witness and an agent of hope, contributing to the welcoming, inclusive, safe and caring environment.
   1.2 Models involvement in, or demonstrates support for, a Catholic faith community.
   1.3 Participates in Division faith activities and initiatives.
   1.4 Is aware of and promotes the Five Marks of Catholic schools.
   1.5 Promotes collaboration and communication, and seeks to strengthen the Catholic schools’ identity in the community and province.

2. Corporate Secretary Support
   2.1 Answers or redirects telephone calls for/to the Corporate Secretary.
   2.2 Greets and redirects visitors.
   2.3 Accurately, and in a timely manner, provides word processing services upon request.
   2.4 Makes or revises appointments as requested.
   2.5 Relays communications, verbally or in writing, for all Division Office staff, as requested.
   2.6 Accurately, and in a timely manner, advises Division Office staff of calls received and actions requested during their absences.
   2.7 Receives mail and parcels delivered to Division Office and directs appropriately.
   2.8 Signs receipts, as required, for supplies delivered to Division Office.
   2.9 Processes all outgoing mail for Division Office.
   2.10 Prepares parcels or materials to be sent by courier.
   2.11 Is familiar with the central filing system so as to be able to file or retrieve items upon request.
   2.12 Completes file archiving for Division Office.
2.13 Develops competence in the use of office equipment or computer programs, in keeping with changes that may occur in Division Office from time to time.

2.14 Provides assistance and support for creating communications for the Division.

2.15 Provides assistance and support for the Division Long Service Award Program.

2.16 Creates Division staff security ID cards as required.

3. Executive Team Support

3.1 Answers or redirects telephone calls for/to the Executive Team.

3.2 Greets and redirects visitors.

3.3 Accurately, and in a timely manner, provides word processing services upon request.

3.4 Makes or revises appointments as requested.

3.5 Supports the Deputy Superintendent and Associate Superintendent of Learning with implementation of the Division Mentorship and Induction program.

3.6 Arranges for space and organizes for the nutritional needs of Division meetings.

4. Organizational Management

4.1 Supports compliance with all legal and Board mandates and timelines and adherence to the Corporate Secretary’s directives.

4.2 Contributes to a Division culture which facilitates positive results, effectively handles emergencies, and supports crisis management efforts in a team-oriented, collaborative and cohesive fashion.

5. Policy/Administrative Procedures

5.1 Participates in the planning, development, implementation and evaluation of administrative procedures within areas of responsibility.

5.2 Ensures the application of Board policy and administrative procedures as required in the performance of duties.

6. Communications and Community Relations

6.1 Supports the implementation of the Division communications plan as directed by the Corporate Secretary.

6.2 Takes appropriate actions to support open, transparent internal and external communications in areas of responsibility.

7. Corporate Secretary/Executive Team Relations

7.1 Establishes and maintains positive, professional working relations with the Corporate Secretary and the Executive Team.

7.2 Respects and honours the Corporate Secretary’s role and responsibilities and facilitates the implementation of that role.

7.3 Provides the information which the Corporate Secretary and the Executive Team require to perform their roles in an exemplary fashion.

7.4 Performs other related duties as may be assigned.
8. Professional Practices

8.1 Exhibits a high level of personal, professional and organizational integrity.
8.2 Maintains confidentiality in all matters pertaining to the Division and its operation.
8.3 Models high standards of ethical conduct and a commitment to personal and professional growth.
8.4 Represents the Division in a positive, professional manner.
8.5 Maintains a professional attitude and appearance.
8.6 Demonstrates an ability to work in a team-oriented, collaborative environment.
8.7 Deals effectively with the public in a timely and courteous manner.
8.8 Models excellent time management skills and an ability to work independently with minimal supervision.

References: Sections 11, 33, 52, 53, 68, 197, 294, 222, 225 Education Act
Freedom of Information and Protection of Privacy Act
ROLE OF THE CORPORATE SECRETARY

Background

Guided by the Division’s vision, mission, beliefs, and values, the Corporate Secretary will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Corporate Secretary is directly responsible and accountable to the Superintendent.

The Corporate Secretary will have specific responsibilities for:

1. Faith Leadership
   1.1 Models involvement in, or demonstrates support for, a Catholic faith community.
   1.2 Promotes collaboration and communication between the schools, the parish and the diocese.
   1.3 Seeks to strengthen the Catholic schools’ identity in the community and province.

2. Corporate Secretary

   2.1 Arranges and provides notice of all Board meetings, including committee and public meetings.
   2.2 Prepares and provides for public notices and proceedings as required in the operation of the Division.
   2.3 Attends all Board meetings; ensures accuracy of recording of Board proceedings in minutes.
   2.4 Processes correspondence for the Board, including filing and archives of information and agreements pertaining to the operation of the Division.
   2.5 Ensures the maintenance, access and protection of records in accordance with the FOIP Act and Regulations.
   2.6 Provides administrative support for the Board.
   2.7 Provides for the interpretation of legislation affecting the operation of the Division, as directed by the Superintendent.
   2.8 In years of municipal elections, assumes duties as Deputy Returning Officer for Living Waters Catholic Regional Division No. 42:
      2.8.1 Preparing all notices and advertising as required.
      2.8.2 Ensuring the Board addresses all necessary by-laws and resolutions that require attention.
      2.8.3 Working cooperatively with municipal partners to hold joint elections, including arrangements for all necessary agreements to be put in place.
2.8.4 Receiving Nomination Papers from prospective trustees.

2.8.5 Reporting to Alberta Municipal Affairs and Alberta Education as required.

3. Human Resources Management
   3.1 Supports the teacher certification requirements.
   3.2 Supports teacher recruitment and hiring function.
   3.3 Organizes and coordinates the staff recognition program, including service awards.
   3.4 Provides support for staff leave requests
   3.5 Tracks return of contracts and hiring documents
   3.6 Tracks end dates of temporary contracts

4. Fiscal Responsibility
   4.1 Operates in a fiscally prudent and responsible manner.

5. Policy/Administrative Procedures
   5.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policy within areas of responsibility.
   5.2 Provides leadership and quality assurance in the planning, development, implementation and evaluation of administrative procedures.
   5.3 Ensures the application of Board policy and administrative procedures as required in the performance of duties.

6. Organizational Management
   6.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines, and adherence to Superintendent directives.
   6.2 Contributes to a Division culture which facilitates positive results, effectively handles emergencies, and supports crisis management efforts in a team-oriented, collaborative and cohesive fashion.

7. Communications and Community Relations
   7.1 Supports the implementation of the Division communications plan (advertising, newsletters).
   7.2 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained within areas of responsibility.
   7.3 Manages the Division website; maintains currency and relevance and interfaces with the service provider.
   7.4 Arranges community consultation events.
   7.5 Arranges meetings for the Board with municipalities and with MLAs.
   7.6 Ensures Freedom of Information and Protection of Privacy Act processes are effectively implemented.

8. Superintendent Relations
   8.1 Establishes and maintains positive, professional working relations with the Superintendent.
8.2 Honours and facilitates the implementation of the Board’s roles and responsibilities as defined in Board policy and encourages staff to do the same.

8.3 Provides information which the Superintendent requires to perform her role in an exemplary fashion.

8.4 Assists the Superintendent in the development of the annual Board work plan.

9. Leadership Practices

9.1 Practices leadership in a manner that is viewed positively and has the support of those with whom she works in carrying out the Superintendent’s expectations.

9.2 Exhibits a high level of personal, professional and organizational integrity.

Reference:
Sections 60, 61, 96, 113, 116, 117 School Act
Employment Standards Code
Freedom of Information and Protection of Privacy Act
Labour Relations Code
Occupational Health and Safety Act
Supervisor of Technology Services

Background

Guided by the Division’s vision, mission, beliefs and values, the Supervisor of Technology Services will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Supervisor of Technology Services is responsible and accountable to the Deputy Superintendent.

The Supervisor of Technology Services will have specific responsibilities for:

1. Technology Services Leadership
   1.1 Provides support on all matters related to Division technology directions.
   1.2 Ensures that technical support maintains a focus on service.
   1.3 Negotiates and manages contracted and alternative technology services.
   1.4 Provides support to ensure that ongoing technology infrastructure facilitates student learning in an inclusive environment according to the Division goals.
   1.5 Seeks out and researches emerging technologies and support mechanisms and recommends suitability for education and business operations.
   1.6 Provides advice regarding technology decisions and directions.
   1.7 The Director will work with the Deputy Superintendent, School Administration and the technology department to identify technology equipment requirements for all facilities.
   1.8 Ensures the continued effectiveness and readiness of the Division Network Infrastructure, bandwidth and backup practices in line with industry best practices and to meet Division goals.
   1.9 Ensures the safe and effective use of Cloud Based Services.
   1.10 Sources and purchases technology hardware for all schools to ensure standard and quality of hardware while maintaining an awareness of cost effectiveness.

2. Human Resources Management
   2.1 Maintains a continual dialogue with Technology Services staff to ensure that good performance is recognized and that potential problem areas are identified and resolved.
   2.2 Conducts meetings and discusses with Technology Services staff any proposed changes to Board policy, administrative procedures or service delivery, or as the need arises.
2.3 In conjunction with school administration, approves overtime and time sheets/staff absence forms for Technology Services staff.

2.4 Provides recommendations on staffing levels and provides recommendations for the hiring of Technology Services staff.

2.5 Provides support for the professional development and certification requirements of Technology Services staff.

2.6 In conjunction with principals, supervises, evaluates and recommends retention/termination and suspension of school-based Technology Services staff.

2.7 Coordinates the training and support of Division implemented educational or business technologies.

3. Student Learning

3.1 Provides support for the effective use of technology to maximize twenty-first century student learning.

3.2 Supports an education-centered approach to technology, to be developed and maintained throughout the Division.

4. Student Wellness

4.1 Provides support to ensure that the physical and technological environment is safe and conducive to student learning.

5. Technology Services Management

5.1 Ensures all contracted services meet provincial WCB, standards in liability insurance, and is in accordance with Division procedures and Board policy.

5.2 Monitors operation of the department and, in conjunction with Technology Services staff, makes any necessary changes that would improve and streamline the operation of the department.

5.3 Works collaboratively to identify, recommend, develop, implement and support cost-effective technology solutions for all aspects of Division operations.

5.4 Coordinates the day-to-day activities of the Technology Services department and ensures all work is carried out in a timely fashion.

5.5 Meets with sales representatives; coordinates evaluation of all new and existing equipment and supplies.

5.6 Manages assigned projects and systems related to the Technology Services department.
5.7 Provides technology and support for assistive technologies.
5.8 Manages the support and maintenance of all network services, data servers and client devices.
5.9 Maintains secure backups.
5.10 Maintains a PASI-compliant student information system.
5.11 Ensures Technology department actions align with Divisional Technology Plan.
5.12 Acts as the Divisional student information system software coordinator.

6. Fiscal Responsibility

6.1 Prepares and administers the departmental budget for Technology Services.
6.2 In conjunction with the Deputy Superintendent, updates the Learning and Technology Plan for the Division annually, ensuring consideration of changing priorities.
6.3 Manages and authorizes ordering of all supplies and equipment required for Technology Services.
6.5 Practices asset management and inventory for technology hardware and equipment.
6.6 Administers and maintains all divisionally acquired licences.
6.7 Administers all contracts and service agreements for Technology Services.
6.8 Ensures analysis of all corresponding invoices to identify trends and concerns and cost saving measures.
6.9 Coordinates disbursement of all surplus equipment within the Division.
6.10 Ensures coding of all invoices and credit card transactions, ensuring all invoicing to Technology Services is correct for technology staff and services.
6.11 Operates in a fiscally prudent and responsible manner.

7. Policy/Administrative Procedures

7.1 Recommends development and/or reviews of Board policies or administrative procedures to the Deputy Superintendent.
7.2 Ensures the application of Board policies and administrative procedures as required in the performance of duties.

8. Organizational Management

8.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to Deputy Superintendent.
8.2 Ensures on-call availability as required for Technology system stability.
8.3 Responds to emergencies and deals with crisis situations as a member of the Divisional Emergency Response team.
9. Communications and Community Relations

9.1 Takes appropriate actions to ensure open and transparent internal and external communications are developed and maintained in areas of responsibility.

9.2 Ensures staff, students and parents have a high level of satisfaction with the services provided and with the responsiveness of the Technology Services department.

9.3 Initiates and maintains contacts with outside agencies and local community groups.

9.4 Liaises with Alberta Education to align Division technology plans with provincial initiatives.

9.5 Confers with specialists, external consultants and government personnel to obtain information and resolve disputes.

9.6 Provides information related to technology as required to Senior Administration, Board of Trustees and School Administration.

9.7 Honours and facilitates the implementation of the Board’s roles and responsibilities as defined in Board policy and encourages staff to do the same.

10. Deputy Superintendent Relations

10.1 Establishes and maintains positive, professional working relations with the Deputy Superintendent.

10.2 Provides the information the Deputy Superintendent requires to perform his role in an exemplary fashion.

10.3 Handles other duties as assigned by the Deputy Superintendent.

11. Leadership Practices

11.1 Practices leadership in a manner that is viewed positively and has the support of those with whom she works in carrying out the Deputy Superintendent expectations.

11.2 Exhibits a high level of personal, professional and organizational integrity.

Adopted/Reviewed: November 29, 2018

Reference: Sections 60, 61, 96, 113, 116, 117 School Act
Employment Standards Code
Freedom of Information and Protection of Privacy Act
Labour Relations Code Occupational
Health and Safety Act Funding Manual
for School Authorities
ROLE OF THE NETWORK TECHNICIAN

Background

Guided by the Division’s vision, mission, beliefs and values, the Network Technician will assist the Director of Facilities and Technology responsible in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Network Technician is an integral member of the technology services team and is directly responsible and accountable to the Director of Facilities and Technology.

The Network Technician’s specific responsibilities will be identified by the Director of Facilities and Technology using this role description as a guide.

1. Student Learning
   1.1 Provides support for the effective use of technology to maximize twenty-first century student learning.
   1.2 Supports an education-centered approach to technology, to be developed and maintained throughout the Division.
   1.3 Ensures that all Division technology is fully functional so it meets the needs of staff and supports the educational process.

2. Student Wellness
   2.1 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

3. Technology Services Resource Management
   3.1 Assists the Director of Facilities and Technology in the organization and management of information technologies of the Division.
   3.2 Install and updates hardware and software within assigned schools/sites.
   3.3 Maintains and updates records of computer and peripheral inventory for assigned schools/sites.
   3.4 Works with principals and staff to ensure optimal technology services are provided.
   3.5 Maintains an active database of requests for all schools and ensures the accuracy of the request status.
   3.6 Makes rotational site visits to all schools on a well-advertised visitation schedule.
   3.7 Assists school technicians.
4. Network Systems

4.1 Install, configure and maintain all Division technology devices to the level required by the users.
4.2 Monitors operation and functionality of Division networks and makes necessary changes to improve the efficiency of the network.
4.3 Communicates with suppliers; plans, implements and evaluates new and existing network equipment to optimize network capabilities.
4.4 Researches, identifies and recommends appropriate solutions to Division network requirements within the Division.
4.5 Support, troubleshoot, update and maintain the Division active directory system and associated servers. This includes network account maintenance, profiles and any other service hosted on the Division servers.
4.6 Verifies and documents installation of Division network equipment.
4.7 Coordinates system upgrades and ensures all work is carried out in a timely fashion with limited impact on the learning environment.
4.8 Designs, installs, configures and displays Division servers, devices and peripherals to the level required by users.
4.9 Monitors operation and functionality of Division servers and makes necessary changes to optimize their functionality.
4.10 Ensures compatibility and interoperability of computing systems.
4.11 Reviews and analyses the effectiveness and efficiencies of existing programs and develops strategies for improving or further leveraging these systems.
4.12 Coordinates and performs in-depth tests including end user reviews for modified and new systems.
4.13 Ensures the security of the intranet servers and services.
4.14 Monitors and oversees the functionality of the firewall in conjunction with the Director of Facilities and Technology.
4.15 Support the growth of cloud based applications within the Division.
4.16 Install, supports and provides oversight of Division electronic backup services.
4.17 Verifies and documents installation of Division network equipment.
4.18 Hardware and software updates and maintenance.
4.19 Properly cleanse or dispose of obsolete hardware.

5. Fiscal Responsibility

5.1 Operates in a fiscally prudent and responsible manner.
5.2 Practices asset management for network equipment.
5.3 Researches available technology options and makes recommendations to the Director of Facilities and Technology considering cost effectiveness, system efficiency and learning environment.
5.4 Ensures ordering of supplies necessary for Division wireless networks.
5.5 Ensures ordering of supplies for all sites under area of responsibility.

6. Organizational Management

6.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates, timelines and adherence to the Director of Facilities and Technology directives.
6.2 Ensures timely response to any network outages.
6.3 Contributes to a Division culture which facilitates positive results, effectively handles emergencies and supports crisis management efforts in a team-oriented, collaborative
and cohesive approach.

7. Communications and Community Relations
   7.1 Takes appropriate actions to ensure open and transparent internal and external communications are developed and maintained in areas of responsibility.
   7.2 Ensure staff and students have high satisfaction with services provided.
   7.3 Initiates and maintains contact with outside agencies.
   7.4 Confers with specialists, external consultants and government personnel to obtain information and make recommendations to the Director of Facilities and Technology.

8. Director of Facilities and Technology Relations
   8.1 Establishes and maintains positive, professional working relations with the Director of Facilities and Technology with responsibility for technology.
   8.2 Honours and facilitates the implementation of the Deputy Superintendent’s and Superintendent’s roles and responsibilities as defined in Board policy and encourages staff to do the same.
   8.3 Provides the information the Director of Facilities and Technology requires to perform his role in an exemplary fashion.
   8.4 Performs tasks as may be assigned by the Director of Facilities and Technology.

9. Additional duties as assigned by the Director of Facilities and Technology.

References: Sections 60, 61, 96, 113, 116, 117 School Act
            Employment Standards Code
            Freedom of Information and Protection of Privacy Act
            Labour Relations Code
            Occupational Health and Safety Act
            Learning Technology Policy Framework
ROLE OF THE SUPERVISOR OF FACILITIES

Background

Guided by the Division's vision, mission, beliefs and values, the Supervisor of Facilities will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Supervisor of Facilities is responsible and accountable to the Corporate Treasurer.

The Supervisor of Facilities will have specific responsibilities for:

1. Facility Services Leadership
   1.1 Provides leadership on all matters related to Facility Services.
   1.2 Works with senior administration and with school administration to identify specific student–space requirements, educationally appropriate modifications to existing facilities, and required health and safety IMR projects.
   1.3 Develops a draft annual Three-Year Capital Plan to address immediate and long-term space requirements.
   1.4 Coordinates all capital building:
      1.4.1 Construction of new facilities
      1.4.2 Modernization of existing facilities
      1.4.3 Infrastructure Maintenance and Renewal (IMR) Program
      1.4.4 Operations and Maintenance Program
   1.5 Represents the Division on all Municipal Joint Use committees to ensure the Division’s land and facility interests are reflected and addressed.
   1.6 Formulates and implements preventative maintenance programs for utility systems, equipment and building maintenance.
   1.7 Develops and implements a facility operations strategic plan for improvements and modifications covering facilities, equipment and grounds.
   1.8 Liaises with school administration on repairs and maintenance required in Division-owned buildings.

2. Services Leadership
   2.1 Provides support on all matters related to Division direction.
   2.2 Seeks out and researches emerging technologies, equipment and support mechanisms and recommends suitability for education and business operations.
   2.3 Provides advice regarding decisions and directions.
2.4 Negotiates and manages contracted services.
2.5 Provides support to ensure that ongoing infrastructure facilitates student learning in an inclusive environment according to the Division goals.
2.6 Works with the Corporate Treasurer, school administration and the department to identify equipment requirements for all facilities.
2.7 Sources and purchases facilities related equipment for all schools to ensure standards and quality of equipment while maintaining an awareness of cost effectiveness.

3. Human Resources Management
  3.1 Maintains a continual dialogue with facility services staff to ensure that good performance is recognized and that potential problem areas are identified and resolved.
  3.2 Conducts meetings and discusses with facility services staff any proposed changes to Board policy, administrative procedures or service delivery, or as the need arises.
  3.3 In conjunction with school administration, approves overtime and time sheets/staff absence forms for facility services staff.
  3.4 Provides recommendations on staffing levels and provides recommendations for the hiring of facility services staff.
  3.5 In conjunction with principals, supervises, evaluates and recommends retention/termination and suspension of facility services staff.
  3.6 Provides support for the professional development and certification requirements of facility services staff.
  3.7 Coordinates the training and support of Division-implemented initiatives or equipment related to facilities.

4. Student Wellness
  4.1 Provides support to ensure that the physical environment is safe and conducive to student learning.

5. Facility Services Management
  5.1 Implements all safety programs for the Division as prescribed by the Occupational Health and Safety Act and Regulations.
  5.2 Monitors general operation and effectiveness of the Facility Services department and makes any necessary changes for improvement.
  5.3 Screens all work requests with an estimated completion value over a predetermined value. (This dollar value will be re-evaluated annually to ensure smooth work order completion and adherence to budget constraints.)
    5.3.1 The Supervisor will prioritize work requests in the best interest of the Division when requested to do so.
  5.4 Coordinates maintenance program and ensures all work is carried out in a timely fashion.
  5.5 Coordinates and monitors all summer maintenance projects.
5.6 Ensures that processes are in place to keep all exterior site accesses and grounds properly maintained year round.

5.7 Meets with sales representatives; coordinates evaluation of all new and existing equipment and supplies.

5.8 Coordinates all IMR projects (after discussions with ward-based facility staff and school administration).

5.8.1 Tracks all IMR projects in the Alberta Infrastructure’s online facility database.

5.9 Ensures all contracted services meet provincial WCB, standards in liability insurance, and are in accordance with Division procedures and Board policy.

6. Fiscal Responsibility

6.1 Prepares and administers departmental budgets for facility services.

6.2 In conjunction with senior administration, develops Capital Plan, as required.

6.3 Manages and authorizes ordering of all supplies and equipment required for facility services.

6.4 Practices asset management and completes an inventory for tools, supplies and equipment including capital equipment.

6.5 Coordinates disbursement of all surplus furniture or equipment within the Division, as per admin procedures.

6.6 Administers all contracts and service agreements for facility services.

6.7 Ensures analysis of all utility invoices to identify trends and concerns and cost-saving measures.

6.8 Ensures coding of all invoices and credit card transactions, ensuring all invoicing to facility services is correct.

6.9 Operates in a fiscally prudent and responsible manner.

7. Policy/Administrative Procedures

7.1 Recommends development and/or reviews of Board policies or administrative procedures to the Corporate Treasurer.

7.2 Ensures the application of Board policies and administrative procedures as required in the performance of duties.

8. Organizational Management

8.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to Corporate Treasurer’s directives.

8.2 Ensures response to any intrusion or fire alarm.

8.3 Ensures on-call availability as required for facilities stability.

8.4 Responds to emergencies and deals with crisis situations as a member of the Division Emergency Response team.
9. Communications and Community Relations

9.1 Takes appropriate actions to ensure open and transparent internal and external communications are developed and maintained in areas of responsibility.

9.2 Provides facility information as required to the Board, senior administration, and school administration.

9.3 Ensures staff, students and parents have a high level of satisfaction with the services provided and with the responsiveness of the facility services department.

9.4 Initiates and maintains contacts with outside agencies and local community groups.

9.5 Liaises with Alberta Education to align Division plans with provincial initiatives.

9.6 Confers with specialists, external consultants and government personnel to obtain information and resolve disputes.

9.7 Honours and facilitates the implementation of the Board’s roles and responsibilities as defined in Board policy and encourages staff to do the same.

10. Corporate Treasurer Relations

10.1 Establishes and maintains positive, professional working relations with the Corporate Treasurer.

10.2 Provides the information the Corporate Treasurer requires to perform his role in an exemplary fashion.

10.3 Handles other duties as assigned by the Corporate Treasurer.

11. Leadership Practices

11.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he works in carrying out the Corporate Treasurer’s expectations.

11.2 Exhibits a high level of personal, professional and organizational integrity.

Adopted/Reviewed: December 14, 2018

Reference: Sections 60, 61, 96, 113, 116, 117 School Act
Employment Standards Code
Freedom of Information and Protection of Privacy Act
Labour Relations Code
Occupational Health and Safety Act
Funding Manual for School Authorities
SUBSTITUTE TEACHERS

Background

The substitute teacher is expected to respect the Catholic faith, the values and teachings of the Church, to follow a personal life style that is exemplary to students, parents and colleagues both at school and in the community, and to recognize the uniqueness of every student in the school.

The Division expects the substitute teacher to provide a high standard of teaching in a manner which will give optimum benefit to all students in the school.

Procedures

1. In addition to the duties set down for teachers in the School Act and its regulations, substitute teachers shall carry out the duties assigned to them by the Superintendent and the Principal and other authorized persons in accordance with the procedures determined by the Division.

2. The substitute teacher is expected to abide by the Code of Professional Conduct of the Alberta Teachers’ Association.

3. Applicants for substitute teacher positions must submit a criminal record check and a child welfare information services (CWIS) check.

4. The substitute teacher shall be responsible to the Principal of the school in which the temporary assignment is located.

5. The substitute teacher shall be responsible for establishing and maintaining an atmosphere conducive to learning, for guiding and directing the learning process, for making allowance for the differences among students, for communicating effectively with the students, and for supervising student activities as outlined by the absent teacher and/or by the Principal or designate.

6. Continuous approval of an individual for substitute services shall be contingent upon the satisfactory performance of the substitute teacher.

7. The Principal or designate shall develop and maintain a list of approved substitute teachers. At his/her discretion, he/she may limit the number of approved substitute teachers.

8. During recruitment for substitute teachers, teachers who are willing to serve as substitute teachers shall receive, upon request, an information package from the Division office.

9. Substitute teachers shall:
   9.1 Whenever possible, arrive at the school to which they have been assigned at least fifteen (15) minutes prior to the opening of school.
9.2 Report to the Principal and/or designate immediately on arrival. The Principal or designate shall ensure that there are sufficient plans and schedules provided to be followed during the teaching day.

9.3 Report to the Principal and/or designate again before leaving school at the close of the day's session.

9.4 Leave a written statement in the daily lesson plan book with the Principal or designate of the work accomplished while in charge of the room.

9.5 Perform all the duties of the teacher for whom they substitute, such as playground, hall or other general duties as assigned to them by the Principal.

9.6 Perform, as closely as possible, the duties of regular staff teachers and particularly:

   9.6.1 Follow local school procedures;
   9.6.2 Carefully keep the daily attendance;
   9.6.3 Attempt to carry on the regular class work;
   9.6.4 Attend regular staff meetings called during the period of extended service unless specifically excused by the Principal; and
   9.6.5 Consult, as appropriate, with the Principal or designate before initiating any teaching or procedures not specified in the plans of the absent teacher.

Reference: Section 18, 20, 60, 61, 100, 113 School Act.
Appendix 462- 1

Classroom Supervisor Orientation Sample Checklist

☑ Fire drill Procedures
☑ Intruder Alert/Emergency Crisis Response Protocols
☑ Discipline Protocols/Behavior Expectations
☑ Office Communications- intercom numbers, etc.
☑ General building orientation
☑ Supervision/Playground expectations and areas of responsibility
☑ Student attendance protocol
☑ Statement of Work expectations
☑ Other policies, procedures, protocols and information including Staff handbook
☑ Shadow a supervision and a classroom lesson

Appendix 462- 2

Classroom Supervisor Acknowledgement Form

Declaration

I, _________________________________ understand that I am responsible for being aware of, knowing about, and carrying out the information presented in this orientation. I understand that I should request further information and/or clarification from School Administration if I am unclear about any duties assigned to me.

I hereby confirm that I have been given an orientation, am aware of my obligations regarding my role as a Classroom Supervisor, and that I will ask any questions that I need clarified.

____________________________            ________________
Signature                     Date
Classroom Supervisors (Non-certified Substitutes)

Background

The Division believes that having qualified, well trained staff and certified teachers working with students is essential to student success. It does, however, recognize that there may be times, despite all efforts, where certified teachers are not available to teach students. This procedure outlines the Division’s expectations when certified teachers are not available.

The Division expects the Classroom Supervisor to provide a high standard of work in a manner which will give optimum benefit to all students in the school. The Classroom Supervisor is expected to respect the Catholic faith, the values and teachings of the Church, and to recognize the uniqueness of every student in the school.

Procedures

1. Prior to beginning to use Classroom Supervisors, the Principal must have placed an ad for certified substitute teachers and be able to demonstrate that there have been no suitable responses/candidates. This advertising process should be repeated every 3 months.

2. Before booking a Classroom Supervisor, the Principal shall first attempt to book a certified sub. They shall also exhaust all other options for ensuring the class has access to a certified teacher such as reallocating an Assistant Principal. Only when the Sub List is exhausted, no certified sub is available, and no other via option to provide the class with a certified teacher is available, may a Classroom Supervisor be called. The calling of Classroom Supervisors shall be in order of Category as per:
   a. Category A – Degree other than Education. Individuals must hold a minimum of a Bachelor Degree (4 Yr) from a recognized university.
   b. Category B – Post Secondary Diplomas, Certificates or individuals who have completed a program of at least one year in duration in a recognized program from a recognized college or post-secondary institution. To be used when Category A replacement classroom supervisors are unavailable.
   c. Category C High School Education. To be used when Category A or Category B replacement classroom supervisors are unavailable. Individuals must hold an Academic High School Diploma, be recommended by a school or Division administrator and can only be used in ECS to Grade 9 classrooms.

3. Classroom supervisors must have a satisfactory Criminal Records check with vulnerable persons sector on file as well a signed Oath of Confidentiality and receive approval from Division Office prior to beginning work.

4. Principals shall increase their supervision of the classroom with a Classroom Supervisor and are ultimately responsible for the planning and assessment of students in such
classrooms. They shall also ensure that the Supervisor is aware of school protocols (fire frills, evacuation, Discipline, etc) as well as how to contact the Office. This information shall be conveyed to Classroom Supervisors in a paid orientation (See Appendix 162-A). An orientation must be held for each site the Supervisor is to work at. Employees must sign an acknowledgement of the orientation (Appendix 162-3). Principals shall also assign a neighbor teacher/partner if possible.

5. The Principal shall review and/or create the Lesson/Sub Plans for the day and modify them as needed to ensure that there are no higher risk activities planned. This includes, but is not limited to, such things as field trips, science labs, use of fitness rooms, construction lab, etc (Unless the Supervisor has related specific training).

6. The Classroom Supervisor shall be responsible to the Principal of the school.

7. The Classroom Supervisor shall be responsible for establishing and maintaining an atmosphere conducive to learning, for guiding and directing the learning process, for making allowance for the differences among students, for communicating effectively with the students, and for supervising student activities as outlined by the absent teacher and/or by the Principal or designate.

8. Classroom Supervisors shall:
   a. Report to the Principal and/or designate upon arrival and again before leaving school at the close of the day’s session.
   b. Leave a written statement with the Principal or designate of the work accomplished while in charge of the room.
   c. Perform, as closely as possible, all assigned duties relating to the teacher for whom they substitute, such as playground, hall or other general low risk duties as assigned to them by the Principal. Note that for playground supervision, a Classroom Supervisor should be supervised by a regular staff member. In particular, Classroom Supervisors should:
      i. Follow local school procedures;
      ii. Carefully keep the daily attendance;
      iii. Attempt to carry on the learning from previous lessons;
      iv. Ensure the environment is safe and conducive to learning;
      v. Attend regular staff meetings called during the period of extended service unless specifically excused by the Principal;
      vi. Consult, as appropriate, with the Principal or designate before initiating any teaching or actions not specified in the plans provided.

9. Preference will be given to those individuals that demonstrate experience or credentials working with children.

10. Classroom Supervisors shall be paid as per the AUPE Collective Agreement.

11. A class shall not have a Classroom Supervisor in lieu of a certified teacher for more than 2 consecutive days without the approval of the Superintendent.
Administrative Procedure 470 – Appendix

POSITION DESCRIPTION MANUAL

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

Background

The Corporate Treasurer will make provision for position descriptions for employees in the Division.

Procedures

1. The duties of employees other than the senior administration will be drafted in cooperation with the appropriate members of the senior administration and will be incorporated in the Position Description Appendix to this administrative procedure.

2. The Corporate Treasurer will review the duties of employees from time to time.

3. All employees are ultimately responsible to the Superintendent.

4. Position descriptions shall be aligned with and find relevance in the Role of the Board and the Role of the Superintendent.

Reference: Section 60, 61, 96, 113, 116, 117 School Act
MAINTENANCE PERSONNEL AND CUSTODIAL SERVICES

Background

Principals and the Director of Facilities and Technology are responsible for the contracting and supervision of maintenance personnel and custodians for schools.

Procedures

1. A job description shall be developed to outline the responsibilities of the custodians for schools.

2. During the months of July and August, custodians shall be responsible to the Director of Facilities and Technology.

Reference: Section 20, 60, 61, 113, 116, 117 School Act
WORKER CONTRACT STATUS DETERMINATION

Background

The purpose of this administrative procedure is to assist departments and schools in determining the relationship between a worker and the Division, in accordance with the Canada Revenue Agency guidelines, the Employment Insurance Act, Income Tax Act and the Canada Pension Plan.

The Division has a legal obligation to determine the status of workers and to ensure that appropriate contractual or employment terms and actions are consequently applied when hiring contractors or employees because the rights and obligations of workers depend on the nature of the working relationship between the worker and the school division.

Definitions

Employee means an employee of the Board of Trustees of Living Waters Catholic Regional Division No. 42 hired to perform service for the Division.

Independent Contractor means a person (individual or other entity) retained by the Board, either directly or through a corporation to perform services for the Division.

Accountable Individual means the person responsible for hiring or retaining a worker and establishing a contract or determining the worker's relationship to the Division.

Worker means either an employee or Independent Contractor.

Four-fold Test determines who in the relationship has Control, Ownership of Tools, Chance of Profit, and Risk of Loss.

Procedures

1. Revenue Canada has issued the document RC4110 – Employee or Self-Employed which provides guidance in determining a worker's employment status.

2. An individual is considered an employee by the level of:

   2.1 Control: the nature and degree of control exercised by the Division on how, when, and/or where the work is done. The “control test” determines whether the organization is in a position to order not only what is to be done, but also how it is to be done. Where such control exists, the courts have generally regarded the relationship as that of an employer and employee. The more control the organization has, the more likely the worker is an employee. Four factors are used in the control test:

      2.1.1 Selection – who has the power to select the worker?
2.1.2 Dismissal – who has the right to suspend or dismiss the worker?

2.1.3 Method of work – who controls the method in which the job is carried out?

2.1.4 Remuneration – who sets the payment scale for wages or other remuneration to the worker?

2.2 Ownership of Tools: the tools necessary to perform work are typically provided to an employee. An independent contractor will usually supply his/her own tools. Tools may include cell phones, computers, and trade specific tools such as those for carpenters or electricians.

2.3 Opportunity for Profit: if the opportunity for profit does not change in relationship to the work performed by the worker, it indicates an employee relationship.

2.4 Risk of Loss: if the worker bears no risk of loss and will be paid regardless of the work they complete in a certain period of time, this is likely an employee relationship. If the individual assumes a high degree of financial risk and will not receive payment unless certain work is completed, the more likely the worker is an independent contractor.

3. Consequences

3.1 Workers who are employees have Canada Pension Plan contributions, Employment Insurance (EI) premiums, and income tax deducted from the worker’s pay. The Division is required to remit these deductions, together with the employer's share of CPP contributions and EI premiums to Canada Revenue Agency. These deductions and remittances are not made for Independent Contractors.

3.2 If a worker is incorrectly identified as an independent contractor, then the Division would be responsible for paying both the employee’s share and employer’s share of CPP contributions, EI premiums, plus interest and penalties under the Income Tax Act and/or the entitlement the worker would have otherwise received under respective terms and conditions as an employee.

3.3 Where a worker is to be hired or retained, the supervisor shall, in consultation with the Superintendent, determine whether the worker is an employee or an independent contractor. Once the relationship is determined, employees will be hired in accordance with Human Resources processes and procedures, independent contractors will be contracted in accordance with purchasing and contract services.

Reference: Section 60, 61, 113, 116 School Act
Canada Pension Plan
Employment Insurance Act
Income Tax Act
Revenue Canada RC4110
VOLUNTEER OFFICIAL STATEMENT OF CONFIDENTIALITY

I, __________________________________________________ , do swear that I will execute according to law and to the best of my ability the duties required of me as a volunteer of the Living Waters Catholic Separate School Division and that I will not, without due authorization, disclose or make known any matter or thing which comes to my knowledge by reason of my volunteering in the Division.

__________________________________________
Signature of Volunteer

At _________________________________________

This ___________________________ day of
_____________________________________________, A.D. 20 _____

_____________________________________________
Witness

TO BE RETAINED AT THE SCHOOL
USING SCHOOL VOLUNTEERS DURING JOB ACTION

1. Follow Administrative Procedure 490.

2. Use individuals who have previously volunteered and are most familiar with the school. This may also include retired staff.

3. Volunteers may receive a stipend but are not eligible for pay.
APPLICATION AS VOLUNTEER/AGENT OF THE DIVISION

** Agent of the Division is a volunteer with Living Waters Catholic Separate School Division

Date: __________________________

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<th>Name:</th>
<th>Home Ph.:</th>
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<td>Address:</td>
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<td>Email:</td>
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<td>Date of Birth:</td>
<td>AB Health No.:</td>
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Volunteer For: ________________________________

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<th>Date:</th>
<th>Team/Activity</th>
<th>Organization</th>
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Certifications: (Please attach)
________________________________________________________

Other Courses and Education that would be considered beneficial:
________________________________________________________
________________________________________________________
________________________________________________________

Experience/History:
________________________________________________________
________________________________________________________
Have you been subject to disciplinary action by ANY related association?  
Yes___  No___
Details:
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Work Commitments:
Briefly describe how your work schedule may affect your ability to volunteer.
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

List Skill Areas You Consider Your Strengths:
1.  __________________________________________________________________________________________
2.  __________________________________________________________________________________________
3.  __________________________________________________________________________________________

List Areas That You Feel May Require Support:
1.  __________________________________________________________________________________________
2.  __________________________________________________________________________________________
3.  __________________________________________________________________________________________

References: List 3 references

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<tr>
<th>Name</th>
<th>Phone Number</th>
<th>How long has this person known you?</th>
<th>How does this person know you?</th>
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REFERENCES VERIFIED BY PRINCIPAL: ________________________________________________

1.  Intervention Check & Criminal Record Check Submitted (Within the past 6 months): Yes ___  No___
2.  Form 490-1 Oath of Confidentiality Completed: Yes ___  No___
3.  If driving is required, Form 260-15 Completed: Yes ___  No___
4.  Applicable Certificate(s) attached: Yes ___  No___

Principal’s Signature: ________________________________________________

PLEASE FORWARD ALL DOCUMENTATION TO CENTRAL OFFICE ATTENTION: DEPUTY SUPERINTENDENT

AUTHORIZATION
_____ Approved  Not Approved ______  Date: __________________________

Authorization Period: __________________________

Assistant Superintendent of Business Services: __________________________

Living Waters Catholic Separate School Division  
Administrative Procedures Manual  
October 2019  
Page 2 of 2
Administrative Procedure 490

SCHOOL VOLUNTEERS

Background

The Division recognizes and appreciates the many parent volunteers in our schools. Parents and other adults have a valuable service to offer the students in our system. Volunteers are to be encouraged and are to be treated as valuable resources. School staff are encouraged to accept the assistance of parent volunteers to the extent that they provide a service which, in the teacher’s professional judgment, is in the best interest of the students in the school. When volunteers are in our schools the following procedures shall apply.

Procedures

1. Volunteers will register at the school office and wear the appropriate Division identification card.

2. Volunteers, when they are in a school, are subject to direction of the Principal.

3. Volunteers, when they are in a classroom, are subject to direction from the teacher.

4. Volunteers are to collaborate with teachers, teachers’ aides, and school secretaries in providing a service for students.

5. Volunteers are expected to act as regular staff in terms of student and staff confidentiality.

   5.1 All volunteers shall sign an oath of confidentiality. (Appendix 490A)

6. Volunteers may be required to submit to a criminal record check or child welfare check by the local police. They must do so when they will be alone with students.

7. Principals of schools, who accept volunteers, are expected to develop a set of administrative practices to ensure this procedure is followed.

8. A list of all volunteers must be submitted to the Corporate Treasurer monthly for insurance purposes.

9. Volunteers may be issued a stipend honorarium by the principal but are not eligible for pay.

Reference:  Section 20, 27, 39, 50, 60, 61, 113 School Act
           Freedom of Information and Protection of Privacy Act
VOLUNTEER CODE OF CONDUCT

As a volunteer, I agree to abide by the following code of volunteer conduct:

1. I will model myself and strive to support every student in a Christian atmosphere based on the teachings of the Catholic Church.
2. I agree only to do what is in the best personal and educational interest of every child with whom I come into contact.
3. I will maintain confidentiality outside of school and will share with teachers and/or school administrators any concerns that I may have related to student welfare and/or safety.
4. I will not disclose, use, or disseminate student photographs or personal information about students, self or others through social media.
5. I agree not to exchange telephone numbers, home addresses, email addresses or any other home directory information with students for any purpose unless it is required as part of my role as a volunteer. I will exchange home directory information only with parental and administrative approval.
6. I will not contact students outside of school hours without permission from the students’ parents/guardians and the principal.
7. I agree to never be alone with individual students who are not under the supervision of teachers or school authorities.
8. I agree to not transport students without the written permission of parents/guardians or without the expressed permission of the school or division and will abide by Administrative Procedure 260 Field Trips and Excursions when transporting students.
9. Immediately upon arrival, I will sign in at the main office or report to the designated station.
10. I will wear or show identification whenever required by the school to do so.
11. I will use only staff bathroom facilities.
12. I have been provided the school Athletics Protocols and/or Handbook.
13. I have been oriented in fire drill procedures.
14. I have been oriented in Intruder Alert/Emergency Crisis Response Protocols.
15. I have received general building orientation.
16. I attest that I have participated in an orientation session and have had the opportunity to ask questions about volunteering.

I agree to follow the Volunteer Code of Conduct at all times.

_________________________________                     Date: ____________________________
Name (Please Print)

_________________________________
Signature

TO BE RETAINED AT THE SCHOOL
Administrative Procedure 491

VOLUNTEER COACHES AND SUPERVISORS

Background

Students benefit from opportunities to be involved in extracurricular activities. Division teachers are the preferred choice to lead such activities; however, the use of adult volunteers as supervisor and coaches may be a necessary alternative to allow such activities to proceed.

Principals are responsible to the Superintendent for the administration of this Administrative Procedure.

Procedures

1. Parents or community members may lead/supervise extracurricular activities, but only under the direct supervision of an employee of the Division.

2. Ensuring welcoming, caring, respectful and safe environments for students must be the primary consideration in the selection and use of volunteers to assist with extracurricular activities, in accordance with Board policy, administrative and school procedures.

3. Principals shall be responsible for selection and approval of volunteers, establishment of roles and responsibilities, supervision, and maintenance of ongoing communication between the school and the volunteer.

4. Extracurricular activities involve a varying level of risk. As a result, a volunteer screening procedure must be in place to ensure that volunteers are suitable to be working with students and have the appropriate skills necessary to undertake the proposed activity.

5. All volunteer coaches and supervisors shall complete the Volunteer Registration Form (Form 490-1) and the Statement of Confidentiality (Form 490-2). Such forms shall be kept on file at the school, to be updated annually, or as necessary.

6. Volunteer coaches and supervisors are encouraged to complete the online Respect in Sport Program.

7. For purposes of screening and selection of volunteer supervisors/coaches, the Principal or designate shall interview prospective volunteers, conduct reference checks where appropriate, and require the successful applicant to provide a criminal record check and child intervention record check.

8. Any fee incurred in order for the successful applicant to obtain a criminal record check and child intervention record check shall be borne by the school.
9. The Principal will be responsible for informing parents, prior to the commencement of the activity, if a volunteer(s) will be coaching or supervising students (under the direct supervision of a Division employee).

10. When a volunteer is new to the school and has been approved to lead or assist with a student activity (under the direct supervision of a Division employee), the Principal shall ensure that an orientation session occurs in which the following topics will be discussed:

10.1 Any school philosophy regarding the participation of students (e.g. selection, playing time, behaviour expectations, etc.);
10.2 Use of school facilities and equipment;
10.3 Safety requirements as specified within the Physical Education Safety Guidelines of Alberta;
10.4 Supervision expectations;
10.5 Discipline and referral procedures;
10.6 Communication with parents;
10.7 Finances and fundraising;
10.8 Transportation procedures;
10.9 Professional development opportunities; and
10.10 Board policies and administrative procedures that would impact the operation of the proposed activity.

11. Verification that the volunteer supervisor/coach has been involved in an orientation session is to be completed, signed and kept on file in the school office (Form 491-1).

12. Volunteer supervisors/coaches are to be encouraged to avail themselves of professional development activities, specifically activities that will enhance the ability to deal with the needs of students involved in the activity (e.g. coaching certification clinics, first aid programs).

Reference: Section 11, 33, 52, 53, 196, 197, 222, 256 Education Act
Freedom of Information and Protection of Privacy Act
Physical Education Safety Guidelines of Alberta
Administrative Procedure 495

DRUGS AND ALCOHOL - EMPLOYEES

Background
The Living Waters Catholic Regional Division No. 42 (the “Division”) is committed to ensuring the health and safety of its employees, students, contractors and the public at large. The Division recognizes and accepts the responsibility to provide its employees with a safe, healthy, and productive work environment. Employees have the responsibility to report to work capable of performing their tasks productively and safely. The use of drugs, including illegal drugs, the improper use of prescription or non-prescription medication, and the use of alcohol, cannabis, or other intoxicants can have serious adverse effects on the safety of the workplace for employees, students, contractors and the public.

Purpose
The purpose of this Administrative Procedure is to establish the Division’s expectations for appropriate behaviour, the consequences for non-compliance, to provide consistent guidelines for all employees, and to clearly communicate to employees suffering from drug or alcohol dependency the accommodation and supports available.

1. Definitions

1.1 “Drugs” means any substance, inclusive of illicit drugs, restricted drugs, and medication, as defined by this Administrative Procedure, the use of which has the potential to cause impairment or intoxication, changing or affecting the way a person thinks, feels, or acts. For the purposes of this Administrative Procedure, drugs of concern are those that inhibit a worker’s ability to perform his or her job safely and productively.

   (a) “Illicit Drug” means any drug or substance that is not legally obtainable and whose use, sale, possession, purchase or transfer is prohibited by law (for example, street drugs such as heroin and cocaine).

   (b) “Restricted Drug” means any drug or substance capable of causing intoxication or impairment which is legally obtainable for recreational use and whose sale, purchase, possession, or transfer are restricted by law (such as cannabis, if and when legalized).

   (c) “Medication” refers to a drug obtained legally by an employee and used as indicated or directed, including but not limited to those obtained by the employee with a doctor’s prescription or medical document, as contemplated by the Access to Cannabis for Medical Purposes Regulation (as amended, repealed and replaced from time to time), and non-prescription or over-the-counter products.

1.2 “Under the influence” of Drugs, alcohol, intoxicants or any controlled or uncontrolled substance for the purpose of this Administrative Procedure is
defined as the use of one or more of these substances to an extent that an employee is:

(a) Unable to perform in a productive manner;

(b) In a physical or mental condition that creates a risk to the safety and well-being of the individual, other employees, or the property of the Division or any member of the public; or

(c) Displaying signs or symptoms of impairing substance use, including but not limited to the smell of alcohol or drugs, slurred speech, and/or atypical behaviour.

1.3 “Drug or alcohol dependence”: A mental, physical, or psychological dependence on Drugs, alcohol, or other impairing substances which is considered by a physician to be a medical condition/disability as contemplated by Human Rights law.

1.4 “Recreational Drug/alcohol or other substance use”: With recreational use of Drugs, alcohol, or other impairing substances, there is no mental, physical or psychological dependence; therefore, this is not considered a medical condition or mental, physical, or psychological disability as contemplated by Human Rights law.

1.5 “Safety-sensitive positions” shall include any position where the performance of duties with impaired physical or mental abilities creates a reasonably foreseeable risk of injury, physical harm, or danger, including, but not limited to those employees who are required or permitted to operate the Division’s vehicles or their own personal vehicles for employment-related purposes and maintenance staff.

2. Treatment and Accommodation

2.1 Any employee actively suffering from a Drug or alcohol dependence that may impair or restrict performance of their duties is required to disclose the dependence to the Deputy Superintendent. The Division recognizes its responsibility to assist and accommodate employees suffering from a Drug or alcohol dependence to the point of undue hardship, including providing access to our Employee Assistance Program (“EAP”) and sick leave as with any other illness. The Division will take appropriate precautions to protect the employee’s confidentiality given the sensitive nature of the issue.

2.2 Employees who are concerned that a fellow employee may be suffering from a Drug or alcohol dependence are strongly encouraged to report their concerns to the employee’s immediate supervisor or the Deputy Superintendent as well as encouraging the fellow employee to disclose and seek assistance through the EAP. Teachers need to be mindful of their ATA Code of Conduct in this regard. While the Division will make its best efforts to protect employees’ confidentiality when a concern is reported, it may be necessary for the Division to disclose certain information, including but not limited to the identity of the reporting employee, to the employee in question in order to properly investigate concerns.
3. Prohibitions

3.1 During an employee’s working hours, whether on the Division’s premises or while conducting employment-related activities off the Division’s premises, including during meal periods, scheduled breaks, on field trips, and on-call shifts, no employee shall:

(a) use, consume, possess, distribute, sell or be under the influence of Illicit Drugs;

(b) use, consume, possess, distribute, sell or be under the influence of Restricted Drugs;

(c) use, consume, possess, distribute, sell or be under the influence of alcohol, unless authorized by the Division for a specific limited purpose in accordance with Administrative Procedure 164, Alcohol Consumption on School Premises (while the Division expects that all of its employees will comply with this rule on a day to day basis, it is recognized that for some Division employees approved and appropriate social functions within the course and scope of their work hours will occur at which reasonably limited consumption of alcohol is customary and appropriate without express authorization. Some common examples for illustration purposes would include: conference cocktail reception, professional development work related or training conferences, lunch on a personal development day, Division approved social dinner, or a promotional activity or event such as a Christmas party. However it is critically important that all employees understand that even at these events where alcohol consumption is permitted, alcohol should only be consumed on a social basis to reasonable levels which ensure professional and responsible behavior by Division employees at all times.); or

(d) use, consume, possess, distribute, sell or be under the influence of any other intoxicants, whether a controlled or uncontrolled substance.

3.2 An employee shall not, under any circumstances, consume alcohol or use, consume, ingest, or inhale Illicit Drugs, Restricted Drugs or other intoxicants while in care and control of or responsible for any Division vehicle or equipment, or while using the employee’s personal vehicle for work-related purposes.

3.3 If an employee is called back after regular working hours to perform work-related duties and has been consuming alcohol or using Drugs or other intoxicants, it is the employee’s responsibility to:

(a) Ensure that he or she does not perform any employment duties, including operate a motor vehicle, while under the influence of alcohol, Illicit Drugs, Restricted Drugs, Medication or any other intoxicant or substance, if impairment has resulted; and if impairment has resulted
(b) Notify the Employer Representative who is attempting to call them in that they are unable to perform their duties at that time.

3.4 The legal use of Medication in compliance with physician directions is permitted at work only if it does not impair the employee's ability to perform his or her work effectively and in a safe manner. Employees are required to disclose to the Deputy Superintendent, the use of Medication which may reasonably be expected to affect their work performance or the safe execution of their duties. The Division is committed to accommodating an employee's necessary use of Medication without suffering undue hardship. When prescribed medications are on Division or Division's property due to an employee's needs and following the above rules, such Medication must be monitored vigilantly and kept in a secure place that is out of harms reach and inaccessible to students (e.g. the Employee's pocket, or locked cabinet, etc.)

4. Testing

4.1 Reasonable Cause Testing

(a) The Division may conduct testing for the presence of alcohol, or Drugs when it has reasonable grounds to believe that the actions, appearance or conduct of an employee while on duty (including while on-call) indicates that the employee is under the influence of Restricted or Illicit Drugs or alcohol. While the Division reserves this right for all of its employees, employees should understand that the necessary threshold to establish reasonable cause in the eyes of the Division will be lower for employees in safety-sensitive positions given the potential consequences involved.

(b) The basis for the decision to test will be documented as soon as possible after the action has taken place and identified to the employee prior to the test being conducted. The employee will be invited and have the opportunity to speak to or refute the basis for the decision to test and the Division shall consider the employee's position prior to proceeding with the test. For any employees represented by a Union, the employee shall be advised of their right and the opportunity to contact and seek Union / Association representation prior to and for attendance at the test so long as such contact, or representation does not unreasonably delay the testing process which is important to have performed in a timely fashion. The referral for the test will be based on specific, personal observations resulting from, but not limited to:

(i) Observed use or evidence of use of Restricted or Illicit Drugs or alcohol (e.g. smell of alcohol or cannabis);

(ii) Erratic or atypical behaviour of the employee;

(iii) Changes in physical appearance of the employee;
(iv) Changes in behaviour of the employee;

(v) Changes in speech patterns of the employee;

(vi) Discovery of Drugs, inclusive of Medication capable of causing impairment, alcohol, intoxicants or related paraphernalia found in locations to which an employee has sole or primary access, including employees' lockers or assigned vehicles; or

(vii) Following a serious incident or accident where the possibility of Drug or alcohol impairment cannot be easily ruled out from review of the circumstances, including a “significant incident” as defined by Occupational Health & Safety legislation, and a situation which created significant potential or risk for an incident or accident, even if an incident or accident did not ultimately result (a “near miss”).

(c) In addition, the Division may conduct reasonable cause testing upon receipt of a complaint or concern by a co-worker or third party that an employee may be using Drugs, alcohol or other substances contrary to this Administrative Procedure. In such circumstances, the Division shall record the name and contact information of the complainant as well as the details of the concern or complaint. The Division shall provide the details of the concern or complaint to the accused employee and, in appropriate circumstances, shall also provide the complainant’s identity to the accused employee to allow him/her the opportunity to provide a full and complete response to the allegations. The Division shall also reasonably consider the surrounding circumstances, and the presence or absence of any other evidence or indicators of drug or Alcohol impairment prior to making a final decision on reasonable cause to test in these circumstances.

(d) In all situations where the Division believes an employee is unfit to be at the workplace, a responsible escort will be used to escort the employee home.

4.2 Return to Work Testing

(a) When an employee returns to work following a disclosure that the employee suffers from a drug/alcohol dependency and subsequent treatment, the Division may require the employee to undergo a return to work test. Further random, unannounced testing may be required for up to one year after the employee returns to work.

(b) Prior to implementing return to work testing pursuant to Section 4.2(a) above, the Division will consider all the surrounding facts and circumstances on a case by case basis, and provide the opportunity for discussion and input on this decision for return to work testing by the Employee and Employee Union / Association Representative if applicable.

4.3 Testing Procedures
(a) Any testing undertaken pursuant to this Administrative Procedure, including analysis of results, shall be performed by a qualified professional. Where appropriate, results shall be confirmed by laboratory testing, which shall be performed at an accredited laboratory.

(b) Where reasonably possible, all testing conducted pursuant to this Administrative Procedure shall be conducted respectfully and in a manner to minimize the intrusive nature of the tests. The Deputy Superintendent will contact the alcohol and drug testing provider to schedule a test. The process is to be completed as soon as possible after the incident or observation which is deemed within the guidelines of this Administrative Procedure. The drug testing will be performed in compliance with the testing procedures as defined by the drug and/or alcohol testing facility.

(c) The employee shall be notified of the result of the test, and given an opportunity to address those results, including by providing them to and discussing them with the employee's own physician. For employees with positive test results the Division shall consider on a case by case basis all of the surrounding facts and circumstances, including input from the Employee and if applicable the Employee's Union / Association Representative and make a determination of further steps, requirements, or recommendations that may be necessary to refer the Employee to of their own or independent physician to assess whether a drug or Alcohol dependency exists.

(d) The Division will store test results in a secure location with access restricted to the Division's Senior Administration, the Division Safety Officer, or employees with a demonstrable need for access to test results, in order to preserve employee privacy. Test results will not be disclosed to third parties without prior written consent of the employee, subject only to a legal requirement for the Division to produce employee test results.

5. **Discipline**

5.1 The Division views the rules contained in this Administrative Procedure to be of the utmost importance. This is a zero-tolerance Administrative Procedure; any deviation from the above terms will result in disciplinary action that may include immediate termination. All employees will be provided with a copy of this Administrative Procedure as notification that any resulting dismissal will be considered as “dismissal for just cause” and not subject to notice or pay in lieu of notice.

5.2 As indicated above, any employee suffering from a Drug or alcohol dependence is required to disclose the addiction, and the Division recognizes its responsibility to assist and accommodate employees suffering from such a condition. However, if an employee neglects or refuses to disclose a Drug or alcohol dependence to the Division, in violation of this Administrative Procedure, the Division may, where warranted in the circumstances, deal with breaches of this Administrative Procedure based on the understanding that the employee is not suffering from a Drug or alcohol dependence, but has simply disregarded this Administrative
Procedure, in which case immediate and strict disciplinary action will be taken. Further, failure to disclose a Drug or alcohol dependence is itself a violation of this Administrative Procedure.

5.3 Notwithstanding the foregoing, any and all disciplinary action under this Administrative Procedure that is taken by the Division against an employee will comply with the School Act and the terms of any applicable collective agreement then in place.

6. **Post-Violation Return to Work**

6.1 Seeking voluntary assistance for Drug or alcohol dependence will not jeopardize an employee's employment with the Division, so long as the employee continues to cooperate and seek appropriate treatment for his or her disclosed problem and is able to treat and control the problem to facilitate a return to work within the reasonably foreseeable future.

6.2 Any employee violating this Administrative Procedure who is subsequently authorized and accepted by the Division to return to the workplace shall (after the Division has allowed reasonable opportunity for input and discussion by the Employee, and any applicable Employee Union Representative and / or the Employee’s physician) receive a Return to Work Letter outlining conditions of the return to the workplace which will normally include, but is not limited to, the following:

(a) Requirement to continue treatment, counselling and assistance programs or procedures recommended by the employee’s advising physician or addiction counsellor;

(b) Express obligation to immediately cease performance of duties and notify a supervisor in the event the employee finds themselves under the influence at any time during work hours following a return to the workplace;

(c) Requirement to provide written medical confirmation that the employee has any condition under control and is able to safely return to the workplace without danger to the employee or others;

(d) Requirement to provide reasonably regular updates from the employee’s physician or addiction counsellor confirming that the employee continues to follow recommended treatment programs and continues to be fit for performance of duties without danger to themselves or others; and

(e) An express warning to the employee that future violations of the Administrative Procedure will lead to further discipline and serious consideration of immediate termination for just cause.

6.3 Employees suffering from Drug or alcohol dependence who fail to co-operate with assistance or treatment programs or engage in repeated infractions of this Administrative Procedure, will be subject to the normal disciplinary sanctions, up to and including immediate termination for just cause.
DRUGS AND ALCOHOL - EMPLOYEES

Background
The Living Waters Catholic Separate School Division (the “Division”) is committed to ensuring the health and safety of its employees, students, contractors and the public at large. The Division recognizes and accepts the responsibility to provide its employees with a safe, healthy, and productive work environment. Employees have the responsibility to report to work capable of performing their tasks productively and safely. The use of drugs, including illegal drugs, the improper use of prescription or non-prescription medication, and the use of alcohol, cannabis, or other intoxicants can have serious adverse effects on the safety of the workplace for employees, students, contractors and the public.

Purpose
The purpose of this Administrative Procedure is to establish the Division’s expectations for appropriate behaviour, the consequences for non-compliance, to provide consistent guidelines for all employees, and to clearly communicate to employees suffering from drug or alcohol dependency the accommodation and supports available.

1. Definitions

1.1 "Drugs" means any substance, inclusive of illicit drugs, restricted drugs, and medication, as defined by this Administrative Procedure, the use of which has the potential to cause impairment or intoxication, changing or affecting the way a person thinks, feels, or acts. For the purposes of this Administrative Procedure, drugs of concern are those that inhibit a worker’s ability to perform his or her job safely and productively.

(a) "Illicit Drug" means any drug or substance that is not legally obtainable and whose use, sale, possession, purchase or transfer is prohibited by law (for example, street drugs such as heroin and cocaine).

(b) "Restricted Drug" means any drug or substance capable of causing intoxication or impairment which is legally obtainable for recreational use and whose sale, purchase, possession, or transfer are restricted by law (such as cannabis, if and when legalized).

(c) "Medication" refers to a drug obtained legally by an employee and used as indicated or directed, including but not limited to those obtained by the employee with a doctor’s prescription or medical document, as contemplated by the Access to Cannabis for Medical Purposes Regulation (as amended, repealed and replaced from time to time), and non-prescription or over-the-counter products.

1.2 "Under the influence" of Drugs, alcohol, intoxicants or any controlled or uncontrolled substance for the purpose of this Administrative Procedure is defined as the use of one or more of these substances to an extent that an employee is:
(a) Unable to perform in a productive manner;
(b) In a physical or mental condition that creates a risk to the safety and well-being of the individual, other employees, or the property of the Division or any member of the public; or
(c) Displaying signs or symptoms of impairing substance use, including but not limited to the smell of alcohol or drugs, slurred speech, and/or atypical behaviour.

1.3 "Drug or alcohol dependence": A mental, physical, or psychological dependence on Drugs, alcohol, or other impairing substances which is considered by a physician to be a medical condition/disability as contemplated by Human Rights law.

1.4 "Recreational Drug/alcohol or other substance use": With recreational use of Drugs, alcohol, or other impairing substances, there is no mental, physical or psychological dependence; therefore, this is not considered a medical condition or mental, physical, or psychological disability as contemplated by Human Rights law.

1.5 "Safety-sensitive positions" shall include any position where the performance of duties with impaired physical or mental abilities creates a reasonably foreseeable risk of injury, physical harm, or danger, including, but not limited to those employees who are required or permitted to operate the Division's vehicles or their own personal vehicles for employment-related purposes and maintenance staff.

2. Treatment and Accommodation

2.1 Any employee actively suffering from a Drug or alcohol dependence that may impair or restrict performance of their duties is **required** to disclose the dependence to the Deputy Superintendent. The Division recognizes its responsibility to assist and accommodate employees suffering from a Drug or alcohol dependence to the point of undue hardship, including providing access to our Employee Assistance Program ("EAP") and sick leave as with any other illness. The Division will take appropriate precautions to protect the employee’s confidentiality given the sensitive nature of the issue.

2.2 Employees who are concerned that a fellow employee may be suffering from a Drug or alcohol dependence are strongly encouraged to report their concerns to the employee's immediate supervisor or the Deputy Superintendent as well as encouraging the fellow employee to disclose and seek assistance through the EAP. Teachers need to be mindful of their ATA Code of Conduct in this regard. While the Division will make its best efforts to protect employees’ confidentiality when a concern is reported, it may be necessary for the Division to disclose certain information, including but not limited to the identity of the reporting employee, to the employee in question in order to properly investigate concerns.
3. Prohibitions

3.1 During an employee’s working hours, whether on the Division’s premises or while conducting employment-related activities off the Division’s premises, including during meal periods, scheduled breaks, on field trips, and on-call shifts, no employee shall:

(a) use, consume, possess, distribute, sell or be under the influence of Illicit Drugs;

(b) use, consume, possess, distribute, sell or be under the influence of Restricted Drugs;

(c) use, consume, possess, distribute, sell or be under the influence of alcohol, unless authorized by the Division for a specific limited purpose in accordance with Administrative Procedure 164, Alcohol Consumption on School Premises (while the Division expects that all of its employees will comply with this rule on a day to day basis, it is recognized that for some Division employees approved and appropriate social functions within the course and scope of their work hours will occur at which reasonably limited consumption of alcohol is customary and appropriate without express authorization. Some common examples for illustration purposes would include: conference cocktail reception, professional development work related or training conferences, lunch on a personal development day, Division approved social dinner, or a promotional activity or event such as a Christmas party. However it is critically important that all employees understand that even at these events where alcohol consumption is permitted, alcohol should only be consumed on a social basis to reasonable levels which ensure professional and responsible behavior by Division employees at all times.); or

(d) use, consume, possess, distribute, sell or be under the influence of any other intoxicants, whether a controlled or uncontrolled substance.

3.2 An employee shall not, under any circumstances, consume alcohol or use, consume, ingest, or inhale Illicit Drugs, Restricted Drugs or other intoxicants while in care and control of or responsible for any Division vehicle or equipment, or while using the employee’s personal vehicle for work-related purposes.

3.3 If an employee is called back after regular working hours to perform work-related duties and has been consuming alcohol or using Drugs or other intoxicants, it is the employee’s responsibility to:

(a) Ensure that he or she does not perform any employment duties, including operate a motor vehicle, while under the influence of alcohol, Illicit Drugs, Restricted Drugs, Medication or any other intoxicant or substance, if impairment has resulted; and if impairment has resulted
(b) Notify the Employer Representative who is attempting to call them in that they are unable to perform their duties at that time.

3.4 The legal use of Medication in compliance with physician directions is permitted at work only if it does not impair the employee’s ability to perform his or her work effectively and in a safe manner. Employees are required to disclose to the Deputy Superintendent, the use of Medication which may reasonably be expected to affect their work performance or the safe execution of their duties. The Division is committed to accommodating an employee’s necessary use of Medication without suffering undue hardship. When prescribed medications are on Division or Division's property due to an employee’s needs and following the above rules, such Medication must be monitored vigilantly and kept in a secure place that is out of harms reach and inaccessible to students (e.g. the Employee’s pocket, or locked cabinet, etc.)

4. Testing

4.1 Reasonable Cause Testing

(a) The Division may conduct testing for the presence of alcohol, or Drugs when it has reasonable grounds to believe that the actions, appearance or conduct of an employee while on duty (including while on-call) indicates that the employee is under the influence of Restricted or Illicit Drugs or alcohol. While the Division reserves this right for all of its employees, employees should understand that the necessary threshold to establish reasonable cause in the eyes of the Division will be lower for employees in safety-sensitive positions given the potential consequences involved.

(b) The basis for the decision to test will be documented as soon as possible after the action has taken place and identified to the employee prior to the test being conducted. The employee will be invited and have the opportunity to speak to or refute the basis for the decision to test and the Division shall consider the employee’s position prior to proceeding with the test. For any employees represented by a Union, the employee shall be advised of their right and the opportunity to contact and seek Union / Association representation prior to and for attendance at the test so long as such contact, or representation does not unreasonably delay the testing process which is important to have performed in a timely fashion. The referral for the test will be based on specific, personal observations resulting from, but not limited to:

(i) Observed use or evidence of use of Restricted or Illicit Drugs or alcohol (e.g. smell of alcohol or cannabis);

(ii) Erratic or atypical behaviour of the employee;

(iii) Changes in physical appearance of the employee;
(iv) Changes in behaviour of the employee;

(v) Changes in speech patterns of the employee;

(vi) Discovery of Drugs, inclusive of Medication capable of causing impairment, alcohol, intoxicants or related paraphernalia found in locations to which an employee has sole or primary access, including employees' lockers or assigned vehicles; or

(vii) Following a serious incident or accident where the possibility of Drug or alcohol impairment cannot be easily ruled out from review of the circumstances, including a "significant incident" as defined by Occupational Health & Safety legislation, and a situation which created significant potential or risk for an incident or accident, even if an incident or accident did not ultimately result (a "near miss").

(c) In addition, the Division may conduct reasonable cause testing upon receipt of a complaint or concern by a co-worker or third party that an employee may be using Drugs, alcohol or other substances contrary to this Administrative Procedure. In such circumstances, the Division shall record the name and contact information of the complainant as well as the details of the concern or complaint. The Division shall provide the details of the concern or complaint to the accused employee and, in appropriate circumstances, shall also provide the complainant's identity to the accused employee to allow him/her the opportunity to provide a full and complete response to the allegations. The Division shall also reasonably consider the surrounding circumstances, and the presence or absence of any other evidence or indicators of drug or Alcohol impairment prior to making a final decision on reasonable cause to test in these circumstances.

(d) In all situations where the Division believes an employee is unfit to be at the workplace, a responsible escort will be used to escort the employee home.

4.2 Return to Work Testing

(a) When an employee returns to work following a disclosure that the employee suffers from a drug/alcohol dependency and subsequent treatment, the Division may require the employee to undergo a return to work test. Further random, unannounced testing may be required for up to one year after the employee returns to work.

(b) Prior to implementing return to work testing pursuant to Section 4.2(a) above, the Division will consider all the surrounding facts and circumstances on a case by case basis, and provide the opportunity for discussion and input on this decision for return to work testing by the Employee and Employee Union / Association Representative if applicable.
4.3 Testing Procedures

(a) Any testing undertaken pursuant to this Administrative Procedure, including analysis of results, shall be performed by a qualified professional. Where appropriate, results shall be confirmed by laboratory testing, which shall be performed at an accredited laboratory.

(b) Where reasonably possible, all testing conducted pursuant to this Administrative Procedure shall be conducted respectfully and in a manner to minimize the intrusive nature of the tests. The Deputy Superintendent will contact the alcohol and drug testing provider to schedule a test. The process is to be completed as soon as possible after the incident or observation which is deemed within the guidelines of this Administrative Procedure. The drug testing will be performed in compliance with the testing procedures as defined by the drug and/or alcohol testing facility.

(c) The employee shall be notified of the result of the test, and given an opportunity to address those results, including by providing them to and discussing them with the employee's own physician. For employees with positive test results the Division shall consider on a case by case basis all of the surrounding facts and circumstances, including input from the Employee and if applicable the Employee's Union / Association Representative and make a determination of further steps, requirements, or recommendations that may be necessary to refer the Employee to of their own or independent physician to assess whether a drug or Alcohol dependency exists.

(d) The Division will store test results in a secure location with access restricted to the Division's Senior Administration, the Division Safety Officer, or employees with a demonstrable need for access to test results, in order to preserve employee privacy. Test results will not be disclosed to third parties without prior written consent of the employee, subject only to a legal requirement for the Division to produce employee test results.

5. Discipline

5.1 The Division views the rules contained in this Administrative Procedure to be of the utmost importance. This is a zero-tolerance Administrative Procedure; any deviation from the above terms will result in disciplinary action that may include immediate termination. All employees will be provided with a copy of this Administrative Procedure as notification that any resulting dismissal will be considered as "dismissal for just cause" and not subject to notice or pay in lieu of notice.

5.2 As indicated above, any employee suffering from a Drug or alcohol dependence is required to disclose the addiction, and the Division recognizes its responsibility to assist and accommodate employees suffering from such a condition. However, if an employee neglects or refuses to disclose a Drug or alcohol dependence to the Division, in violation of this Administrative Procedure, the Division may, where warranted in the circumstances, deal with breaches of this Administrative Procedure based on the understanding that the employee is not suffering from a
Drug or alcohol dependence, but has simply disregarded this Administrative Procedure, in which case immediate and strict disciplinary action will be taken. Further, failure to disclose a Drug or alcohol dependence is itself a violation of this Administrative Procedure.

5.3 Notwithstanding the foregoing, any and all disciplinary action under this Administrative Procedure that is taken by the Division against an employee will comply with the Education Act and the terms of any applicable collective agreement then in place.

6. **Post-Violation Return to Work**

6.1 Seeking voluntary assistance for Drug or alcohol dependence will not jeopardize an employee's employment with the Division, so long as the employee continues to cooperate and seek appropriate treatment for his or her disclosed problem and is able to treat and control the problem to facilitate a return to work within the reasonably foreseeable future.

6.2 Any employee violating this Administrative Procedure who is subsequently authorized and accepted by the Division to return to the workplace shall (after the Division has allowed reasonable opportunity for input and discussion by the Employee, and any applicable Employee Union Representative and/or the Employee’s physician) receive a Return to Work Letter outlining conditions of the return to the workplace which will normally include, but is not limited to, the following:

(a) Requirement to continue treatment, counselling and assistance programs or procedures recommended by the employee’s advising physician or addiction counsellor;

(b) Express obligation to immediately cease performance of duties and notify a supervisor in the event the employee finds themselves under the influence at any time during work hours following a return to the workplace;

(c) Requirement to provide written medical confirmation that the employee has any condition under control and is able to safely return to the workplace without danger to the employee or others;

(d) Requirement to provide reasonably regular updates from the employee’s physician or addiction counsellor confirming that the employee continues to follow recommended treatment programs and continues to be fit for performance of duties without danger to themselves or others; and

(e) An express warning to the employee that future violations of the Administrative Procedure will lead to further discipline and serious consideration of immediate termination for just cause.

6.3 Employees suffering from Drug or alcohol dependence who fail to co-operate with assistance or treatment programs or engage in repeated infractions of this Administrative Procedure, will be subject to the normal disciplinary sanctions, up to and including immediate termination for just cause.
DRUG & ALCOHOL ADMINISTRATIVE PROCEDURE
SUMMARY AND ACKNOWLEDGEMENT

The Living Waters Catholic Regional Division No. 42 is committed to ensuring the health and safety of its employees and students, as well as fostering an effective and productive environment for working and learning. We recognize that the use of impairing substances, like drugs, alcohol, and even certain medications can impede our ability to achieve these common goals. For this reason, the Division is adopting new guidelines for substance use in the workplace, to clearly set out our expectations for employee conduct, options for seeking help, and the consequences of violations. A summary of the administrative procedure follows.

We expect that you'll come to work able to work safely and effectively, which in our view means free from impairment. Under no circumstances should employees be in possession of, using, consuming, ingesting or under the influence of impairing drugs or alcohol during working hours, whether on or off the Division property. We also expect that if you're operating a vehicle, whether it's the Division or personal property, for any work-related purpose, that you'll similarly be free from impairment. While we expect that our employees will comply with these rules on a day to day basis, there will be Division-related functions, in accordance with Administrative Procedure 164, Alcohol Consumption on School Premises, at which consumption of alcohol will continue to be permitted. While the Division expects that all of its employees will comply with this rule on a day to day basis, it is recognized that for some Division employees approved and appropriate social functions within the course and scope of their work hours will occur at which reasonably limited consumption of alcohol is customary and appropriate. Some common examples for illustration purposes would include: conference cocktail reception, professional development work related or training conferences, lunch on a personal development day, Division approved social dinner, or a promotional activity or event such as a Christmas party. However it is critically important that all employees understand that even at these events where alcohol consumption is permitted, alcohol should only be consumed on a social basis to reasonable levels which ensure professional and responsible behavior by Division employees at all times.

This prohibition applies to illegal drugs, drugs which are approved for recreational use, and even to prescribed medications, which may cause impairment or otherwise interfere with an employee's ability to work safely (even if they're used as indicated or prescribed). We would encourage you to speak with your doctor or pharmacist to understand the risk of impairment associated with prescribed or over-the-counter medicines, and that you disclose this to the Division if there is a likely workplace impact. We are committed to working with you to accommodate necessary use of medication to limit or eliminate workplace impact, to the extent possible.
If you’re suffering from addiction which may potentially interfere with the diligent and safe performance of your duties in our workplace, you **must** disclose it to the Division. We will help you seek and obtain the help you need, without recourse or fear of reprisal. The Division will work with you and your advising physician and/or counsellors, provide you time away from work, if necessary, return you to work when appropriate, and keep you accountable upon your return. We expect you to cooperate in this process and follow reasonable treatment recommendations and reasonable guidelines set by the Division. If you feel like one of your co-workers is struggling with an addiction, we ask that you let us know. The Division is committed to accommodating employee addictions to the point of undue hardship.

We wish to be clear that this is a zero-tolerance policy; violations of the Administrative Procedure will be subject to discipline, up to and including termination for cause.

It is very important that each employee understands their obligations under this Administrative Procedure, and to confirm their commitment to keeping our workplace safe, productive, and impairment-free.

I confirm that I have received a copy of the Drug and Alcohol Administrative Procedure, and that I have read and understand the obligations outlined therein and summarized above.

________________________  __________________________  __________________________
Employee signature        Print Employee Name       Date
Administrative Procedure 500

ANNUAL DIVISION BUDGET

Background

The Board is required to prepare and submit a budget to Alberta Education on an annual basis.

Budgeting is a continuous process involving participation of the Board, Division Office administrators, principals, teachers and other staff, school councils, and the community. The Division further believes that the Division budget must reflect the Division’s goals and priorities.

Once the goals and priorities have been established and financial resources allocated, the expenditure of funds within the guidelines established by the Board is the responsibility of the designated Division or school based administrator.

Procedures

1. Each year the Superintendent, with the assistance of the Corporate Treasurer and in consultation with those listed above, shall prepare, for Board consideration and adoption, a detailed estimate of the revenues and expenditures required to operate the Division’s programs.

2. The Division budget submitted to the Board shall reflect the goals and objectives of the Division and shall include:
   2.1 Details of estimated enrolments;
   2.2 Details of estimated revenues;
   2.3 Details of estimated expenditures for support functions including:
       2.3.1 Board governance;
       2.3.2 System administration;
       2.3.3 System instruction support;
       2.3.4 Operations and maintenance services;
       2.3.5 Transportation services.
   2.4 Details of allocations of revenues for support functions including details on school based instructional funds allocated for system programs and services;
   2.5 Details on allocations of funds to schools; and
   2.6 Details on proposed program or service revisions, additions, or deletions.

3. The Corporate Treasurer is responsible for developing detailed budget development procedures for the Division and coordinating the budget development process. Timelines connected with the preparation of the Division budget shall provide adequate opportunity for data collection, consultation, and revision.
4. School allocations will be established based on school demographics plus additional allocations as required to ensure an equitable resource base to schools.

5. Total Division expenditures will not be permitted to exceed the approved expenditure level of the budget without Board approval.

6. Establishment and/or maintenance of reserve accounts will be part of the annual budget approval process.

7. Annual borrowing authority will be established by Board motion at a regular meeting of the Board.

8. Monthly reports to the Board will be made concerning the status of the Division’s revenues and expenditures.

9. Surplus may be generated from all accounts. When a Principal operates a school within budget limits and nets a year-end surplus, the surplus is permitted to be carried forward for the purpose of completing prior year’s activities or to provide for new activities. The Principal must provide justification for all carryovers for approval by the Corporate Treasurer. Such surpluses shall not exceed 5% of the School’s operating budget.

10. If an actual deficit results, a written plan for recovery must be submitted to the Superintendent for approval.
   10.1 Schools – The plan would identify a source of funding from available school resources or against the following year’s operating budget.
   10.2 Departments – The plan would identify a source of funding from the current year or from reserves; otherwise the deficit will be charged to the next year.

11. Should exceptional situations arise whereby the Division incurs a serious deficit, the Division reserves the right to appropriate individual school/department operating surpluses.

Reference:  Section 60, 61, 78, 113, 116, 145, 146, 147, 148, 149, 150, 151, 152 School Act
          Section 16 Government Accountability Act
          Guide to Education ECS to Grade 12
          Policy and Requirements for School Board Planning and Results Reporting
          School Authority Planning and Reporting Reference Guide
Administrative Procedure 501

BUDGET IMPLEMENTATION

Background

The responsibility for budget implementation rests with the Superintendent.

Procedures

1. The final budget allocations may not be changed without the prior approval of the Board.

2. If a school has a significantly higher/lower enrolment in September than that projected in the budget, a reassessment of the supplies, textbooks, and instructional material accounts will be done by the Principal.

3. The Superintendent will make monthly reports to the Board concerning the status of the Division’s revenues and expenditures.

4. The Superintendent will ensure that the budget is implemented in accordance with Board directions.

5. The Corporate Treasurer shall maintain a financial monitoring system and generate required financial reports to keep the Superintendent and principals informed regarding budget status.

6. The Corporate Treasurer shall ensure acceptable accounting and auditing procedures are utilized for both Division and school-based accounts.

Reference:
- Section 60, 61, 78, 113, 116, 145, 146, 147, 148, 149, 150, 151, 152 School Act
- Section 16 Government Accountability Act
- Guide to Education ECS to Grade 12
- Policy and Requirements for School Board Planning and Results Reporting
- School Authority Planning and Reporting Reference Guide
LINE ITEM TRANSFER AUTHORITY

Background

The Corporate Treasurer has the authority to make line item transfers subject to the approval of the Superintendent.

Procedures

1. Where line item transfers directly affect a school-based budget, the line item transfers must be made in consultation with the and on the approval of school based administration.

Reference: Section 20, 60, 61, 78, 113, 116, 145, 146, 147, 148, 149, 150, 151, 152 School Act
       Section 16 Government Accountability Act
       Guide to Education ECS to Grade 12
       Policy and Requirements for School Board Planning and Results Reporting
       School Authority Planning and Reporting Reference Guide
INSTRUCTIONS FOR COMPLETING
WAIVER APPLICATION PROCESS

☐ Please reference www.livingwaters.ab.ca Administrative Procedure 505 for details on the fee waiver process.
☐ Gather school fee invoices from school or online.
☐ Schedule meeting with Principal to determine which fees the Principal can waive and which ones need approval from Central Office. Typically, the Principal will be responsible for non-curricular service fees, such as field trips. Other fees, such as enhanced educational service fees, are the responsibility of Central Office.
☐ Complete the “Applicant Information” area. Enter parent/guardian name, address and telephone number(s).
☐ Complete the “Student Information” area. List all students attending a Living Waters School for which you want to have fees waived. Enter the full name of the student(s), name of school(s), grade(s) and indicate which fees you would like waived and the amount. (Please enter the information as it pertains to the current school year).
☐ Read the information in the Authorization area.
☐ Sign and Date your application
☐ Attach a photocopy of supporting documentation (see information section below). This photocopy will not be returned.
☐ Place this form (with attachments) into envelope, write “Confidential- Waiver Form” on the outside of the envelope, and deliver to the office of your child’s school or you can mail to:

Living Waters Catholic Regional Division No. 42
Box 1949, 4204 Kepler Street
Whitecourt, AB
T7S 1P6

☐ If you have any questions, call your school Principal.

Information Regarding Waiver Application

- Complete only one application form per family (listing all students attending a Living Waters School).
- Allow 4-6 weeks for processing. If after 7 weeks you have not received a reply from our office, call 780-778-5666-leave a clear detailed message (include your name and phone number) – messages are returned in the order they are received.
- Faxed/photocopied applications are not accepted (only forms with actual ink signatures will be processed).
- Applications without proper documentation will not be processed. Attach a photocopy of the documentation that applies to your family’s situation:
  - The Alberta Works Child Health Benefit card and the letter of confirmation of renewal for the current year – DO NOT send Alberta Personal Health Card.
- Application for Waiver of Fee(s) forms must be completed annually. Forms are available at the schools and on the Living Waters website. They need to be submitted to the Finance Department (address above).
- In order to allow sufficient time to process your application for the beginning of the school year it is recommended you submit your application before June 1 prior to the next school year. Applications can take up to 6 weeks to process.
- Applicants are responsible for all fees incurred prior to approval of the waiver (amount waived only applies from approval date forward – example; fees are owing for 3 months if waiver is approved in December). Any fees that have already been paid will be refunded on a pro-rated basis (less any applicable administration fee).
APPLICATION FOR WAIVER OF FEE(S)

Read Instructions and information on reverse side before completing this application

Applicant (Parent/Guardian) Information (Please Print)

Full Name: ________________________________________ Date: ________________

Last First

Address: ________________________________________________

Street Address

City __________________________________________ Province ________ Postal Code: ________________

Phone Number(s) Home Business

Student Information (Please print names of all Living Waters Students living with the Applicant)

Indicate which Fees you want waived for each student, and whether you are requesting a full or partial waiver.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>School Attending</th>
<th>Grade</th>
<th>List Fee</th>
<th>Requested Fee Amount to be Waived</th>
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Authorization (Please read, sign and date)

The personal information contained on this form is collected under the authority of the School Act and of Alberta’s Freedom of Information and Protection of Privacy Act for the purposes noted above. If you have any questions about this collection, please contact the school principal.

I certify that the information given on this application and in any documents attached is correct and complete. I understand that financial and other information provided is confidential. I also understand that I am responsible for all fees incurred prior to approval of this application.

Signature ______________________________________________________________________ Date ________________

APPLICATIONS WITHOUT PROPER DOCUMENTATION WILL NOT BE PROCESSED

Deliver completed form to school office or mail to:
Living Waters Catholic Regional Division No. 42
Box 1949, 4204 Kepler Street
Whitecourt, AB T7S 1P6

OFFICE USE ONLY

Comments ____________________________________________________
Principal Recommendation ________________________________
Authorized by __________________________________________ Date ________________
STUDENT FEES

Background

The Division has the authority to charge fees with respect to covering costs for students to receive a service, support or materials. Including, in certain cases, tuition. The Board will annually review the types and amounts of fees that may be charged by schools.

Definitions

Basic Educational Services Fees

Basic Educational Services include services, supports and materials required for a student to be successful in meeting core (basic) learning outcomes of the Guide to Education at a basic level. Examples of basic educational services include but are not limited to things such as:

- Out- of Province/Country tuition for non-funded students
- Adult Education fees for non-funded students

Enhanced Educational Service Fees

Enhanced Educational Services include services, supports, and materials that are provided by schools to enhance the student’s learning opportunities. Examples of enhanced educational services include but are not limited to things such as:

- Technology Use
- Alternate Programs
- Option Courses
- Cultural and other curriculum related activities
- Curricular Field Trips

Non-Curricular Service Fees

Non-curricular services, (often referred to as extra-curricular activities, clubs, or programs) are those provided by the school which are not necessary to meet the curriculum requirements of Alberta Education and are outside of the educational mandate. Examples of non-curricular services include but are not limited to things such as:

- Lunch supervision
- Non-curricular Field Trips
- Sports Teams
- Clubs
- Fitness Classes (outside of student schedules)
- Locker Rental
- Uniform Rental
- Student Union/Leadership
Procedures

1. The items to be covered by the Fees will be defined, from time to time, by the Board.

2. Fees will operate on a cost-recovery basis.

3. Fees rates shall be set by the Principal
   3.1. It is expected that Principals consult with staff, students, and parents when determining appropriate fee levels and that the need to charge such fees is clearly demonstrated.

      Consultation may include but is not limited to the following activities:
      
      · School councils
      · Surveys on school websites
      · Meeting with focus groups
      · Open meetings

4. All fees, excluding extra-curricular fees and field trips, will be established prior to April 30 for the beginning of the subsequent year by the Principal and will be presented to the Board in May.

   4.1. A separate field trip list and fees will be established by the Principal in consultation with the staff and School Council.

5. Fees shall be clearly communicated to students and parents in a Fee Schedule that shall be available in such places as school websites, newsletters, and registration.

   5.1. Schools shall communicate the fee name, fee type, fee amount, as well as clearly identify the purpose and details of the use of funds including what will happen to any remaining funds.

   5.2. Money raised from fees shall be utilized for the purpose for which it was obtained.

6. The collection of fees shall be the Principal’s responsibility.

   6.1. It is expected that parents are made aware of fees upon registration.

   6.2. It is expected that students and parents are notified when a fee has been issued and parents are regularly notified of unpaid fees throughout the year until such time no balance remains.

   6.2.1. Balances shall be communicated at least once by mid-Oct and then again monthly.

       6.2.1.1. Communication methods should vary and become more personal as the time a fee remains outstanding increases. Methods may include but are not limited to:

       · Notes home
       · Remote access via website
       · Electronic generic call-out reminders
       · Letters home from the Principal
       · Telephone calls
7. A Principal has discretion to make alternate fee arrangements with parents such as paying in installments. Such arrangements should be formally communicated to parents in a letter.

8. The Board allows for the waiver or refund of fees in certain circumstances, provided the following process has been followed:

8.1 Parents may request school fees or costs to be waived or refunded using the following process:

a) Parents complete a written request and submit such request to the Principal. See attached Application for Waiver of Fees. Such requests may or may not be approved, depending on each situation.

   a. The Principal is able to negotiate or write off any fees related to non-curricular items provided they are satisfied there is a financial hardship situation.

   b. Other fees such as enhanced educational service fees, must be referred to the Superintendent or designate for approval. The Principal should provide a recommendation to the Superintendent or designate.

b) To be eligible for a financial hardship situation, the family must be receiving the Alberta Child Benefit and provide proof of same. Families receiving AISH, Income Support, and the child care subsidy are also eligible. Other situations, such as exceptional or compassionate circumstances will be considered on a case by case basis.

c) Should there be a dispute or concern between parents and the School Administration about fee waiver or refunds, the matter shall be referred to the Superintendent or designate.

d) If the matter is unable to be resolved at the Superintendent level, then the matter may be brought to the Board as per Board Policy 13.

8.2. The Principal will ensure that staff and parents are aware of the process for waiving and refunding fees by using one or more of these methods:

   a. school handbook;
   b. school newsletter;
   c. school webpage.

8.3. Under exceptional and compassionate circumstances, the Superintendent or designate, on the recommendation of the Principal, may waive fees after it has been reasonably ascertained that a parent is unable to pay the fee and that denial of the service, support or material would be detrimental to the student.

9. Schools shall issue receipts for all fee payments and shall make record of all fees in the approved software.

10. It is the Corporate Treasurer’s responsibility to provide oversight of all School Generated Funds including Fees.
11. Rebates will be considered on a pro-rated basis only if the student enters the school late or leaves the school before year end.

Reference: Sections 13, 19, 21, 23, 32, 33, 52, 53, 59, 68, 196, 204, 222, 225, 257 Education Act
SCHOOL GENERATED REVENUE

Background

Each Principal is authorized to collect revenue for their schools to cover costs of services, materials, or goods provided to students. It is expected that the Principal will consult with teachers, students and parents in developing such revenues.

Definitions

Food Sales Revenue

Revenue collected for the purchase of food. Such charges would be optional. Examples include but are not limited to things such as:
- Hot Lunches
- Milk Programs
- Vending Machine Sales

Special Event Revenue

Revenue generated from the holding of a special event. Attendance at such events shall be optional. Examples include but are not limited to things such as:
- Graduation Tickets
- Admission to Athletic Events, plays, etc.

Fundraising Revenue

Revenue generated through activities undertaken to raise money for a specific purpose. Such activities should not involve the exchange of goods or services. Examples include but are not limited to things like:
- Bottle drives

Gift and Donation Revenue

Money provided to the school in exchange for nothing.

Grant Revenue

Revenue generated from outside groups or agencies in which the school or Division makes a formal application.
**Other Sales and Services Revenue**

Revenue generated through the sale of goods, the opportunity to win goods, or services rendered by the school, students or staff. Such sales or services are optional. Examples include but are not limited to things such as:

- Agendas/Handbooks
- Workbooks- “Key” Booklets, “SNAP” Booklets
- Apparel
- Yearbooks
- Raffle Tickets, draws, etc.

**Other Revenue**

Revenue collected for other purposes. Such charges may be either optional or mandatory. Examples include but are not limited to things such as:

- Lost Item Replacement
- Restitution for damages
- Before or after school childcare
- Kindergarten or Preschool Fees
- Rentals or other services

**Procedures**

1. The items to be covered by School Generated Revenue will be defined, from time to time, by the Board.

2. Charges for such services, goods or materials will reflect fair market value and/or costs.

3. Charges shall be clearly communicated to students and parents in advance and shall be made available in such places as school websites, newsletters, and registration.

   3.1. Schools shall detail what the charge will provide and where any profits/surplus funds will be spent.

   3.2. Revenue raised shall be utilized for the purpose for which it was obtained.

   3.3. Receipts and/or communications must clearly state whether or not refunds will be issued.

4. The collection of revenue shall be the Principal's responsibility.

   4.1. It is expected that students and parents are notified when a charge has been issued and parents are regularly notified of unpaid balances throughout the year until such time no balance remains.

   4.1.1. Balances shall be communicated at least once by mid-Oct and then again monthly.

   4.1.1.1. Communication methods should vary and become more personal as the time a balance remains outstanding increases. Methods may include but are not limited to:

       - Notes home
       - Remote access via website
       - Electronic generic call-out reminders
Letters home from the Principal
Telephone calls

5. A Principal has discretion to make alternate payment arrangements with parents such as paying in installments. Such arrangements should be formally communicated to parents in a letter.

6. Schools shall issue receipts for all payments and shall make record of all revenue in the approved software.

7. It is the Corporate Treasurer’s responsibility to provide oversight of all School Generated Funds.

Reference: Section 33, 52, 53, 55, 68, 137, 138, 139, 140, 141, 143, 197, 222 Education Act
SURPLUS/DEFICIT ACCOUNT

Background

The Division recognizes that surpluses/deficits occur in a given year. The Division has approved the method by which surpluses/deficits are recorded.

Procedures

1. Expenditures
   1.1 Any invoices from the prior year that have not been set up as accounts payable at year end will be costed to current year’s expenditures.
   1.2 It may be necessary to use the Surplus/Deficit account from the prior year for payroll adjustments such as: a payroll cheque which is stale dated as at August, or employee benefit adjustments for the prior year, etc.

2. Revenues
   2.1 Adjustments in grant payments compared to the amount established as receivable at year end shall be reflected in the budget year the grant was received.
   2.2 Actual payments received as a result of a prior year’s deficit, (e.g. E.C.S. special grant), shall be reflected through a Surplus/Deficit account and identified in the Audited Financial Statement.

Reference: Section 20, 22, 60, 61, 113, 116, 145, 146, 147, 148, 149, 150, 151, 152 School Act
Funding Manual for School Authorities
Guide to Education ECS to Grade 12
Policy and Requirements for School Board Planning and Reporting
School Authority Planning and Reporting Reference Guide
FINANCIAL ACCOUNTABILITY AND AUDITS

Background

The Division believes that its financial affairs must be managed in a manner consistent with the trust placed in the Board by the electorate. Adequate accounting records and procedures for verifying those records through audits are seen as an integral part of the Division’s operations.

Procedures

1. The Division’s financial systems and records will be subject to an external audit.

2. Division and school accounts and accounting practices will be subject to internal or external audit at the discretion of the Corporate Treasurer and/or Superintendent.

3. Accounting procedures will follow recognized accounting principles where these are not inconsistent with the requirements of Alberta Education.

4. The Corporate Treasurer will ensure that adequate control mechanisms are in place to guarantee the integrity of the Division’s financial transactions and records.

5. Financial records of school funds will be maintained in accordance with the format prescribed by the Corporate Treasurer.
   5.1 All financial reports shall be organized by fiscal year.
   5.2 School financial records may be destroyed after the records have been superseded by updates, have become obsolete, or if a duplicate record exists at the Division Office.

6. Audited financial statements and annual budget reports will be made available on the Division website.
   6.1 Annual financial statements that form part of the history of the Division shall be archived.

7. All banking shall be carried out at a recognized financial institution.

Reference: Section 20, 22, 60, 61, 113, 116, 145, 146, 147, 148, 149, 150, 151, 152 School Act
Funding Manual for School Authorities
Guide to Education ECS to Grade 12
Policy and Requirements for School Board Planning and Reporting
School Authority Planning and Reporting Reference Guide
SCHOOL ACCOUNTING SYSTEM

Background

The Division, in consultation with its auditor and staff, has approved the following accounting system for use by schools. Principals are charged with the responsibility for ensuring that all school accounts are kept in accordance with the following procedures.

Procedures

1. Responsibility for all school-based funds is ultimately that of the Principal, who may delegate responsibility to specific staff under his/her management.

2. All receipts shall be deposited intact.

3. All payments, refunds, etc. shall be made by cheque. An exception is a properly kept Imprest Petty Cash fund.

4. All cheques shall require the signature of two (2) people. One (1) of them shall be:
   4.1 The Principal, or
   4.2 The Assistant Principal, or
   4.3 The School Secretary, or
   4.4 A financial assistant, or
   4.5 The Corporate Treasurer.

5. Printed, pre-numbered receipts obtainable from the Division Office shall be used for all funds.

6. The accounting system approved for use in schools shall be the following:
   6.1 Simply Accounting, or
   6.2 Other software approved by the Corporate Treasurer or designate.

7. Supporting invoices, vouchers, receipts, etc. shall be obtained for all disbursements where possible. Vouchers shall be cancelled, cheque number indicated thereon, and be filed by cheque number in a proper file.

8. A monthly bank reconciliation shall be prepared for all bank accounts and submitted to the Corporate Treasurer with a copy kept on file.

9. All events and activities involving funds shall be recorded using the school's accounting system. A final report (financial statement) shall be prepared for each fund showing the final disposition of any surplus/deficit.
10. The Corporate Treasurer or designate will audit school accounts on a revolving basis with the minimum of two (2) schools in any one (1) year.

11. The Superintendent or designate reserves the right to ask for an audit of any school’s accounts at any time.

12. In-service for staff on any of the above procedures, including software, is available on request through the Division Office.

13. The Corporate Treasurer will provide each Principal with a year-end check list to assist in planning for audits.

Reference: Section 20, 60, 61, 113, 146, 147, 148, 149, 150, 151, 152 School Act
Administrative Procedure 512

CASH IN SCHOOL BUILDINGS

Background

Principals are charged with the responsibility of ensuring that all school funds are handled with good and prudent business procedures. All money collected shall be receipted, recorded, accounted for, and directed as soon as possible to the proper location of deposit. The following procedures are established for the safekeeping of money on school property, and the deposit of such funds.

Procedures

1. The Principal shall provide for making bank deposits as frequently as possible, in order to avoid leaving money in school overnight.

2. During School Hours
   2.1 Cash shall be kept in a cash register, lockable drawer, or lockable cash box, and access must be restricted to individuals designated by the Principal.
   2.2 Cash boxes shall be kept out of sight in a secure place when not in visual custody of the person responsible for the money.

3. After Normal School Hours
   3.1 Cash remaining in the school shall be locked in the vault or in a secure location within the school.
   3.2 Cash shall not be taken home by staff members, nor carried on staff members’ persons for safekeeping.

4. All money collected for school purposes shall be counted by two (2) people, recorded, and turned over to the school office so that a formal record of all funds received can be prepared. In this way, any differences between the teachers’ and office’s totals can be resolved immediately.

5. All money collected by schools, while in the school or in transit to the bank for deposit, is insured against theft subject to a deductible of five hundred dollars ($500). This means the school would absorb the first five hundred dollars ($500) of any loss of cash.
   5.1 Losses beyond the deductible, due to theft, shall be reimbursed upon application to the Division, and proper documentation of the circumstances of the theft.
   5.2 A police report is required for losses beyond the deductible.

6. All employees are to keep personal money, purses, and other property in a safe place during working hours.
7. Under no circumstances is money to be left in employee’s desks.

8. No refunds will be made for losses as a result of failing to adhere to this administrative procedure.

Reference: Section 33,52,53,68,196,204,222,225 Education Act
PETTY CASH ACCOUNTS

Background

The Division recognizes that schools and other locations incur minor expenses from time to time and processing of these expenses by the Division is neither practical nor efficient. Therefore, the Division supports the establishment of a petty cash fund for schools and service centres.

Procedures

1. The Corporate Treasurer will establish appropriate petty cash funds at schools and other locations as required.

2. Petty cash funds are not intended to be used to pay regularly recurring bills. Such payments are to be made through normal purchasing and payment procedures.

3. Reimbursement of staff expenses shall not normally be made from petty cash. Except for minor amounts, staff members shall arrange for reimbursement of expenses by filing an approved expense claim (Form 514-1).

4. A monthly Accounts Payable Voucher of petty cash transactions shall be submitted to Corporate Treasurer. The Accounts Payable Voucher shall be supported by properly dated and coded receipts or approved petty cash vouchers, copies of which shall also be retained at the school for all expenditures.

5. Petty cash funds shall be kept secure at all times in an appropriate locked cash box and/or in a bank account, if applicable.

6. The total of all receipts/vouchers and remaining cash/bank balances must always equal the total authorized petty cash fund.

7. A temporary increase in petty cash limits may be authorized by the Corporate Treasurer on an exception basis.

8. Reimbursement to the petty cash will be made after submission of the Accounts Payable Voucher to the Corporate Treasurer.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
PUBLIC DISCLOSURE OF TRAVEL AND EXPENSES

The purpose of this appendix is to

- Improve accountability and transparency through routine disclosure of information on expenses reimbursed to elected and Division officials;
- Establish parameters for the proactive and routine disclosure of expense information; and
- Enhance public confidence in the oversight of expenses incurred by elected and Division’s officials.

The routine disclosure of expense reports

- Demonstrates a commitment of enhanced transparency and accountability in local government and to taxpayers;
- Promotes integrity and confidence in local authorities;
- Provides equal and timely access to expense information; and
- Furthers the principles of the Freedom of Information and Protection of Privacy Act with respect to proactive release of information.

Definition

Expenses are defined as costs and allowances incurred by an individual in the course of Board and Division business and include:

- Travel, including transportation, accommodation, meals and incidentals; and
- Hospitality and working sessions

Application and Scope

Requirements to routinely disclose expense reports apply to the following individuals and those incurring expenses on these individuals’ behalf:

- Elected officials (Trustees); and
- Senior Management including the Superintendent of Schools, Deputy Superintendent and Associate Superintendent.

Procedure

1. Expense reports will be posted online twice yearly.
2. Expense reports must, at a minimum, include the following components:
   2.1 Name and position of individual who incurred the expense
   2.2 Date of transaction(s)
   2.3 Transaction amount(s)
   2.4 Expense category (travel, including transportation, accommodation, meals and incidentals, and hospitality)
   2.5 Description and rationale; and
   2.6 Supporting documentation (receipts)

3. Information that would normally be withheld under the Freedom of Information and Protection of Privacy Act, such as personal information, will be redacted from supporting documentation and will not be publicly disclosed.

4. Reporting will include expenses incurred starting on September 1, 2012.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
Section 248L, Canada Tax Act
Canadian Income Tax Regulation 6801
EXPENSE REIMBURSEMENTS

Background

Employees who incur expenses in carrying out duties authorized by the Division are to be reimbursed upon submission of a properly completed and approved expense claim with such supporting receipts as required by the Corporate Treasurer. Supporting receipts are to be sorted by vendor and itemized.

The Division will establish parameters for the reimbursement of approved expenses in line with annual budgetary allocations. Payments for such services will be at prevailing rates. An exception to this is expenses incurred through in-service activities.

Procedures

1. General Parameters
   1.1 The administration of these procedures is the responsibility of the Corporate Treasurer.
   1.2 All employees are to ensure they claim within the spirit and intent of the procedure, which is not intended to reimburse for excessive use of luxury accommodation; unnecessary prolonged visits; or claiming unreasonably high amounts for meals.
   1.3 Where it is determined that an employee has falsified his/her travel expense claim, any overpayment shall be recovered and disciplinary action taken against the employee.
   1.4 Where conflicts in the interpretation of these procedures arise, the matter shall be referred to the Superintendent.

2. Basis for Reimbursement of Expenditure
   2.1 An employee is not entitled to a reimbursement of expenditure under this procedure unless the expenditure is actually and ultimately made.
   2.2 If an employee receives back the whole or any part of an expenditure previously made by the employee, he/she shall claim only the net expenditure or if an advance has already been made, account for the amount so received to the Division.
   2.3 Clause 2.2 above does not apply when an employee receives a rebate, credit or privilege for using a personal credit card, for which the employee has paid a fee, to pay for expenses for which the employee may be reimbursed pursuant to this procedure.
   2.4 Except where this procedure states otherwise, a claim for a reimbursement of expenditure must be accompanied by receipts or satisfactory proof of payment covering the whole expenditure.
3. Basis for Allowances

3.1 Where an employee establishes that this procedure entitles him/her to an allowance, he/she is not required to account or produce receipts for the expenditures in respect of which the allowance is paid.

4. Employee Authorization to Travel

4.1 Employee travel shall be authorized by a Principal, the Superintendent or the Corporate Treasurer.

4.2 Travel may be authorized if it is determined that the purpose for the travel cannot otherwise adequately be met through other means including correspondence or telephone communication.

4.3 Where travel is authorized, the most direct, practical and cost-effective route and mode of transportation shall be used unless another route or mode of transportation is authorized.

4.4 If an employee uses another route or mode of transportation that is authorized under this subsection, the employee shall be reimbursed or paid the lesser of

4.4.1 The amount of the actual expenditure made in the course of the trip, and

4.4.2 An allowance equivalent to an amount as if the most direct, practical and cost effective route and mode of transportation were used but, if the employee uses his/her own motor vehicle, he/she shall be paid the kilometer rate prescribed in clause 6.2.

4.5 When an employee chooses to combine personal activities with Division business travel, he/she may, if authorized, use a route and mode of transportation that is not the most direct, practical and cost effective, and the employee shall, for the Division business portion of the trip, be reimbursed or paid the lesser of:

4.5.1 The amount of the actual expenditure made in the course of the trip, or

4.5.2 An allowance equivalent to an amount as if the most direct, practical and cost effective route and mode of transportation were used but, if the employee uses his/her own motor vehicle, he/she shall be paid the kilometer rate prescribed in clause 6.2.

4.6 If the personal activities described in clause 4.5 extend the period of time required for a business trip, then the personal time shall be deducted from the employee’s vacation leave entitlements or may be granted as leave without pay.

4.7 Air travel may not exceed economy class travel.

4.8 Travel outside the province may be authorized in writing by the Superintendent and written authorization must accompany the travel expense claim.

5. Accommodations, Meals and Incidental Expenses

5.1 Where a claimant is required to travel on Division business and overnight accommodation away from his/her regular place of residence is necessary, he/she may claim in respect of the time spent on travel status, either:
5.1.1 Reimbursement of the cost of accommodation in a hotel, motel, house, inn or other similar establishment, or
5.1.2 An allowance of twenty-five dollars ($25.00) per night in lieu of regular hotel rate above.

5.2 In respect of each breakfast, luncheon or dinner, either
5.2.1 Reimbursement of the cost of the meal, and an amount equal to the amount of the gratuity paid on the meal to a maximum of fifteen percent (15%) of the cost of the meal as shown on the receipt, or
5.2.2 An allowance of ten dollars ($10.00) for breakfast, fifteen dollars ($15.00) for lunch and twenty-five dollars ($25.00) for dinner.

5.3 Reimbursement of the cost of laundry and dry cleaning incurred as a result of the employee being on travel status.

5.4 Where a claimant is on travel status for part but not the whole of any day, he/she may claim an allowance or reimbursement for a meal only in respect of a period when he/she is on travel status. As such:
5.4.1 A reimbursement for breakfast may be claimed only if the time of departure is earlier than 7:30 a.m.;
5.4.2 A reimbursement for luncheon may be claimed only if the time of departure is earlier or time of return is later than 1:00 p.m.;
5.4.3 A reimbursement for dinner may be claimed only if the time of departure is earlier or the time of return is later than 6:30 p.m.

5.5 A claimant may be reimbursed for the cost of one (1) personal long distance telephone call for a reasonable duration as determined by the approval authority, for each period of two (2) consecutive nights the claimant is on travel status.

6. Transportation and Kilometer Rates
6.1 A claimant on travel status may claim reimbursement of the following expenditures:
6.1.1 Air fare;
6.1.2 Automobile rental;
6.1.3 Excess baggage charges where extra equipment is required because of the duties being performed;
6.1.4 Charges for official business local and long distance phone calls if the person called and need for a call is indicated on the expense claim;
6.1.5 Taxi fares;
6.1.6 Bus fares.

6.2 A claimant who is authorized to use his/her own motor vehicle on Division business is entitled a kilometer rate established by the Board from time to time for a travel allowance based on the number of kilometres traveled on Division business. Kilometres are to be paid according to the Alberta Distance Chart based on Primary Highways as published by Alberta Economic Development and Tourism.
6.3 The Division will provide a refund on Business Insurance on a maximum of one (1) vehicle and to a maximum of three hundred and fifty dollars ($350.00) per year subject to proof from the insurance company that Business Insurance has been paid accordingly.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
Section 248L, Canada Tax Act
Canadian Income Tax Regulation 6801
PURCHASING AUTHORITY – SCHOOLS

Background

The Division believes in purchasing competitively and seeking maximum educational value for every dollar expended, consistent with good purchasing practices. All items purchased, in the name of a school or the Division, shall become the property of the Division.

Procedures

1. Principals are authorized to purchase goods and services having an aggregate value of up to five thousand dollars ($5000.00) without having to obtain written quotations.

2. Principals may purchase goods and services having an aggregate value of between five thousand dollars ($5000.00) and ten thousand dollars ($10,000.00) after obtaining formal quotations from at least, where possible, three (3) suppliers. Care is to be taken to include suitably qualified local suppliers.

3. The Corporate Treasurer is authorized to make purchases on behalf of schools of ten thousand dollars ($10,000.00) or more in aggregate value, based on formal written quotations. Formal quotations shall be obtained either on an invitational basis and/or by publication in the local newspapers.

4. Equipment having a unit price greater than ten thousand dollars ($10,000.00), and not specifically approved in the budget, will be subject to the Superintendent’s approval prior to calling for quotations. The Superintendent may obtain the approval of the Board if he/she deems it necessary.

5. All specifications for purchases in excess of ten thousand dollars ($10,000.00) must be prepared, or revised as necessary by the Principal, in consultation with the Corporate Treasurer.

6. When quotations for the purchase of goods and services over ten thousand dollars ($10,000.00) are obtained, selection of the successful offer shall be made by Principal, in consultation with the Corporate Treasurer.

7. Normally, the lowest bid consistent with specifications on each item shall be accepted. However, a bid other than the lowest may be accepted if the Corporate Treasurer, following consultation with the Principal, believes that to do so would be in the best interests of the Division/school.

8. Where the Corporate Treasurer, in consultation with the Principal, believes that a bid which meets the specifications for a purchase (other than lowest bid) should be accepted, the approval of the Superintendent shall be obtained prior to making the award.
8.1 The Superintendent may request the prior approval of the Board.

Reference: Section 33,52,53,68,85,188,196,197,204,222,225,229 Education Act
Freedom of Information and Protection of Privacy Act
School Buildings and Tendering Regulation 383/88
Agreement on Internal Trade; Annex 502.4
Trade, Investment and Labour Mobility Agreement
POLITICAL ELECTIONEERING

Background

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

Procedures

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

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

3. Political campaign materials and political literature in general may not be distributed through the school or sent home to parents although it may be used directly with those students attending meetings described in clause 1.3 above.

4. Political candidates and/or their representatives shall not have access, during school hours, to school classes or assemblies on behalf of their candidacy or on behalf of their party/constituency for the purpose of solicitation of support.

5. The Principal shall report to the Superintendent any unusual circumstances that may originate from these procedures.
6. The Superintendent may be requested to rule on extraordinary requests within the parameters of these administrative procedures. Any such occurrence will be reported to the Board as information.

Reference: Section 33,52,53,197,222,256 Education Act
AUTHORIZED SIGNATURES

Background

The efficient conduct of Division business is supported by the designation of signing authorities for Division and banking purposes.

Procedures

Signing authorities are as follows:

1. The Board Chair or Vice-Chair and the Superintendent or Corporate Treasurer for contract to purchase and bank documents or cheques.

2. Any trustee, and the Superintendent, Corporate Treasurer, or Deputy Superintendent for cheques.

3. The Board Chair for Collective Agreements.

4. The Superintendent, or designate, for individual certificated staff contracts.

5. The Corporate Treasurer, in consultation with the Superintendent, for individual support staff contracts.

Reference: Section 60, 61, 96, 113, 116, 117 School Act
Administrative Procedure 517

INVENTORY

Background

A current inventory of Division equipment and furniture is to be maintained.

Procedures

1. The Corporate Treasurer shall be responsible for establishing inventory controls of Division assets.
   1.1 The Principal is responsible for the administration of school equipment.
   1.2 Inventory shall be maintained in a google doc in a format set by the Corporate Treasurer.

2. Yearly inventories are required in all schools. Shortages will be reported to the Corporate Treasurer at the end of June each year.

3. Loaning of School Equipment
   3.1 In general, equipment may not be lent. There may be extenuating circumstances that would justify community use of specialized equipment.
   3.2 Subject to approval from the Principal, school equipment may be loaned if used or operated by a Division employee.

4. Moving Equipment from School to School
   4.1 Equipment may be moved from one school to another providing notification to the Corporate Treasurer and provided inventories in each school have been updated accordingly.
   4.2 The use of equipment belonging to one school and to be used only temporarily in another school is permitted without notice to the Corporate Treasurer.

5. Supplies
   5.1 The Principal shall be responsible for controlling supplies for his/her own schools.
   5.2 Supplies will not be included in the inventory list.
Inventory Listing Directions

1. Using your school map, make a google sheet for each and every room in the school.
2. Label each sheet with the appropriate room number.
3. Assign a person to inventory that room’s equipment (not attached to the walls), furniture and supply contents and list them on the google sheet.
4. If you have already made up a google sheet for your school, you can use that as long as it has the same information at a minimum.
5. Please save the completed worksheets on the FA team drive in your school’s folder.
6. The purpose of inventory is to have a complete listing of all the furniture, equipment and supplies in a school at the end of each school year.
   In the unlikely event that something bad happened to a school, these lists will be used with our insurance company in order to facilitate a claim, and the eventual replacement of the items.
7. To clarify the items that should be on this list:
   a. Furniture - such as desks, tables, chairs, file cabinets, benches
   b. Equipment - such as computers, calculators, monitors, phones, shop equipment and tools, kitchen equipment and appliances. (If it is attached to a wall, do NOT include it, such as boot racks and shelving).
   c. Supplies (the non-consumable kind) - such as spatulas or lab beakers are to be included.
8. Inventory is due to the Corporate Treasurer no later than June 30th – earlier is better of course.
   The principal is responsible for the list, so be sure to have them review it for completion prior to sending it in.

Reference: Section 20, 60, 61, 113, 116, 200, 201 School Act
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<th>Item Description</th>
<th>Make/Model</th>
<th>Condition (Poor/Fair/Good/Excellent)</th>
<th>Quantity (Current)</th>
<th>Quantity (Previous Year)</th>
<th>Type of Asset Supplies, Furniture or Equipment</th>
<th>Year of Purchase (if known)</th>
<th>Approximate Value Estimate or Actual</th>
<th>Notes</th>
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DISPOSAL OF PROPERTY

Background

The Division supports the development and use of an orderly process to dispose of surplus or obsolete equipment, furniture, and materials.

Procedures

1. Principals and the Corporate Treasurer will periodically review the inventory of equipment, furniture, and materials in their facilities to determine whether items are obsolete or surplus to the school needs.

2. A list of equipment, furniture, and materials no longer required by the school/facility will be circulated to other schools in the Division, and Division Office for inter-school purchase.

3. Any purchase by a school will require a mutually agreed upon transfer of funds.

4. Items no longer required by the Division will be sold, donated, discarded, or destroyed. Environmentally conscious procedures shall be followed for disposal.

5. Revenues derived from the sale of surplus goods will be placed in general revenue of the school.

Reference: Section 20, 60, 61, 113, 116, 200, 201 School Act
Disposal of Property Regulation 181/2010
Administrative Procedure 519

SURPLUS LAND AND BUILDINGS

Background

When land and buildings become surplus to needs, the Division will arrange for the effective disposal of these items.

Procedures

1. The Division will dispose of land and buildings in the best interest of the students of the Division and the community, pursuant to existing government legislation and regulation.

2. The following criteria will be used to determine whether interest in a school reserve, municipal and school reserve or municipal reserve is surplus to the Division’s need:
   2.1 Enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve,
   2.2 Student accommodation and transportation issues,
   2.3 Whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the Division’s Capital Plan,
   2.4 Consultation with other Divisions with respect to their needs for the school reserve, municipal and school reserve or municipal reserve, or
   2.5 Any other criteria deemed necessary.

3. Disposing of surplus land and buildings requires the approval of the Board.
   3.1 If the Board intends to sell real property that has a value of more than fifty thousand dollars ($50,000), the Board must conduct the sale in accordance with Section 9 of the Disposition of Property Regulation.
   3.2 If the Board sells real property, the Board must repay all outstanding debt relating to that real property, and any proceeds remaining must be distributed as prescribed in Section 10 of the Disposition of Property Regulation.
   3.3 If the Board is of the opinion that a school reserve, municipal and school reserve or municipal reserve in which the Board has an interest is surplus to the Division’s needs, the Board will provide the Minister with a declaration to that effect.

4. Where interest in a school reserve, municipal and school reserve or municipal reserve is determined to be surplus, the Board will transfer its interest in the land to the municipality where the reserve land is located, for consideration mutually agreed upon between the Board and the municipality, as prescribed in Section 672 of the Municipal Government Act.
5. Notwithstanding section 200(2) of the School Act, the Division may, without approval of the Minister:

5.1 Lease any real property that is neither a school building nor a portion of a school building,

5.2 Lease a school building or portion of it for less than twelve (12) months, and

5.3 Lease a school building or portion of it for twelve (12) months or more if the lease contains a termination provision allowing the Division to terminate the lease on twelve (12) months' notice.

Reference: Section 60, 61, 113, 116, 200, 201 School Act
Municipal Government Act
Disposition of Property Regulation 181/2010
SCHOOL FUNDRAISING

Background

The Division is authorized under the School Act to make rules respecting any matter under its jurisdiction. School funds are funds that are raised in the community that come under the control and responsibility of the Principal and are for student activities. These funds are collected and managed at the school for expenditures paid at the school level.

The Division believes that the expenditure of school funds acquired through student, parent, and/or School Council fundraising activities, must be confined to special projects and not used as a means to finance normal educational costs. The Division also believes that fundraising activities must be compatible with the best interests of the students, school staff, and community and not detract from curricular activities. The Superintendent expects the principal to be responsible for the administration and safeguarding of all school funds. School funds are to be appropriately controlled by the Principal using sound accounting and management procedures.

Procedures

1. All school funds shall be managed in accordance with the practices set out by the Corporate Treasurer.

2. Except in the case of funds raised by a registered society, the Principal is responsible for all funds raised within a school.
   2.1 All fundraising activities are subject to the approval of the Principal.
   2.2 A financial statement shall be filed with the Principal at the conclusion of each approved fundraising activity.
   2.3 The Principal shall be one (1) of the signatories on all fundraising accounts.

3. Fundraising Societies
   3.1 Any group must apply for society status if they wish to control their own funds.
   3.2 A registered society shall get permission from the Principal before using the name of the school for each fundraising activity.
   3.3 When a society wants to raise funds in the name of the school, prior to giving approval, the Principal shall verify that the society is a properly registered society.
   3.4 Proper documentation must be filed with the school on an annual basis (e.g. annual return and an audited statement as required by the Societies Act).

4. Notwithstanding clause 1, a school parent or community group raising funds to donate to the school shall retain all responsibility for financial accounting and reporting, and any attendant liability for its activities until the funds are accepted by the school.
5. Funds which are raised or donated, shall be utilized only for the purposes for which they were raised or donated.

6. Fundraising activities shall be subject to the following guidelines:

   6.1 The use of the funds generated through fund raising activities shall not be used for items considered to be included in normal educational costs. Funds may be used for special projects such as:

      6.1.1 Co-curricular activities;

      6.1.2 Purchase of major equipment which is supplementary to the core program requirements; and

      6.1.3 Approved capital projects such as playgrounds, cafeterias, etc.

   6.2 Fundraising shall include the sale of admission to student activities or competitions and the sale of student publications/productions.

   6.3 A member of the staff shall supervise every fundraising activity involving students.

   6.4 All activities controlled by Alberta Gaming shall be conducted in accordance with Alberta Gaming Rules and Regulations.

   6.5 The Principal shall ensure that procedures and controls are developed to prevent the potential for fraud.

7. At the conclusion of every school year, each Principal shall file the following:

   7.1 With the Superintendent, a report on all fundraising activities. The report shall contain details of all activities, their purposes, costs and proceeds.

   7.2 With the Corporate Treasurer, a verified and signed statement of school funds during that year.

Reference: Section 20, 22, 60, 61, 113, 116 School Act
Charitable Fund-Raising Act
Gaming and Liquor Act
Income Tax Act
Public Contributions Act
Societies Act
STUDENT FUNDRAISING ACTIVITIES

Background

The Division permits individual schools to supplement available funds for non-curricular areas through fundraising activities. The Division permits school support for the fundraising initiatives of registered charitable organizations. The Division recognizes the value of schools carrying out extra-curricular activities and projects which often require additional financial support. Similarly, the Division recognizes the educational value of student involvement in fundraising activities in support of worthwhile charities. However, the Division expects that student involvement will not place the student in any unsafe situations nor create financial hardship for the student’s family.

Procedures

1. School Councils shall be consulted about fundraising activities.

2. Student participation shall be voluntary.

3. Fundraising activities shall not detract from the curricular program.

4. The purpose of the fundraising activities and the intended use(s) shall be made known to students and parents.

5. The Principal is responsible for:
   5.1 All school initiated fundraising activities; and
   5.2 Official school participation in the fundraising activities of a charitable organized or registered society.

6. The funds raised shall be subject to audit.

Reference:
Section 20, 22, 60, 61, 113, 116 School Act
Charitable Fund-Raising Act
Gaming and Liquor Act
Income Tax Act
Public Contributions Act
Administrative Procedure 522

VENDING MACHINES

Background

The Division recognizes that schools and Students’ Councils utilize vending machines in the schools in order to raise funds and to provide a convenience to students. The Division encourages the use of wholesome foods in the machines as much as possible.

Procedures

1. The Principal or designate is to supervise the vending machines in his/her school.

2. Funds realized from the machines are to be strictly accounted for and a report made to the Corporate Treasurer at the end of each school year.

3. The Division discourages the use of vending machine funds for use in the operation of the school or for the purchase of learning materials.

Reference: Section 20, 22, 60, 61, 113, 116 School Act
FOOD SERVICES MANAGEMENT

Background

Principals that operate lunch rooms are expected to comply with the various health codes established to govern eating places. Furthermore, the Division expects the lunches provided to be nutritious and wholesome.

Procedures

1. Lunch rooms are to be closely supervised to ensure cleanliness and adequate safeguards are taken to ensure all health regulations are observed.

Reference:  Section 20, 60, 61, 113, 116 School Act
            Occupational Health and Safety Act
            Public Health Act
Ethical Guidelines for Business–Education Partnerships

Business–education partnerships are mutually beneficial relationships between employers and educators that are designed to enhance learning for students and other learners. They may involve other education stakeholders as partners, including students, employees, parents, communities, labour, and government organizations. Most business–education partnerships are co-operative relationships in which partners share values, objectives, human, material or financial resources, roles and responsibilities in order to achieve desired learning outcomes.

Canadian employers and educators support business–education partnerships that:

- Enhance the quality and relevance of education for learners
- Mutually benefit all partners
- Treat fairly and equitably all those served by the partnership
- Provide opportunities for all partners to meet their shared social responsibilities toward education
- Acknowledge and celebrate each partner’s contributions through appropriate forms of recognition
- Are consistent with the ethics and core values of all partners
- Are based on the clearly defined expectations of all partners
- Are based on shared or aligned objectives that support the goals of the partner organizations
- Allocate resources to complement and not replace public funding for education
- Measure and evaluate partnership performance to make informed decisions that ensure continuous improvement
- Are developed and structured in consultation with all partners
- Recognize and respect each partner’s expertise
- Identify clearly defined roles and responsibilities for all partners
- Involve individual participants on a voluntary basis

This document was developed by the Business–Education Partnerships Forum, a program of the National Business and Education Centre, The Conference Board of Canada.
PARTNERSHIPS

Background

The formation of partnerships with business and industry provides an opportunity for educators to work with the community. Such partnerships offer the possibility of expanding the provision of relevant, challenging, life-based learning opportunities for students as well as supplying business with an opportunity to share their resources while benefiting from the resources of the educational system. The resultant sharing of attitudes, beliefs and values is beneficial to the system.

Procedures

1. A system-based partnership with business and industry will be organized and coordinated at the Division level. All responsibilities for such a partnership shall remain at the Division level.
   1.1 The Superintendent shall have final responsibility for the organization and coordination of a system-based partnership.
   1.2 The Superintendent may delegate the organization and coordination of a system-based partnership to a member of the Division Office staff.
   1.3 The determination of the nature and intent of the system-based partnership shall be made between the partner and the Division and shall be incorporated in an operational plan.
   1.4 The outcomes of a system-based partnership must enhance the delivery of quality educational experiences for students.
   1.5 All safeguards related to the well-being of students shall be identified in the operational plan for the partnership.
   1.6 Communications between the partner and the school system shall remain at the system level.
   1.7 Division Office personnel shall carry out the implementation of the operational plan for a system-based partnership.
   1.8 Evaluation of the system-based partnership shall be carried out by the Division and shall be communicated to the participants.
   1.9 The decision to continue or not to continue with a system-based partnership shall be made by the Superintendent and the business or industry partner.

2. A school-based partnership with business and industry will be organized and coordinated at the school level. All responsibility for such a partnership shall remain at the school level.
   2.1 The Principal shall have final responsibility for the organization and coordination of a school-based partnership.
2.2 The Principal may delegate the organization and coordination of a school-based partnership.

2.3 The determination of the nature and intent of the partnership shall be made between the partner and the school and shall be incorporated in an operational plan.

2.4 Assistance to the school in any aspect of a school-based partnership shall be obtained from the designated member of the Division Office staff.

2.5 The outcomes of a school-based partnership must enhance the delivery of quality educational experiences for students.

2.6 All safeguards related to the well-being of students shall be identified in the operational plan for the partnership.

2.7 Communications between the partner and the school shall remain at the school level.

2.8 School staff shall carry out the implementation of the operational plan for a school-based partnership.

2.9 Evaluation of the school-based partnership shall be carried out by the school and shall be communicated to the participants and the Superintendent.

2.10 The decision to continue or not to continue with a school-based partnership shall be made by the Principal and the business or industry partner.

Reference: Section 20, 27, 60, 61, 113 School Act
Guidelines for Sponsoring Events or Activities

On occasion, there will be requests of financial support from organizations for funds to sponsor events, activities and initiatives.

The Superintendent will use the following criteria as a guide in decision making prior to responding to requests for sponsorship:

1. Does the activity, project or initiative align with Living Waters commitment to support the Vision, Mission or Goals and students of Living Waters?

2. Does the activity, project or initiative address a student need and provide a direct impact to the school being served?

3. Does the activity, project or initiative promote Living Waters profile in the community?

4. Does the activity, project or initiative align with the values and beliefs of Catholic Education?

5. Is the decision to sponsor in accordance with accounting standards and regulations?

If the request meets these criteria, then consideration will be given to the following:

1. Frequency of requests.

2. Fund availability.

3. Is the decision to sponsor in accordance with accounting standards and regulations?

A letter of support/non-support will be written by the Superintendent or designate on behalf of the Living Waters Board of Trustees in response to the requests.
CHARITABLE DONATIONS

Background

The Division shall acknowledge donations for the advancement of education within the Division by issuing receipts which may enable the donor to claim the donation as a tax deduction.

Procedures

1. The administration of this procedure will be carried out under the direction of the Corporate Treasurer in consultation with the Superintendent.

2. All donations which are eligible for income tax deduction must be for the advancement of education, specifically:
   2.1 The establishment of student or staff scholarships, or other awards;
   2.2 The purchasing of capital equipment and furnishings; and
   2.3 Enhancement of co-and/or extra-curricular programs.

3. The following types of payments cannot be considered as donations eligible for income tax deduction:
   3.1 Tuition fees, or other payments for which any right, privilege, benefit, or advantage may accrue to the donor;
   3.2 Payments to be used to purchase the services of staff, tutors, or similar persons or to purchase books and other instructional materials which are normally paid for by way of fee or rental;
   3.3 Instructional materials fees, rentals for books, equipment, and musical instruments;
   3.4 Where amounts cannot be identified as having been made by a particular donor;
   3.5 Donations of services and/or commodities; and
   3.6 Amounts paid for tickets for card parties, bingo, lotteries, social functions, graduations, or similar activities.

4. All donations must be for the enhancement of educational programs within the Division and/or to the benefit of students of the Division.

5. All funds received shall be processed through the Division’s regular accounting system, specifically identified and appropriately recorded.

6. Receipts for income tax purposes will not be issued for donations of less than ten dollars ($10.00).
7. For the intent of this procedure, donations in kind shall have a fair market value established in a manner acceptable to the Corporate Treasurer.

8. This procedure shall remain in effect only for that period of time that the Division continues to qualify for Canadian Customs and Revenue Agency tax exempt status as a charitable organization.

9. Any changes to this procedure will be made only after a review with the Canadian Customs and Revenue Agency.

10. Official receipts, in the format prescribed by the Canadian Customs and Revenue Agency, shall be issued by Division Office.

   10.1 The only authorized person to sign will be the Corporate Treasurer. An administrator may wish to acknowledge a particular donation in some appropriate manner. This, however, would not constitute an official receipt for tax purposes.

Reference: Section 20, 60, 61, 113, 116 School Act
           Societies Act
           Income Tax Act
INSURANCE MANAGEMENT

Background

In order to ensure that the requirements of legislation are met and the Division’s interests are protected, the Corporate Treasurer will provide for continuous insurance coverage in accordance with these procedures.

Procedures

1. The Division will provide insurance coverage for the following:
   1.1 Buildings,
   1.2 Contents,
   1.3 Liability – for individual trustees, staff members, student teachers and interns, and volunteers; when the foregoing are performing duties authorized by the Division,
   1.4 Crime,
   1.5 Automobile fleet,
   1.6 Travel accident,
   1.7 Student accident,
   1.8 Boiler and machinery,
   1.9 Errors and omissions,
   1.10 Sexual molestation and abuse,
   1.11 Course of construction and wrap up, and
   1.12 Air quality (fungus) liability.

2. Building insurance shall be secured to provide coverage at full replacement cost.

3. Contents insurance shall be obtained on an actual cash value basis.
   3.1 Claims made under the building and contents section of the insurance policy resulting from accidents, vandalism or theft shall be made by the Corporate Treasurer upon receipt of the required information from the Principal or department head.

4. Travel accident insurance shall be obtained to cover staff members and trustees while traveling on Division business.

5. On an annual basis, the Corporate Treasurer shall review insurance coverage and make such arrangements for insurance coverage as deemed necessary.
6. The Corporate Treasurer shall make available to staff members and others as required information describing the Division’s insurance coverage.

Reference: Section 20, 45, 45.1, 60, 61, 113, 116 School Act
STUDENT INSURANCE PROGRAM

Background

Insurance companies offer student insurance programs for school students. The Division considers this issue to be the responsibility of parents.

Procedures

1. The Corporate Treasurer shall authorize a Student Accident Insurance Plan for distribution to students.

2. Under no circumstances are schools in the Division to take responsibility for collecting insurance premiums for an insurance company.

3. No Principal shall accept responsibility for ensuring that students are covered with insurance.

4. No Principal or staff member shall do anything that in any way would leave the Division responsible for student insurance.

Reference: Section 20, 45, 45.1, 60, 61, 113, 116 School Act
Administrative Procedure 540

FACILITIES PLANNING

Background

The Division recognizes that involving users in the planning of a facility is a relatively new development. Schools exist to serve communities. Therefore, stakeholders must have a voice in the planning. Where users are involved in providing creative suggestions, wants and needs, the end product is usually more acceptable and better understood by the users. Further, the community has become a partner in its facility. In order to enhance the planning of community facilities, the Division encourages user participation.

The Division supports the ACSTA protocol in joint-use facilities.

 Procedures

1. Subsequent to the Board obtaining permission from Alberta Education, the Superintendent or designate will obtain a school design after considering the following planning challenges:
   1.1 Programmatic responsive facility;
   1.2 Flexibility to meet needs and changes;
   1.3 Appropriate size for community;
   1.4 Reasonable cost for community;
   1.5 Involvement of other specialists;
   1.6 Engagement of users – staff, students, School Councils, and community in elements of the planning process;
   1.7 ACSTA protocol on facilities.

2. Meetings shall occur prior to or at appropriate times during the planning process and as often as deemed necessary.

3. Final decisions on all plans will rest with the Board subject to Alberta Education approval.

4. Meetings involving users are to be held at times convenient to the users.

5. Professional planners, architects and administrators are to be in attendance in order to provide reasonable responses to questions and comments.
   5.1 Signs, representing the Division’s visual identity/corporate branding and Catholic tradition, may be placed on buildings or grounds following approval by the Superintendent.
   5.2 Architectural and design integrity must be maintained in all Division facilities.
      5.2.1 Colour selection, paint quality and texture, visual images and creative
schemes proposed by users must contribute to the aesthetic quality, environment stewardship and design coherence of the facility.

6. Involvement of professional staff and students shall not infringe on instructional time.

Reference: Section 20, 60, 61, 113, 116, 152 School Act
Funding Manual for School Authorities
Policy and Requirements for School Board Planning and Reporting
School Authorities Planning and Reporting Reference Guide
ACSTA Protocol
Administrative Procedure 541

NAMING OF FACILITIES

Background

Naming a school, a portion of a school or a Division facility is a matter that deserves thoughtful attention.

Procedures

1. The Superintendent or designate shall form a committee for the naming of a school or a portion of a school.

2. The committee may have representation from the community at large, school administration, the local teaching staff, parents and students.

3. The community at large may include representation from historical societies, senior citizens or other groups who may have an interest in being represented.
   3.1 Each representative group shall be limited to a maximum of two (2) members.
   3.2 The committee shall determine the process that will be followed in soliciting input in the naming process.

4. The names considered shall:
   4.1 Have significance for the students, parents and the community of the particular facility;
   4.2 Be easily identifiable with the facility;
   4.3 Not be in conflict with the names of other facilities in the Division or surrounding districts;
   4.4 Be appropriate in terms of copyright and trademark provisions.

5. Where possible, new facilities shall be assigned names before construction begins.

6. The name must be acceptable to the Archbishop/Bishop.

7. The Board is responsible for approval of names of all Division-owned facilities.

Reference: Section 33, 52, 53, 222 Education Act
BUILDING AND GROUNDS MAINTENANCE

Background

The Division supports the implementation of a program of regular building and grounds maintenance.

Procedures

1. School buildings and grounds will be maintained at a level consistent with provincial code requirements and Division standards.

2. The Principal, in consultation with the Director of Facilities and Technology, is responsible for identifying building deficiencies and desired enhancements and communicating these to the Corporate Treasurer.

3. The Director of Facilities and Technology, in consultation with the principals and the Corporate Treasurer, is responsible for developing and implementing the Division's buildings and grounds maintenance program(s).

4. Each year, as part of the operational planning and budgeting process, the Division will prioritize facility and grounds maintenance projects and reflect these priorities in the recommended allocation of resources for budgeting purposes.

5. The school building and group maintenance program will include:
   5.1 Minor maintenance and repairs that are conducted on an ongoing basis by maintenance and/or custodial staff;
   5.2 Scheduled maintenance including such items as servicing air handling systems and furnaces, playground lawn cutting, etc.;
   5.3 Major scheduled maintenance activities such as painting, playground development, renovations not funded under Infrastructure Maintenance Renewal (I.M.R.), etc.; and
   5.4 Building modernization projects funded under I.M.R. such as roof replacements and responses to building code requirements.

Reference: Section 20, 60, 61, 113, 116, 117 School Act
ACCESS TO BUILDINGS/KEYS

Background

It is necessary to control access to Division buildings in order to protect property.

Nonetheless, a teacher shall have access to his/her assigned school at any time to prepare his/her work, provide instruction, related functions, and extra-curricular activities. If this access is outside the regular school day and at a time when custodial staff is not on duty, he/she is responsible for the security of the building.

When caretakers are on duty, every effort must be made so as to not interfere with the performance of custodial/maintenance duties.

Definition

A key refers to any legal tool of entry.

Procedures

1. The Principal is solely responsible for the keys to his/her school except those issued to the Facilities Services staff by the Director of Facilities and Technology. The Principal:
   1.1 May obtain whatever number of keys he/she feels are necessary for the successful operation of his/her school.
   1.2 Must sign for keys and be prepared to account for them at any time.

2. All keys are to be obtained from the Director of Facilities and Technology. It is contrary to a lawful order of the Board for anyone to cut or cause to be cut Division keys except through the Director of Facilities and Technology.

3. Keys are to be requisitioned on a Maintenance and/or Construction Work Order (Form 542-1) stating the description and serial number of key, where applicable, which shall be forwarded to the Director of Facilities and Technology. The order will be filled within forty-eight (48) hours.

4. Broken keys are to be returned to the Director of Facilities and Technology for replacement.

5. Keys no longer required must be returned to the Director of Facilities and Technology immediately.

6. The Principal must enforce all the general and specific procedures regarding keys as outlined herein.

7. To lend a key on any pretext whatsoever is contrary to Division procedures.
8. Any loss of a key must be reported to the Director of Facilities and Technology at once. In certain cases, such loss may involve lock replacement, a decision left to the discretion of the Director of Facilities and Technology.

9. Every precaution must be taken to ensure the security of school keys.
   9.1 No keys must be left on shelves, in unlocked drawers, hanging on hooks or in any other accessible place.
   9.2 Keys must either be carried on the person, or kept in a secure place at all times.
   9.3 Keys are not to be kept on school labelled lanyards or school badges.

10. Doors must be locked, lights turned off and the security system armed when leaving the building unoccupied.

Reference: Section 18, 20, 27, 60, 61, 96, 113, 116, 117 School Act
        Petty Trespass Act
HAZARDOUS CHEMICAL MANAGEMENT

Background

The Division recognizes the importance of developing a management and disposal plan of chemical, hazardous and dangerous goods in all areas of the school system operation. Therefore, the Workplace Hazardous Materials Information System (WHMIS) and Alberta Environmental and Protection Act (EPEA) principles shall be present in all areas within the Division.

This Administrative Procedure is intended to be applied hand-in-hand with Administrative Procedure 161.

Procedures

1. All activities related to the management and disposal of chemical, hazardous and dangerous goods in all areas of the school system operation, will be conducted in accordance with federal, provincial and municipal legislation, regulations and policies as well as Administrative Procedure 161.

2. The Supervisor of Facilities shall assist and monitor the management and disposal of chemical, hazardous and dangerous goods in the school system and the schools to ensure that there is compliance with legal requirements.
   2.1 Each Principal shall develop procedures and guidelines that prescribe the rules of safe operation of all areas within the school. Such procedures shall address:
       2.1.1 Safe and secure storage, annual checking and disposal, where needed, of chemicals;
       2.1.2 WHMIS labelling of all chemicals;
       2.1.3 Safe and secure storage and use of equipment and chemicals;
       2.1.4 Safe use of natural gas and security when gas is not in use;
       2.1.5 Appropriate teacher supervision of students in all laboratory activities;
       2.1.6 The training of staff in the use and maintenance of safety equipment, and the use and hazards of any equipment or chemicals they may use as well as the safety requirements of any procedure or activity they may use;
       2.1.7 The training of students and staff in any safety procedures relevant to the work they are doing; and
       2.1.8 Any other measures required to ensure the safety of students and staff in any school laboratory.

3. This Administrative Procedure applies to all areas of the school system operation such as the maintenance, custodial, clerical, support, transportation, instructional and all other areas where chemicals, hazardous and dangerous goods are utilized, managed and disposed.
4. The Supervisor of Facilities in consultation with principals, shall approve all substances ordered for their specific area of responsibility and shall ensure that an inventory of these substances is maintained and placed in an appropriate location.

5. Approval of such purchases shall take into consideration appropriate amounts, least toxic alternatives, shelf life, use of hazardous products and ensuring that proper labels and Material Safety Data Sheet (MSDS) must accompany these substances when received from suppliers.

6. The inventory shall include name of the chemical, MSDS, purchase date, hazard class or Transportation of Dangerous Good Classes (TDG), storage location, program for disposal and timelines for updating as well as any other pertinent information.

7. All employees handling or using these substances will have Workplace Hazardous Materials Information System (WHMIS) training and adhere to the legislation, regulations and procedures.

8. All employees handling or using these substances are responsible for proper storage in appropriate designated areas and for the disposal for the substances in accordance with legislation, regulations and procedures.

9. The Supervisor of Facilities shall develop a plan for the identification, maintenance of an inventory, appropriate storage and guidelines and procedures for reducing, reusing, recycling and disposing of substances.

10. The transportation of these substances shall be according to TDG regulations. Each worksite shall develop guidelines and procedures identifying receivers, delivery sites and any other pertinent information.

11. The Supervisor of Facilities shall conduct a review of hazardous materials in all school buildings on an annual basis.

Reference:  Section 33, 52, 53, 68, 197,222, 225 Education Act
Dangerous Goods Transportation and Handling Act
Hazardous Chemicals Act
Occupational Health and Safety Act
Environment Protection and Enhancement Act
ENVIRONMENTAL CONSIDERATIONS

Background

The Division is committed to fostering policies, practices and education programs which will protect and preserve the environment.

Procedures

1. The Division will endeavour to purchase “environmentally friendly” products which will provide the highest possible level of performance. The efficient use of energy and water will be guiding principles in all renovations, new construction and operations.

2. The Division encourages and supports initiatives to reduce, recycle and recover waste materials in all schools and departments.

3. The Division supports staff development initiatives designed to advance environmental awareness, environmental education and care for the environment within annual budget allocations for training and development.

4. Environmental education will continue to be incorporated into the content and methodology of the instructional program.

5. The Division will continue to promote local habitat conservation and improvement on all Division-owned properties, where possible.

Reference: Section 20, 60, 61, 96, 113, 116, 117 School Act
Occupational Health and Safety Act
Public Health Act
LEED: Green Cleaning

1. **Scope**

This policy applies to all cleaning procedures, cleaning material purchases, cleaning equipment purchases, and cleaning services that occur inside and on the building site and grounds. Specifically, this policy covers the following:

Cleaning strategies for:
- Hard floor and carpet cleaning and maintenance
- Protection of vulnerable occupants during cleaning
- Disinfectant and sanitizer selection and use
- Safe storage and handlings of cleaning chemicals, including spill management

Performance metrics and strategy development:
- Reductions in water use, energy use, and chemical toxicity
- Green cleaning products purchasing
- Green cleaning equipment purchasing

Staffing and training plans:
- Staffing requirements and contingency for staffing shortages
- Timing and frequency of staff training

2. **Goals**

This policy will be fully implemented starting on September 1, 2017 in École St. Joseph School and will move to other schools in the Division and be fully implemented by September 2020.

<table>
<thead>
<tr>
<th>Category</th>
<th>Goal</th>
<th>Performance measurement unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleaning products and materials purchases</td>
<td>85% meet sustainability criteria</td>
<td>Cost</td>
</tr>
<tr>
<td>Cleaning equipment purchases</td>
<td>100% meet sustainability criteria</td>
<td>Number of equipment items</td>
</tr>
<tr>
<td>Cleaning equipment inventory</td>
<td>40% of equipment in the project inventory will meet the applicable sustainability criteria</td>
<td>Number of equipment items in the overall inventory for the project</td>
</tr>
<tr>
<td>Toxic chemical usage (applies to all cleaning chemicals, including those not toxic)</td>
<td>Toxic chemicals will only be used in situations where products meeting the criteria</td>
<td>Number of uses</td>
</tr>
</tbody>
</table>
addressed by EQc Green Cleaning – Products and Materials) | requirements of EQ Credit Green Cleaning – Products and Materials are unable to sufficiently clean the area, the area cannot be replaced (such as a floor tile), and represents a hazard to human health

3. **Roles and Responsibilities**

The responsible parties for this policy are the principal of the school and the Facilities Manager. They are responsible for ensuring that this policy is executed and that any contracted cleaning vendors under management’s control are aware of and fully trained on the procedures outlined in this policy. Further, the Facilities Manager and Principal are responsible for sharing this policy with the school staff and encouraging policy adoption accordingly. The facilities Manager is responsible for reviewing this procedure for any significant changes on the interval specified in the quality assurance section. If at any time updates are required to this policy, they will ensure that the appropriate individuals are informed of the updates.

4. **Procedures and strategies for implementation**

- **Hard floor and carpet cleaning and maintenance**
  - Hard floors, including tile, concrete, and wood surfaces, will be cleaned once a week with only sustainable cleaning products. No stripping or coatings will be applied to hard floor surfaces.
  - Carpets will be vacuumed daily with vacuum cleaners that meet the sustainability criteria listed later in this policy.
  - One per month, the carpets will be inspected for stains and other damages. If feasible, the necessary areas will be spot cleaned with sustainable carpet cleaning materials. If damaged, the carpet tiles will be replaced.
  - When carpet extraction equipment must be used, methods to reduce chemical usage will be implemented.

- **Protection of vulnerable occupants during cleaning**
  - Vulnerable occupants include women who are pregnant, children, elderly occupants, and individuals with asthma, allergies, or other sensitivities.
  - As much as possible, only sustainable cleaning products will be used. Please refer to the goals and tracking sections of this policy for additional information.
  - Any cleaning that involves the use of carpet cleaners, or if at any point the use of a non-sustainable cleaning product is required, this cleaning will be performed after regular business hours.
• **Disinfectant and sanitizer selection and use**
  - Only hand soaps and hand sanitizers that meet the at least one of the sustainability criteria listed under the purchasing guidelines will be considered to meet the requirements of this policy.
  - Hand sanitizers will be placed throughout the building for the use of occupants
  - Only disinfectants meeting the purchasing sustainability criteria listed below will be considered to meet the requirements of this policy. Disinfectants will be kept locked in the janitorial closets and may only be used by the cleaning staff.
  - Cleaning staff will be required to follow all dilution strategies for disinfectants.

• **Safe storage and handlings of cleaning chemicals, including spill management**
  - Cleaning chemicals will be stored in the janitor closets to prevent access for other occupants.
  - Cleaning staff will receive training on the various hazards of different toxic chemicals and how to address spills.
  - Spills will be cleaned and handled according to the manufacturer safety data sheets provided by the manufacturer.
  - All spills will be handled carefully. As soon a spill of a non-sustainable product occurs, the responsible party must be notified. If the spill occurs in an area to which typical building occupants have access, the area will be roped off and building occupants will be informed to stay clear of the area.
  - Material safety data sheets for all of the cleaning chemicals used in the building will be retained and hazard information will be highlighted. This information will be clearly displayed in all janitor closets.

• **Strategies for reducing the toxicity of the chemicals used for laundry, ware washing, and other cleaning activities**
  - Cleaning staff and building occupants will be supplied with safe cleaning chemicals that meet the sustainability criteria described in the purchasing guidelines listed below.
  - Dish soaps and laundry detergent meeting EPA Safer Choice Standard will be supplied for ware washing and laundry.
  - For surface cleaning, ionized water cleaning devices (using only water) will be used as much as possible.

• **Strategies for conserving energy, water, and chemicals used for cleaning**
  - Manual-powered equipment and cleaning strategies will be used whenever possible to reduce the energy and water used by powered equipment and typical cleaning strategies.
  - Cold water will be used for any necessary disposal to reduce energy used to heat hot water.
  - The filters in vacuums and other applicable equipment will be changed frequently to enable air flow and reduce the energy consumption of the equipment.
- When cleaning chemicals are necessary, the operating procedures for chemical dilution will be followed to ensure that the minimum amount of cleaning chemicals necessary is used.

**Strategies for promoting hand hygiene**
- All washrooms will be equipped with hands-free soap dispensers, faucets, and towel dispensers.
- Hand sanitizers meeting UL EcoLogo 2783 standard for Instant Hand Antiseptics (formerly Environmental Choice CCD 170) will be placed throughout the building.

**Tracking plan for staffing and overall performance**
- Regular audits will be conducted to evaluate cleanliness. As a part of the audits, the auditors will interview cleaning staff to ensure that the cleaning and hard floor and carpet maintenance system is being consistently used.
- The audits will be conducted once every sixth months and will be led by the responsible party for this policy. The responsible party is responsible for recording the results of the audits in the management records, following up with any cleaning staff to provide additional training and/or guidance and recording these actions.
- All cleaning staff are required to check in each day when they arrive at work. The responsible party will retain these records to ensure that the building is sufficiently staffed with trained professionals.
- The responsible party will log all training that is provided to the cleaning staff and will ensure that the training plans described above are met.
- When new staff come on board, the responsible party will record the initial training and orientation provided to the staff.

**Tracking plan for water, energy, and toxic chemical usage**
- Every time a toxic chemical is used, it must be reported to the responsible party. The responsible party will record which chemical was used, where it was applied, and the reason for its use. This information will be used to track against the goal for using toxic chemicals only when strictly necessary.
- All vacuum filters will be replaced on a regular basis. The responsible party will record maintenance performed on all cleaning equipment, including filter replacement, to ensure that they are regularly replaced to reduce energy usage.

**Tracking plan for cleaning product and cleaning equipment purchases**
- All cleaning products used within the building will be purchased from GREER from their green products approved by LEED
- All cleaning product and cleaning equipment purchases, made by either the cleaning vendor for use in the building or made by the building management, will be recorded in the purchasing log.
- On a quarterly basis, the responsible party will review all purchases and compare against the policy goals. If the policy goals are not being met, the responsible party
will take corrective action, typically in the form of providing education to the individuals in charge of procurement on the goals and sustainability criteria outlined in this policy.

- **Staffing and training plans**
  - Staffing of custodial support will ensure we meet the needs of the school, based on square meterage, numbers of students and staff, age of building and age of student population.
  - Staffing shortages will be handled by school admin on a part-time basis.
  - All cleaning staff, including backup personnel, are required to receive at least 8 hours of training per year. The responsible party will record the training attended by each staff member.
  - Trainings will be held periodically to ensure that all custodial and maintenance staff are trained.
  - Topics vary for each training module, and cover standard operating procedures for cleaning different surfaces, proper toxic chemical usage and spill management, hazards of toxic chemicals, cleaning to protect vulnerable occupants, cleaning equipment maintenance, and conservation of energy and water usage during cleaning.
  - The responsible party coordinates and hosts all of the trainings.

5. **Purchasing guidelines**

- **Sustainability Criteria for Cleaning Products and Materials**

Cleaning products must meet one or more of the following standards or a local equivalent for projects outside the U.S.

  - Green Seal GS-37, for general-purpose, bathroom, glass and carpet cleaners used for industrial and institutional purposes;
  - UL EcoLogo 2792 (formerly CCD 110), for cleaning and degreasing compounds;
  - UL EcoLogo 2759 (formerly CCD 146), for hard-surface cleaners;
  - UL EcoLogo 2795 (formerly CCD 148), for carpet and upholstery care;
  - Green Seal GS-40, for industrial and institutional floor care products;
  - UL EcoLogo 2777 (formerly CCD 147), for hard-floor care;
  - EPA Safer Choice Standard; and/or
  - Cleaning devices that use only ionized water or electrolyzed water and have third-party-verified performance data equivalent to the other standards mentioned above (if the device is marketed for antimicrobial cleaning, performance data must demonstrate antimicrobial performance comparable to EPA Office of Pollution Prevention and Toxics and Safer Choice Standard requirements, as appropriate for use patterns and marketing claims).

Disinfectants, metal polish, or other products not addressed by the above standards must meet one or more of the following standards or a local equivalent for projects outside the U.S.
- UL EcoLogo 2798 (formerly CCD 112), for digestion additives for cleaning and odor control;
- UL EcoLogo 2791 (formerly CCD 113), for drain or grease trap additives;
- UL EcoLogo 2796 (formerly CCD 115/107), for odor control additives;
- Green Seal GS-52/53, for specialty cleaning products;
- California Code of Regulations maximum allowable VOC levels for the specific product category;
- EPA Safer Choice Standard; and/or
- Cleaning devices that use only ionized water or electrolyzed water and have third-party-verified performance data equivalent to the other standards mentioned above (if the device is marketed for antimicrobial cleaning, performance data must demonstrate antimicrobial performance comparable to EPA Office of Pollution Prevention and Toxics and Safer Choice Standard requirements, as appropriate for use patterns and marketing claims).

Disposable janitorial paper products and trash bags must meet the minimum requirements of one or more of the following programs or a local equivalent for projects outside the U.S.
- EPA comprehensive procurement guidelines, for janitorial paper;
- Green Seal GS-01, for tissue paper, paper towels and napkins;
- UL EcoLogo 175 Sanitary Paper Products, for toilet tissue and hand towels
- Janitorial paper products derived from rapidly renewable resources or made from tree-free fibers;
- FSC certification, for fiber procurement;
- EPA comprehensive procurement guidelines, for plastic trash can liners; and/or
- California integrated waste management requirements, for plastic trash can liners (California Code of Regulations Title 14, Chapter 4, Article 5, or SABRC 42290-42297 Recycled Content Plastic Trash Bag Program).

Hand soaps and hand sanitizers must meet one or more of the following standards or a local equivalent for projects outside the U.S.
- no antimicrobial agents (other than as a preservative) except where required by health codes and other regulations (e.g., food service and health care requirements);
- Green Seal GS-41, for industrial and institutional hand cleaners;
- UL EcoLogo 2784 (formerly CCD 104), for hand cleaners and hand soaps;
- UL EcoLogo 2783 (formerly CCD 170), for hand sanitizers;
- EPA Safer Choice Standard.

For projects outside the U.S., a local equivalent is any Type 1 eco-labeling program as defined by ISO 14024: 1999 developed by a member of the Global Ecolabelling Network may be used in lieu of Green Seal or UL standards.

In Living Waters Schools all ordering of cleaning products will be approved by the Facilities director, and ordered through the approved Divisional vendor to ensure compliance with LEED standards.
6. Sustainability Criteria for Cleaning Equipment

All powered equipment must have the following features:
- safeguards, such as rollers or rubber bumpers, to avoid damage to building surfaces;
- ergonomic design to minimize vibration, noise, and user fatigue, as reported in the user manual in accordance with ISO 5349-1 for arm vibrations, ISO 2631–1 for vibration to the whole body, and ISO 11201 for sound pressure at operator’s ear
- as applicable, environmentally preferable batteries (e.g., gel, absorbent glass mat, lithium-ion) except in applications requiring deep discharge and heavy loads where performance or battery life is reduced by the use of sealed batteries.

Vacuum cleaners must be certified by the Carpet and Rug Institute Seal of Approval/Green Label Vacuum Program and operate with a maximum sound level of 70 dBA or less in accordance with ISO 11201.

Carpet extraction equipment, for restorative deep cleaning, must be certified by the Carpet and Rug Institute's Seal of Approval Deep Cleaning Extractors and Seal of Approval Deep Cleaning Systems program.

Powered floor maintenance equipment must be equipped with such as vacuums, guards, or other devices for capturing fine particulates and must operate with a maximum sound level of 70 dBA, in accordance with ISO 11201.

Automated scrubbing machines must be equipped with variable-speed feed pumps and either (1) on-board chemical metering to optimize the use of cleaning fluids or (2) dilution control systems for chemical refilling. Alternatively, scrubbing machines may use tap water only, with no added cleaning products.

7. Quality Assurance/Quality Control Processes

The responsible parties will evaluate the green cleaning policy on a quarterly basis to evaluate progress towards the implementation goals. If any cleaning product or equipment purchases are not being recorded properly, the responsible party will inform the appropriate individuals to ensure that activities are recorded moving forward. The responsible party will evaluate the results of the cleaning audits to determine whether the building is being sufficiently cleaned and whether the standard cleaning procedures are being properly executed. As necessary, the responsible party will revise the green cleaning policy to include additional cleaning strategies or modify existing cleaning strategies.

In addition, if any implementation goals are not being met, the responsible party will investigate the situation and will work with the individuals purchasing the materials and
equipment or using the equipment. The responsible party will evaluate whether updates are necessary to the school practices in order to achieve the implementation goals.

Any revisions that are made to the policy will be incorporated into the next training cycle for the cleaning staff.

8. **For more information**

   Please contact the facilities coordinator for Living Waters CRD
LEED: Recycling and Solid Waste Management

Each school and building shall have a Recycling and Solid Waste Management Program.

This Administrative Procedure applies to the collection, sorting, diversion, and disposal of ongoing consumables, durable goods, and building materials associated with facility alterations and additions accrued in the operations of the Division’s facilities; and that are within the building and site management’s control.

Garbage, recyclable products, paper, plastics, cans and bottles, and organic waste will all be collected, stored and recycled efficiently and effectively. Properly marked containers will be provided throughout buildings.

Although this Administrative Procedure shall take effect Sept. 1, 2017 at Ecole St. Joseph School in Whitecourt, it will be go into effect in all schools in all Living Waters Communities no later than Sept. 1, 2020.

Scope: Recycling at Living Waters Schools will benefit all. All the materials that are removed from any Living Waters building including office and classroom waste, cardboard, newspaper, pantry waste, wet cafeteria waste, and various bulk items including glass, metal plastic, bulk and construction debris, are pre separated at the school and disposed of in the proper receptacles.

This policy will apply to, but is not limited to, the following types of materials:

- **Ongoing Consumables**, including but not limited to:
  - Paper
  - Cardboard
  - Glass
  - Plastic
  - Metals
  - Landscape waste
  - Batteries

- **Mercury-containing lamps**

- **Durable Goods**, including but not limited to:
  - Electronic equipment
  - Furniture

- **Building Materials used in facility alterations and additions**, including but not limited to:
  - Building components and structures (wall studs, insulation, doors, windows)
  - Panels
  - Attached finishings (drywall, trim, ceiling panels)
  - Carpet and other flooring material
Adhesives  
Sealants  
Paints and coatings

**Goals:** To reduce garbage by recycling and reusing as much as possible through managing waste in a manner that will:

- protect the environment and public health
- conserve natural resources
- minimize landfelling and/or incineration and reduce toxicity

**Procedures:**

1. Disposal guidelines:
   - **Trash and Paper** – The trash cans in all rooms are for the disposal of trash (non-recyclable content) only. There will be blue recycling bins in the rooms and other various areas around the school. This includes the following:  
     - Non-confidential white or colored paper  
     - Newspapers and magazines  
     - Junk mail (envelopes with windows O.K.)  
     - Index cards and file folders  
     - Smooth cardboard  
     - Soft cover books  
     - Post-It Notes
   - **Plastic and Aluminum** - These materials will be placed in recycling bin labeled “Glass, plastic, aluminum”. This includes the following materials:  
     - Empty Cans  
     - Empty Bottles  
     - Plastic Containers.
   - **Corrugated Cardboard** - Remove packing materials, flatten and place near the custodial office or next to centrally located garbage receptacles.
   - **Confidential Documents** – Using the provided paper shredders shred all confidential documents prior to disposal.
   - **Food/Organic Waste**- All food and other organic materials will be placed in the bin labeled “Compost”, coffee grounds, tea bags and fruit should be stored in the ziplock bag located in the freezer. This will be used as food for the in house composting worms.
   - **Technical Trash**- All technical trash (acceptable items listed below) will be placed in the provided “Techno Trash” bins. Once the bin is full it is sent for secure destroy and recycle.
     - All forms of electronic media and their cases diskettes, zip disks, CDs, CD-Rs, CD-RWs, DVDs et al, video tape (i.e. VHS), audio tape, game cartridges, DAT, DLT, Beta or Digibeta, and virtually all other type of computer tapes.
     - Hard drives, Zip and Jazz drives, jump drives, etc.
     - All forms of printer cartridges including both inkjet and toner.
     - All types of cell phones, pagers, PDAs and their chargers, cables, and headset accessories
2. The following table lists recyclable wastes at the building site, their disposal method and handling procedures.

<table>
<thead>
<tr>
<th>Source/Consumables</th>
<th>Disposal Method</th>
<th>Handling Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glass, Plastic, Metals (commingled)</td>
<td>These will be collected centrally and prepared for disposal.</td>
<td>Amounts are tracked and taken away by School Maintenance staff or appropriate hauler</td>
</tr>
<tr>
<td>Mercury-containing Lamps</td>
<td>Technology and custodial staff collects fluorescent lamps and stores the unbroken lamps for disposal.</td>
<td>Taken away by an authorized hauler for safe disposal, in accordance with local regulations on disposal of products containing mercury.</td>
</tr>
<tr>
<td>Paper/newspapers</td>
<td>Staff and students put into appropriate recycle bins which are collected by the appropriate team.</td>
<td>Amounts are tracked and taken away by hauler on a regular basis for recycling.</td>
</tr>
<tr>
<td>Cardboard</td>
<td>Staff and students sort cardboard out of trash and deliver to collection points for recycling</td>
<td>Amounts are tracked and taken away by hauler or take to appropriate drop off location on a regular basis.</td>
</tr>
<tr>
<td>Batteries</td>
<td>Staff and students deliver batteries to a specially-designated collection point for disposal</td>
<td>Taken away by an authorized hauler or staff on a regular basis to appropriate disposal site</td>
</tr>
<tr>
<td>Durable Goods (Electronic Waste and Furniture)</td>
<td>Building maintenance provides a secure collection area to store durable goods that have reached the end of their life within the building but still have value and may be donated/re-used</td>
<td>Amounts are tracked and taken away by an authorized hauler or re-use center on a regular basis for recycling.</td>
</tr>
<tr>
<td>Building Materials</td>
<td>Building and central Office management coordinates with contractors to collect construction waste for re-use/recycling.</td>
<td>Amounts are tracked and taken away by an authorized hauler at the end of the demolition/construction period for recycling.</td>
</tr>
</tbody>
</table>
Roles and Responsibilities

- The school administration and Facilities Manager will ensure that the recycling procedures are in place.
- Teachers and students will ensure that there is recycling taking place in their areas.
- Teachers will ensure that students, staff and all community members are informed and encouraged to follow the recycling procedures.
- Posters and media Board messages will inform all of the recycling procedures, and inform the community of the success of the recycling program in real time measurements. This shall fall to each building site supervisor (Principals).
- The Maintenance and custodial personnel shall implement the procedures of this policy in coordination with other appropriate organization personnel, including but not limited to, Living Waters Facilities Manager.
- The Facilities Manager shall coordinate training, education and outreach programs throughout the organization, with the aim of promoting and maintaining the goals of this policy.

Monitoring and Tracking Procedures

- The Facilities Manager and school administration will monitor the program on a quarterly basis and shall periodically evaluate the success of this policy’s implementation. This may include providing a report on an annual basis to senior management within each school/building or Central Office. Whenever possible, the annual reports should include an evaluation of the performance, safety, cost and environmental/public health benefits achieved through source reduction, reuse, recycling and composting. Reports should also relate the progress in meeting the stated objectives and timeliness of the program.
- Monthly reports, including waste recycling and/or disposal receipts, must be provided by the waste haulers/vendors to allow for ongoing documentation, monitoring and assessment of the program results.
- The successful implementation of this policy will be measured by the ongoing recycling rate achieved. The recycling rate is derived by comparing the amount of consumables diverted from the landfill to those consumables sent to the landfill over a given time period. The policy’s initial performance metric will be to achieve the reuse, recycling and/or composting of:
  - At least 50% of the ongoing consumable waste stream (by weight or volume)
  - At least 80% of discarded batteries
  - At least 75% of the durable goods waste stream (by weight, volume, or replacement value)
- At least 70% of waste (by volume) generated by facility alterations and additions
- 100% of all mercury-containing lamps within the building and site management’s control

**Reporting**

- On a quarterly basis, the achievements and recommendations for improvement of the recycling program will be reported to the School Administrator and Superintendent, from the Director of Facilities and shall be made public on School web-sites as well as the School media Boards. (This will be included as part of the Green Education Initiative.)

Questions can be directed to the Facilities Manager.
LEED: Carpool Management Plan

Living Waters Schools believe that education involves the engagement of students in understanding and implementing energy and environmental stewardship. Not only will our schools be environmentally friendly and energy efficient buildings, but the people within the building will be engaged in becoming knowledgeable leaders in the field of energy and environmental conservation.

This thinking is in keeping with the purpose of LEED which is leadership in energy and environmental design, and with the message of Pope Francis’s Encyclical- “Laudato si”, in which he encourages every person living on the planet to take care of our common home.

1. Eligibility to participate in the program
   a. A carpool must consist of at least 2 participants residing more than 1.2 km from the school.
   b. At least one participant in the carpool is a student or staff of the school.
   c. Participants must share a ride on a regular basis.
   d. Carpoolers register together and must be listed on the carpool application (Appendix A).

2. How carpooling will be implemented and encouraged:
   a. Preferred parking locations will be available for staff members and students who participate in the carpooling plan. There will be 3 staff carpooling spots and 6 student carpooling spots. (Appendix B – Carpool Map).
   b. These designated spots will be clearly marked with a carpool sign. This signage will serve to direct carpoolers to the appropriate parking spots; the signage will also serve as a way to communicate to other drivers that a carpool parking option is available. (Appendix C – Carpool Signage).
   c. The availability of the carpooling plan is expressed to staff and students regularly in school newsletters, website, and bulletins (Appendix D)
   d. Participants will be given a hang tag to be visible on their dash indicating they are part of the program (Appendix E – Carpool Hang Tag).
   e. The vehicle with the tag must be parked in a carpooling designated spot.
   f. If a participant must drive separately, the school administration will be notified. And that person will park in the regular parking area.
   g. Any changes must be provided to administration, including all names of carpool members, changes, etc., so that administration can reassign members.
   h. The carpooling opportunities will be made available on a two-month rotation. Upcoming rotations will be announced in school newsletters, website, and bulletins.
   i. Misuse of the carpool permit will result in suspension of the permit and possible removal from the program.
   j. Random audits will be conducted to ensure two or more participants are parking in the carpool spaces.
k. In order to further promote and encourage the use of carpooling, the school has engaged with carpool.ca to provide promotional support aimed at changing commuter habits and behaviours. Brochures, posters, tent cards and other materials will be displayed in staff and student areas to promote carpool.ca as a no-cost way to form carpool groups, or find carpool partners.

l. In order to recognize those who are making a positive contribution to reducing greenhouse gas emissions through carpooling, school administration will keep a record of carpool pass users and highlight outstanding usage in the school newsletter and website. By celebrating the carpool users that show commitment, the school aims to encourage others who may not have carpoled in the past to give it a try, and encourage those who already carpool to keep up their efforts.

m. New employees and incoming driving-age students will be provided with carpool.ca brochures and made aware of eligibility requirements and instructions of how to connect with other drivers in their area.
## APPENDIX A

Applications for Carpooling (School and Carpool.ca)

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Indicate Student (&amp; grade) or Staff</th>
<th>Address</th>
<th>Distance from School</th>
<th>License Plate Number</th>
<th>Vehicle Make/Model</th>
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</tbody>
</table>

Principal’s Approval: ______________________________

Date: ______________________________
APPENDIX B
Architectural site plan demonstrating 9 carpool stall locations (Carpool Map)
APPENDIX C

Carpool Signage
APPENDIX D

Newsletter OR screen shot of website OR photo of bulletin board showing encouragement of carpooling and how to sign up

We’re Carpooling!!

As part of our status as a LEED School, and our commitment to be good stewards of the environment, we, the staff and students of ____________, are implementing the first stages of a carpooling plan. Many of our students are familiar with the practice of sharing a ride to school in that they ride the bus every day. Using the school buses or public transportation is a great way to support efficient and effective transportation practices. This plan is for staff and students who generally drive to school every day.

Carpooling is an effective way to reduce greenhouse gas emissions and save on cost and parking space. Our plan includes identifying 3 staff carpool spaces and 6 student carpool spaces in preferred spots in the parking lot.

- A carpool must consist of at least 2 participants residing more than 1.2 km from the school.
- At least one participant in the carpool is a student or staff of the school.
- Participants must share a ride on a regular basis.
- Carpoolers register together and must be listed on the carpool application

These designated spots will be clearly marked with a carpool sign. This signage will serve to direct carpoolers to the appropriate parking spots; the signage will also serve as a way to communicate to other drivers that a carpool parking option is available.

Because this is a new initiative we will be sending out regular up dates and successes on this and all our LEED initiatives.

Your __________ LEED team.
APPENDIX E

Participants will be given a hang tag to be visible on their dash indicating they are part of the program.
STUDENT TRANSPORTATION SERVICES

Background

The Division shall contract with the public school boards and/or transportation providers for transportation service for eligible students kindergarten to grade 12. The Division, through its schools, assumes responsibility for the conduct of its students while riding on the school bus.

Procedures

1. The Division will provide transportation for all students who reside 2.4 km or greater from the residence of the students’ parents or guardians.

2. A transportation fee may be charged to all regular students accessing contracted transportation services. Such fees are to be reviewed annually as part of the budget development process.

3. In circumstances deemed appropriate by the Division and parent or guardian, the Division instead of providing transportation on a regular bus route may contract with the parent or guardian, whereby the parent or guardian will convey the student(s) to and from school and receive payment in accordance with Alberta Education regulations.
   3.1 In situations where the Division contracts with a parent or guardian to transport his/her student, the Division will assume no liability for negligence arising out of the student being conveyed under such an arrangement.

4. The Division will maintain any current documentation on file to support and verify any grant claims required by the public systems or Alberta Education including:
   4.1 Names and grades of eligible passengers;
   4.2 Transportation agreements;
   4.3 Attendance areas;
   4.4 Names of parents and contractors providing transportation services; and
   4.5 Details regarding transportation of disabled students to specialized schools or programs out of Division.

5. The Division expects bus drivers and principals to maintain levels of student discipline on the bus, consistent with the student code of conduct (See Administrative Procedure 351 – Student Conduct on School Buses).

6. The Superintendent must authorize, after consultation with the public system’s Transportation Authority, for any teachers, parents, or individuals acting in a supervisory capacity to ride a school bus.
7. With the exception of those specified in clause 6, adults are prohibited from being transported on school buses except if they are enrolled as adult extension students.

8. Parents are expected to inform the bus driver of any special medical conditions of their children that may require the driver’s attention.

9. Parents are expected to ensure that their children are properly dressed for bus transportation.

10. Students shall not be dropped off at a location other than the normal point of departure unless written instructions advising an alternate drop-off are provided to the bus driver by the parent or guardians.

11. The bus driver is responsible for maintaining an acceptable level of student discipline on the bus. Problems which cannot be resolved by the bus driver are to be referred to the Principal who will evaluate the situation and initiate an appropriate response.

12. The Principal is responsible for informing students and parents with regard to transportation procedures.

13. Parents are expected to notify the Corporate Treasurer or designate when they will no longer require bus service.

14. Students and parents are expected to comply with the transportation rules and regulations as set out by the Public Division that provides the bus transportation.

Reference: 45, 51, 52, 53, 60, 61, 113 School Act
Traffic Safety Act
Commercial Vehicle Safety Regulation 121/2009
Student Transportation Regulation 250/98 (Amended A.R. 125/2005)
Use of Highway and Rules of the Road Regulation 304/2002
Vehicle Equipment Regulation 122/2009
STUDENT FIELD TRIP BUS TRANSPORTATION

Background

Curricular/extra-curricular field trips are an important part of a school’s education program. The Division’s expectation is that the safest form of transportation of students to and from such activities is by contractor buses or by commercial carriers.

Procedures

1. Principals shall approve all curricular/extra-curricular field trip transportation.
   1.1 Parents shall be notified in writing of the mode of transportation to be used for all school-sponsored activities involving their children.

2. Principals shall ensure that the appropriate application form (Form 552-1) is completed and forwarded to the bus contractor at least one (1) week in advance of all school-sponsored activities requiring bus transportation.
   2.1 The Principal requesting bus transportation is responsible for payment of any fees incurred.

3. Principals may negotiate with commercial carriers for transportation to school-sponsored activities. Payment is to be made from the school budget.

Reference:
Section 20, 24, 25, 45, 45.1, 51, 52, 53, 60, 61, 113, 116, 117 School Act
Traffic Safety Act
Commercial Vehicle Safety Regulation 121/2009
Student Transportation Regulation 250/98 (Amended A.R. 125/2005)
Use of Highway and Rules of the Road Regulation 304/2002
Vehicle Equipment Regulation 122/2009
VOLUNTEER DRIVER OF PRIVATE VEHICLES

As the driver of a private vehicle being used to transport students, I agree to the following:

1. I am 21 years of age or older, and have a valid Driver's License.
2. I agree to follow all traffic regulations and to have everyone wear seat belts.
3. I plan to take the most feasible direct route to and from our destination.
4. I have provided the Principal with my Insurance.
5. I am not getting paid for this trip.
6. I have read the Living Waters Catholic Separate School Division Procedure on Student Transportation in Private Vehicles, and
7. I have liability insurance of $2,000,000.

Name of Volunteer Driver (print) ____________________________ Date ____________________________

Signature of Volunteer Driver ____________________________

Principal's Signature ____________________________ Date ____________________________

Name of School ____________________________
STUDENT TRANSPORTATION IN PRIVATE VEHICLES

Background

The Division believes that students are to be transported to and from school or to and from school sponsored activities by school bus, taxi, or their parents. Occasionally, however, special circumstances do warrant Division employees transporting students in privately owned vehicles.

The Division authorizes the transportation of students in privately owned vehicles in special circumstances.

Procedures

1. The Principal may authorize the use of private vehicles to transport students provided:
   1.1 School bus, taxi, or parental transport of the student is not feasible;
   1.2 Adequate measures are established to ensure student safety;
   1.3 Adequate insurance coverage on the vehicle is maintained;
   1.4 Responsible persons over twenty-one (21) years of age are assigned as drivers;
   1.5 Drivers shall not be paid for their services unless a contract is in place providing for the service; and
   1.6 Drivers have licensing required by Alberta Transportation.

2. When private vehicles are being used to transport students, the following conditions must be adhered to:
   2.1 The Principal or designate of the school must authorize the use of a private vehicle, in writing;
   2.2 Prior to transportation of students, details of the vehicle insurance coverage shall be filed with the Principal;
   2.3 Primary insurance coverage for vehicles used to transport students on authorized trips must provide bodily injury and property damage coverage of at least two million dollars ($2,000,000);
   2.4 Drivers who transport students are to be advised that their insurance coverage is always primary or first loss insurance and that, if they intend to occasionally transport students, they shall so advise their insurance company;
   2.5 The Division non-owned vehicle liability insurance provides up to nineteen million dollars ($19,000,000) coverage over and above the owner’s policy. This secondary coverage covers the driver only while transporting students and/or approved supervisors on authorized school trips and applies only to claims advanced on behalf of the student(s) and/or approved supervisor(s);
2.6 Parents shall be notified in writing that a private vehicle will be used to transport their child and will be given the name of the driver.

3. Only in exceptional circumstances are students to be sent on errands that require the use of a private vehicle. Before granting permission, proof of proper insurance endorsement (i.e., coverage for a young driver) must be provided to the Principal. When permission is granted, student passengers shall not be allowed.

4. Students riding in student driven vehicles to school events away from the school is not condoned by the Division.

Reference: Section 20, 45, 45.1, 51, 52, 60, 61, 113, 117 School Act
Traffic Safety Act
Student Transportation Regulation 250/98 (amended AR 197/2000)
Use of Highway and Rules of the Road Regulation 304/2002
USE OF DIVISION-OWNED VEHICLES

Background

The Division approves the acquisition and operation of motor vehicles to facilitate the movement and delivery of persons, property, supplies, and materials, and to facilitate the delivery of curricular and extracurricular programs.

Procedures

1. The Superintendent is responsible for establishing and communicating procedures regarding the use of Division vehicles.

2. The Corporate Treasurer will maintain the inventory listing of all Division-owned vehicles, including unit, serial, and license plate numbers and primary users of each vehicle.

3. The Corporate Treasurer will be responsible for ensuring all Division-owned vehicles are adequately registered and insured, and that driver abstracts are obtained as necessary.

4. Only employees of the Division shall be authorized to use Division vehicles.

5. Employees who operate a Division vehicle must possess an up-to-date, valid driver’s license and must sign/complete Form 560-1: Informed Consent & Acknowledgement.

6. Division vehicles are to be maintained according to standards of efficiency and lifetime cost effectiveness.

7. Drivers shall ensure all maintenance on assigned Division-owned vehicles (e.g. oil changes, winterizing, annual checkup, etc.) is completed and schedules kept current and complete. Such vehicle maintenance schedules shall be approved by the Corporate Treasurer.

8. Drivers shall obey all traffic rules when operating a Division vehicle. Under no circumstances will the Division pay any parking tickets or fines related to traffic violations that occurred while an individual was operating a Division vehicle.

9. Drivers of all Division-owned vehicles are expected to comply with the Division’s Drug and Alcohol Administrative Procedure at all times.

10. Drivers will be required to immediately report any accident involving a Division vehicle to the Corporate Treasurer. An accident report with a statement from the driver must be completed and filed with the police if there is an accident that results in an injury, death, or damages in excess of one thousand dollars ($1,000.00).

11. Generally, Division vehicles shall not be used for personal use and shall be used for the purpose of carrying out Division business.
12. Travel logs will be maintained to quantify the personal use for each employee assigned a vehicle.

12.1 Employees are responsible for submitting completed travel logs on a monthly basis to Division Office.

12.2 The travel log must contain at a minimum the following information:

12.2.1 Name;
12.2.2 Date;
12.2.3 Destination;
12.2.4 Number of kilometers traveled;
12.2.5 Personal or Division use.

13. Division vehicle use shall be limited to use directly supporting the staff members’ job-related functions, personal use traveling to and from work to a maximum traveling time of thirty (30) minutes each way, as approved by the Corporate Treasurer or transporting students to school activities.

14. A taxable benefit for personal use of a Division vehicle will be calculated annually based on Canada Customs and Revenue Agency (CCRA) current rules.

15. Any incident or complaints related to the use of Division-owned vehicles will be referred directly to the Superintendent for investigation. The Superintendent will ensure that:

15.1. A formal investigation is conducted in all cases;
15.2. Any fine(s) levied against the Division related to the use of a vehicle (such as speeding, parking, red light infractions) is reimbursed by the driver of the vehicle; and
15.3. Non-compliance with this procedure results in disciplinary action that may include dismissal.

Reference: Section 60, 61, 113, 116 School Act
Traffic Safety Act
Canada Customs and Revenue Agency Act
Income Tax Act
Use of Division Vehicles and Equipment Informed Consent and Acknowledgement Form

As employers and workers, we share the responsibility of ensuring a safe, healthy, and productive workplace. The Occupational Health and Safety Act states that an employer must do everything it can to reasonable protect the health and safety of its workers. Living Waters Catholic Regional Division No. 42 wishes to ensure that anyone operating Division owned vehicles or equipment while working a Division schools, being transported to and from Division property, or while using Division vehicles or equipment for personal use.

THIS FORM MUST BE SIGNED BY EVERY EMPLOYEE WHO OPERATES DIVISION OWNED VEHICLES OR CUSTODIAL OR MAINTENANCE EQUIPMENT.

I ___________________________________________(print name) acknowledge that I am aware of Living Waters Catholic Regional Division’s Drug and Alcohol Administrative Procedure 495 regarding the consumption of alcohol or drugs while operating Division vehicles or equipment while under the influence of alcohol or illicit drugs, I will be severely reprimanded and/or terminated from my position.

______________________________________________  __________________________
Signature of Employee                                Date

______________________________________________  __________________________
Superintendent/Designate                            Date

______________________________________________  __________________________
Witness                                              Date
Administrative Procedure 570 - Appendix A

Application to Hold a Special Event

At

ENTER SCHOOL NAME AND ADDRESS

This is a request for application only and does not guarantee that consent will be issued. To avoid any misunderstandings please read below for the “terms and conditions”.

(To be completed by applicant)

Organization Name: ____________________________________________________

Date of Application: ____________________________________________________

Name of Event(s): ______________________________________________________

Purpose of Event(s): ____________________________________________________

Date of Event(s): _______________________________________________________

Set up date and time (if required): _______________________________________

What is the take down time after the event (if required)_____________________

Actual start time of event: ______________ End time of the event: __________

Location of Event within the building:

______________________________________________________________________

______________________________________________________________________

(include all rooms and outdoor areas required for this event, if applicable)

Responsible Applicant (minimum 21 years of age):

______________________________________________________________________

Name Address Phone number

______________________________________________________________________

Signature

Alternate person to contact:

______________________________________________________________________

Name Address Phone number
Who will be present and in charge on the day of the event?

_______________________________________________________________________

Name                      Address                      Phone number

A qualified First Aid person, nurse or doctor must be on site for the duration of any physical or outdoor activities, list who that will be

_______________________________________________________________________

Name                      Address                      Phone number

Is your organization a non-profit? ____Yes      ____No

If no, are you?  ____Private   ____Corporate   ____Other_______________________

Number of expected participants:_______________ Spectators:___________________

Event related vehicles:_______________ Specialized vehicles:_______________

Have you obtained a special event permit from the Town?_____________

Full description of event (please attach additional page(s) if needed):

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Will you be planning any of the following activities at your event?

Food preparation       Yes/No       Amplified sound       Yes/No

Sales of any kind       Yes/No

Sales details:____________________________________________________________
Temporary structures  Yes/No  Entertainment (specify)  Yes/No

Circle and note details of any special services or equipment required from the school. Note extra costs may apply.

Custodial  AV Equipment  Sound Equipment  Kitchen

Other services not listed: ________________________________________________________________

Standard Permit Requirements for Special Events

The applicant must obtain comprehensive general liability insurance protecting Living Waters Catholic Regional Division No. 42 against liability or bodily injury, death or property damage that may arise from this event. The coverage shall be between $2,000,000 (minimum) to $5,000,000 inclusive per occurrence. Note: Living Waters Catholic Regional Division No. 42 does not warrant that this amount of insurance coverage is adequate for the licensees needs.

Once approval is granted, the applicant acknowledges sole responsibility for obtaining insurance coverage they deem necessary.

Terms and Conditions

The following “terms and conditions” are incorporated into and, form part of the permitted agreement:

1. The approved applicant is responsible for ensuring that:
   - The assigned area is appropriate for the activity
   - The activity is conducted in a safe and orderly manner
   - The activity is restricted to the area assigned
   - Use is restricted to adults and children who are invited guests of the function who will be supervised by the user group
   - The event activities do not interfere with other users
   - A strategy for parking of vehicles and busses is pre-planned
   - Entry to the school for all participants shall be through the front foyer doors.
   - Any permits etc. from outside agencies have been obtained
   - Groups must supply all equipment unless otherwise noted in this agreement.

You must meet with a designated school staff at least one week prior to the event for a walk through and to ensure all details of your event are conveyed and understood.

2. Any property damage which occurs during the permitted event, or during set up or take down, is the responsibility of the approved applicant. Damage to school property must be reported with complete details immediately. Damage will be assessed and repair costs will be billed to the approved applicant.
3. The approved applicant is responsible for leaving the area clean and litter free. This includes supplying bags and cleaning supplies. Garbage is to be placed in the bins in the parking lot. Any subsequent costs incurred for clean-up will be billed.

4. It is the intention of SCHOOL NAME is to adhere to the commitment, but is also reserves the right to cancel an event or activity due to unforeseen situations and shall not be responsible for any associated costs.

5. A certified First Aid person must be on site for the duration of any events that are physical or constitute an outdoor activity.

6. Any extra considerations (equipment etc.) may be subject to an extra charge.

Living Waters Catholic Regional Division No. 42 policies require that: (unless specific permission is granted in writing):

- Vehicles are not to be driven or parked on grassed areas or restricted areas such as areas marked in front of the building, on the sidewalks, or in front of the entrances.
- Service of food is subject to the by-law requirement from the Alberta Health Services Inspector.
- The sale of goods, collection of an admission fee, or the operation of a concession is prohibited unless noted in this agreement.
- The operation of a public address system or amplified music is not permitted outdoors.
- No alcoholic beverages are to be dispensed, sold or consumed on the school property at any time.
- Signage, banners or advertisements are not permitted without prior approval.
- The erection of structures, fences, poles, tents, stages, bleachers, portable toilets, the use of fire or fireworks, or the installation of electricity is prohibited.
- Use of open flames or candles is strictly prohibited.
- Open fire are strictly prohibited on the grounds.
- Smoking is prohibited on school grounds and within the building.

Is there anything listed above in the Terms and Conditions that approval is specifically requested (and why)?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

________________________________________  ______________________________
Office Use Only:

Comments/Conditions:______________________________________________________________
________________________________________________________________________
Specially permitted items that are over and above the terms and conditions:
________________________________________________________________________
________________________________________________________________________
Date of approval:____________________________
Signature of School Administration:_________________________________

Fee Schedule

Hourly fee (available up to 8 hrs)
Non-profit $ /hr.
For profit $ /hr.

24 hr fee (9-24hrs) $

Additional fees (only if applicable):
Entry fee $
Lock-up fee $
Chair/Table rental $
A/V rental $
Kitchen rental $
Clean-up/custodial $25.00/hr.
Replacement/repair costs _______

I hereby agree to the following fees and understand that payment must be made prior to the event with an additional damage deposit (if applicable). I also understand that should damage occur or the school be left unclean, I may be charged additional costs.

Date: _________________________

Signature of School Administration:______________________________

Signature of Event Coordinator:______________________________
Administrative Procedure 570  - Appendix B

Facility Use Application – Ongoing, Regular, Use

At

____________________________________________
ENTER SCHOOL NAME AND ADDRESS

This is a request for application only and does not guarantee that consent will be issued. To avoid any misunderstandings please read below for the “terms and conditions”.

(To be completed by applicant)

Organization Name:___________________________________________________

Date of Application:___________________________________________________

Name of Event(s):____________________________________________________

Date of Commencement:________________________________________________

Date of Completion:___________________________________________________

Dates/Days of the week use is requested:________________________________

Actual start time required:___________ End time required:_______________

Location of Event within the building:

____________________________________________________________________
____________________________________________________________________

(include all rooms and outdoor areas required for this event, if applicable)

Responsible Applicant (minimum 21 years of age):

____________________________________________________________________
Name  Address  Phone number

____________________________________________________________________
Signature

Alternate person to contact:

____________________________________________________________________
Name  Address  Phone number
A qualified First Aid person, nurse or doctor must be on site for the duration of any physical or outdoor activities, list who that will be

_______________________________________________________________________
Name  Address  Phone number

Is your organization a non-profit? ____Yes  ____No

If no, are you?  ____Private  ____Corporate  ____Other________________________

Number of expected participants:_______________ Spectators:___________________

Event related vehicles:_________________ Specialized vehicles:__________________

Full description of event (please attach additional page(s) if needed):

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Will you be planning any of the following activities at your event?

Food preparation  Yes/No  Amplified sound  Yes/No
Sales of any kind  Yes/No
Sales details:____________________________________________________________

Circle and note details of any special services or equipment required from the school. Note extra costs may apply.

Custodial  AV Equipment  Sound Equipment  Kitchen

Other services not listed:_______________________________________________________
Standard Requirements for Activities

The applicant must obtain comprehensive general liability insurance protecting Living Waters Catholic Regional Division No. 42 against liability or bodily injury, death or property damage that may arise from this activity. The coverage shall be between $2,000,000 (minimum) to $5,000,000 inclusive per occurrence. Note: Living Waters Catholic Regional Division No. 42 does not warrant that this amount of insurance coverage is adequate for the licensees needs.

Once approval is granted, the applicant acknowledges sole responsibility for obtaining insurance coverage they deem necessary.

Terms and Conditions

The following “terms and conditions” are incorporated into and, form part of the permitted agreement:

1. The approved applicant is responsible for ensuring that:
   • The assigned area is appropriate for the activity
   • The activity is conducted in a safe and orderly manner
   • The activity is restricted to the area assigned
   • Use is restricted to adults and children who are invited guests of the function who will be supervised by the user group
   • The event activities do not interfere with other users
   • Groups must supply all equipment unless otherwise noted in this agreement
   • A strategy for parking of vehicles and busses is pre-planned
   • Entry to the school for all participants shall be through the front foyer doors.
   • Any permits etc. from outside agencies have been obtained

You must meet with a designated school staff at least one week prior to the first event for a walk through and to ensure all details of your event are conveyed and understood.

2. Any property damage which occurs during the permitted event, or during set up or take down, is the responsibility of the approved applicant. Damage to school property must be reported with complete details immediately. Damage will be assessed and repair costs will be billed to the approved applicant.

3. The approved applicant is responsible for leaving the area clean and litter free. This includes supplying bags and cleaning supplies. Garbage is to be placed in the bins in the parking lot. Any subsequent costs incurred for clean-up will be billed.

4. It is the intention of SCHOOL NAME is to adhere to the commitment, but is also reserves the right to cancel an event or activity due to unforeseen situations and shall not be responsible for any associated costs.

5. A certified First Aid person must be on site for the duration of any events that are physical or constitute an outdoor activity.

6. Any extra considerations (equipment etc) may be subject to an extra charge.
Living Waters Catholic Regional Division No. 42 policies require that: (unless specific permission is granted in writing):

- Vehicles are not to be driven or parked on grassed areas or restricted areas such as areas marked in front of the building, on the sidewalks, or in front of the entrances.
- Service of food is subject to the by-law requirement from the Alberta Health Services Inspector.
- The sale of goods, collection of an admission fee, or the operation of a concession is prohibited unless noted in this agreement.
- The operation of a public address system or amplified music is not permitted outdoors.
- No alcoholic beverages are to be dispensed, sold or consumed on the school property at any time.
- Signage, banners or advertisements are not permitted without prior approval.
- The erection of structures, fences, poles, tents, stages, bleachers, portable toilets, the use of fire or fireworks, or the installation of electricity is prohibited.
- Use of open flames or candles is strictly prohibited.
- Open fire are strictly prohibited on the grounds.
- Smoking is prohibited on school grounds and within the building.

Is there anything listed above in the Terms and Conditions that approval is specifically requested (and why)?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Office Use Only:

Comments/Conditions:____________________________________________

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Specially permitted items that are over and above the terms and conditions:_______________________________________________________
Date of approval:______________________________

Signature of School Administration:______________________________

Fee Schedule

Hourly fee (available up to 8 hrs)

<table>
<thead>
<tr>
<th>Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-profit</td>
<td>$</td>
</tr>
<tr>
<td>For profit</td>
<td>$</td>
</tr>
</tbody>
</table>

24 hr fee (9-24 hrs) $________

Damage Deposit: _______

Additional fees (only if applicable):

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry fee</td>
<td>$</td>
</tr>
<tr>
<td>Lock-up fee</td>
<td>$</td>
</tr>
<tr>
<td>Chair/Table rental</td>
<td>$</td>
</tr>
<tr>
<td>A/V rental</td>
<td>$</td>
</tr>
<tr>
<td>Kitchen rental</td>
<td>$</td>
</tr>
<tr>
<td>Clean-up/custodial</td>
<td>$25.00/hr.</td>
</tr>
<tr>
<td>Replacement/repair costs</td>
<td>______</td>
</tr>
</tbody>
</table>

I hereby agree to the following fees and understand that payment must be made within 14 days of receiving an invoice which shall be billed monthly. I agree to pay an additional damage deposit (if applicable) one week PRIOR to the event beginning with the understanding this will be reimbursed at the end of the activity if no damage has occurred. I also understand that should damage occur or the school be left unclean, I may be charged additional costs.

Date:______________________________

Signature of School Administration:______________________________

Signature of Event Coordinator:______________________________
COMMUNITY USE OF SCHOOL FACILITIES

Background

The Division believes that the primary purpose of school facilities is to support mandated educational activities and Division-approved activities. After these requirements have been met, the Division believes that school facilities are to be made available for other uses. In priority order such uses include:

- School or Division-sponsored activities
- Local community-sponsored public service and non-profit activities
- Non-local community sponsored public service and non-profit activities
- Approved privately-sponsored activities.

Definitions

Local community is the community normally associated with the school either through school attendance boundaries or historical association.

Non-local community refers to Division based community groups and groups supported by the Division.

Approved privately-sponsored activities are activities which may be appropriately conducted in a school facility such as meetings, private receptions, funerals, and the showing of films.

Public service activities are activities such as informational classes, training classes, recreational activities, and cultural activities.

Non-profit activities are activities for which an admission is not normally charged, or activities from which all net profits gained are dispersed to support community or school needs.

Procedures

1. Responsibilities
   
   1.1 The Principal or an approved designate shall be responsible for the interpretation and application of the procedures.
   
   1.2 The Division shall maintain adequate comprehensive insurance coverage for the community use of school facilities.
   
   1.3 User groups shall be required to arrange additional insurance coverage when it is deemed advisable by the Division.
1.4 User groups shall not hold the Division responsible for any instances of bodily injury, sickness, disease, or death sustained by user group participants while on the school premises.

1.5 User groups shall not hold the Division responsible for damage to, destruction of, or loss of property belonging to the group or group participants.

2. Restrictions

2.1 The serving or consumption of alcoholic beverages shall not be permitted on school premises during school hours and, at other times only if a permit is obtained, and approval is granted by the Principal.

2.2 No smoking is permitted.

3. Use of School Equipment

3.1 The Principal shall determine if equipment, supplies, or duplication services will be made available for user groups or employees.

3.2 If equipment, supplies, or duplicating services are made available for use, a fee schedule and conditions of use shall be established by the Principal or designate and all transactions shall be recorded.

3.3 In the event that borrowed equipment is lost or damaged, the user group or employee shall be responsible for all costs resulting from replacement, and/or repairs. The costs shall be determined by the Principal.

4. Damages

4.1 A damage deposit on a booking may be charged at the discretion of the Principal. This damage deposit will be refunded within seven (7) days of the event, provided no damage has been incurred.

4.2 The cost of property loss or damage arising out of the use of any facilities which form part of this agreement shall be assessed to and paid by the party responsible for the activity from which the damage resulted. Responsibility for damages shall be determined by the Principal.

5. Accident Procedure

5.1 The users must notify the Division-designated supervisor or custodian of any accident that occurs during their use of the facilities. Notification is to occur as soon as possible.

6. Fees/Charges

6.1 The Principal shall establish fee charges annually in consultation with the Corporate Treasurer. Such fee schedules should be set by September 1st of each year.

6.2 Any group which sponsors activities to generate revenues that will be used for charitable, school, or local community youth group purposes should have a rental reduction compared to for profit organizations.
6.3 Fees and charges for use of equipment and materials are to be based on the principle of replacement and repair costs pro-rated.

6.4 Fees should be comparable to those of other similar facilities in the town.

6.5 The Superintendent may waive fees or grant fee reductions, at their discretion for non-profit public service events.

7. Community Use

7.1 Where a Community-Use agreement exists the provisions are to be adhered to by users.

7.2 A signed agreement must be in place when the school is to be used by the community. Refer to Appendix 570-A and 570-B.

7.2.1 One-time or casual use groups must complete the agreement with each use. Appendix 570-A

7.2.2 Regular groups using the school on a set schedule may only complete an Agreement once each school year. Appendix 570-B

Reference: Section 20, 60, 61, 113, 195 School Act
Community Use Agreement
AUTHORIZED USE OF SCHOOL OWNED MATERIALS AND EQUIPMENT

Background

School owned materials and equipment have been purchased to help staff provide excellent programs for Division students. School owned materials and equipment shall not normally be used for personal use by staff. Principals have the authority to grant permission for the use of school owned equipment and materials under stringent circumstances.

Procedures

1. Each Principal will keep an inventory of all school equipment (e.g. serial numbers or other identifying characteristics).

2. Any equipment that is broken, lost or destroyed while being used by an employee for personal use shall be repaired or replaced by that employee at the employee’s expense.

3. Any expenses incurred by an employee in using school owned equipment or materials, for personal use, shall be covered by the employee.

Reference: Section 60, 61, 113, 116 School Act
Canada Customs and Revenue Agency Act
Administrative Procedure 548

USE OF FACILITIES BY STAFF

Background

The Division has a number of schools with gymnasiums and other recreational or cultural facilities. In some cases, these facilities may constitute the only one of their kind in the community. Staff members may wish to use school facilities for personal activities or activities of a community or group of individuals.

Procedures

1. Staff shall have access to the buildings but shall not have unlimited access for personal recreational activities.
   1.1 When using buildings before or after regular hours, employees shall lock all doors behind them when entering and exiting the building.
   1.2 All doors are to be locked when the room or building is not in use.
   1.3 Where security systems are in place, employees are expected to follow the appropriate procedures for disarming and arming the alarm system.

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