

STUDENTS 300

ADMISSION OF STUDENTS

Background

The East Central Alberta Catholic Separate School Regional Division is a Catholic system and has the responsibility to serve the educational needs of the residents of the Division. It has the mandate to offer the Provincial Program of Studies prescribed by Alberta Learning within the context of the teachings of the Catholic Church and the values of the Catholic communities it serves.

The distinctive nature of Catholic schools is defined by the Congregation of Catholic Education (1988) as the religious dimension found in the educational climate, the personal development of each child, the relationship of Gospel and culture and the illumination of all knowledge with the light of faith in the school. Parents wishing to educate their children in the schools of the Division will be aware of, understand and support the Catholic identity, vision, values and mission of the schools their children attend.

Procedures

1. The Division will provide educational services to all children of its resident Catholic parents through its schools.
2. The Division welcomes non-resident students within its schools providing that facilities and resources are available and the Catholic identity, vision, and mission are fully respected and supported.
3. Whenever a non-resident student wishes to enroll in a Divisional school, the Principal shall apprise the student and the student's parents of the nature and philosophy of the school community especially of its spiritual life, prayer, liturgical activities, retreats, social justice practices and issues, and the moral and ethical values celebrated in the school and the school's duties and expectations of all students in this regard. Special attention will be given to the religious education component of the school, its purposes and expectations.
4. The Principal will advise parents that they are responsible in conjunction with the parish for sacramental preparation and participation in sacramental celebrations.
5. As required by the Bishop and the Program of Studies, schools will provide the educational background necessary for all students to gain an understanding of the sacraments.
6. For the purpose of these procedures, the school is deemed to have sufficient space for non-resident students when a class or grade has the following enrollments:

- 6.1 ECS – fewer than 20 children/class
 - 6.2 Grades 1, 2, 3 – fewer than 20 students/class
 - 6.3 Grades 4, 5, 6 – fewer than 26 students
 - 6.4 Grades 7,8, 9 – fewer than 28 students
 - 6.5 Senior High – fewer than 30 students in a course
7. The determination of sufficient resources will be determined on an individual basis as a result of the discussions with the Principal.
 8. In the event that the Principal denies a student admission to the school, the student and the parent can appeal to the Superintendent.
 9. In the event that the Principal has some concern with regard to the residency of the student, the parent or the student if independent, will be asked to execute an affidavit declaring their residency status. Form 6000 – 1, for this purpose, is included in the forms section of this manual.

Administrative Procedure 301

SCHOOL ENTRANCE AGE

Background

It is important that a uniform school entrance age be established for ECS and grade one programs.

Procedures

1. Children will be admitted into the grade one program at the locally developed date. Whenever possible this date will be aligned with the admission date of the public school boards.
2. If a student has transferred to the community and has already attained eligibility for grade one in their previous community a student will be accepted on that basis.
3. Students who transfer into the Division and have been enrolled in ECS or grade 1 in the school jurisdiction where they previously resided shall be enrolled at that level.
4. Admittance into grade one shall be at the beginning of the school year with the exception of students who have transferred into the Division.
5. The Superintendent shall be responsible for reviewing requests for exemptions to the established entrance age and may make exceptions based upon the child's special needs.
6. Testing and the social readiness of the child must be used as additional criteria for eligibility.

ADMISSION OF FOREIGN STUDENTS

Background

Applications for admission to Division schools from foreign students who were able to obtain Landed Immigrant Status, or a Student Visa, through Canadian Immigration authorities shall be considered.

Procedures

1. The Superintendent may approve the student's admission subject to the following conditions:
 - 1.1 The student has sufficient command of English to be able to benefit from regular classroom instruction;
 - 1.2 The student has achieved academic standing in their country of residence sufficient to qualify in the school;
 - 1.3 The student is prepared to meet attendance and conduct requirements; and
 - 1.4 The full cost of tuition fees dedicated to the cost recovery of operating the program in which the student is enrolled, must be paid in advance.
2. The students' language skills should be within two years of the Alberta Education Language Arts Curriculum.
3. Foreign students in grades nine to twelve will be accepted. (Unless otherwise approved by the Superintendent.)
4. The Superintendent shall issue a Letter of Acceptance if all the conditions are met and if there is sufficient space and resources at the school.

Administrative Procedure 303

OUT OF DIVISION PLACEMENT

Background

The Division is responsible to provide each of its residence students with an educational program that is consistent with provincial requirements and the educational needs of the student. However, it is not required to provide the entire range of educational programs that a student may wish to access. Should a student wish to enroll in an educational program in another school jurisdiction, the Division may provide support if the program is not offered within its schools.

Procedure

1. If a resident student wishes to access an educational program in another jurisdiction, the parents may apply in writing to the Superintendent for sponsorship.
2. Sponsorship would include financial assistance for fees, transportation and/or boarding allowances.
3. Examples of programs that may be eligible for sponsorship would include the following:
 - 3.1 Special education
 - 3.2 Vocational education
 - 3.3 I.O.P.
 - 3.4 Language
4. Examples of programs that are not eligible for sponsorship would include:
 - 4.1 Sports, arts or athletic programs
 - 4.2 International Baccalaureate
 - 4.3 Programs similar to ones already offered in the Division
5. The Superintendent is responsible for approving all out of Division placements and informing the Board of each.
6. The decision of the Superintendent may be appealed to the Board.

Administrative Procedure 305

STUDENT ATTENDANCE AT FORUMS, CONFERENCES AND WORKSHOPS

Background

Forums, conferences and workshops can provide valuable learning experiences for students that participate in them. Therefore, in order to encourage participation, financial assistance may be provided depending on available budget allocations.

Procedures

1. The Principal and staff should actively search for forums, conferences and workshops that would provide students with the opportunity to obtain valuable educational experiences.
2. The selection of candidates eligible to participate and receive financial support shall be made with staff input and shall be based on the following criteria:
 - 2.1 Achievement relative to potential;
 - 2.2 Leadership qualities and potential;
 - 2.3 General behavior;
 - 2.4 Attitude;
 - 2.5 Dependability; and
 - 2.6 Ability to be a good ambassador for the school and the Division.
3. The Principal shall ensure that all travel and safety requirements are met for participating students.
4. The Principal shall submit the names of students, a description of the event, and the recommended financial support to the Superintendent for approval.

GRADUATION CEREMONIES

Background

The completion of a high school program is a significant achievement and is cause for celebration. The celebration can also be a rite of passage from adolescence into adulthood with its attendant statement of rights, responsibilities and relationships.

Procedures

1. The Principal shall ensure that there will be a formal graduation celebration for its students that have successfully completed their high school program.
2. The graduation celebration shall ensure that the following considerations are met.

The graduation celebration:

- 2.1 Must include a Christian liturgical component;
 - 2.2 Should include public exercises that profile the senior class as a group as well as recognize students as individuals;
 - 2.3 Must ensure respect for the dignity of each person as a child of God;
 - 2.4 Must ensure the values of the Catholic Christian tradition; and
 - 2.5 Must ensure respect for the values identified in the Mission Statement of the Division.
3. In order for a student to participate in the graduation ceremony, that student must have successfully completed their educational program and the policy expectations in Religious Studies.
 4. The Principal shall have the authority to permit a student to participate in the graduation ceremony if it is deemed to be in the best interests of the student, taking into consideration the effort and ability of the student and the overall philosophy of these procedures.
 5. The board and division employees will not be recognized or be part of any other activities in regard to graduation beyond those identified in this policy.

PARTICIPATION IN PROVINCIAL LEVEL ACTIVITIES

Background

School teams or individuals who qualify to take part in provincial level competitions or activities should be recognized for their accomplishments. Therefore some financial support will be provided. This applies to ASAA (Alberta School's Athletic Association) teams.

Procedures

1. The Principal shall ensure that students will only be supported to participate in activities that provide worthwhile learning experiences.
2. The Principal shall make supervisors and students aware of their responsibilities as school and community ambassadors and the importance of appropriate behavior and good sportsmanship.
3. Financial support will be provided for related costs for players, coaches, managers and supervisors.
4. Additional financial support will be provided on a case-by-case basis.
5. The amount of financial support provided by the board to school teams or individuals for their participation in provincial level activities will be evaluated annually.

Guidelines

1. Financial assistance is to cover the travel and accommodation costs only.
2. For team sports, a maximum of \$100 per player, up to \$1000 per team will be allotted.
3. For individual sports, a maximum of \$500 will be allotted.

Administrative Procedure 309

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 a positive value, care must be taken to ensure that field trips and excursions are organized in a manner that maximizes educational benefit and ensures the protection and safety of students.

The degree of risk of injury is greater when students are taken off the school grounds, on excursions and camps, than when activities are conducted in the classrooms or on school grounds. This means that both the standard of care and the foreseeability of the risk of injury are greater outside the classroom and the school grounds. Schools and teachers owe a duty of care to the children in their care.

Introduction

East Central Alberta Catholic Separate Schools Regional Division No. 16 endorses educational field trips when such field studies have a clear educational value and support the enhancement of student learning.

The procedure and forms are available electronically at the East Central Alberta Catholic School's website: www.ecacs16.ab.ca

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.

Definitions**Field Trips:** (form 310-15 or 310-25)

Organized educational activities selected because of a connection to one or more subjects of study (e.g. a field trip to the museum). The purpose is to reinforce or extend student knowledge, skills or attitudes being developed within the school setting.

Extra-Curricular Excursions: (form 310-20)

Organized student activities selected because of a connection to broader educational goals of a social, sports-related or cultural nature (e.g. a school team traveling to a basketball tournament.)

All excursions require written approval from the designated authority as indicated in the following chart.

Location	Duration	Approving Authority	Deadline for Request for Approval in Principle	Deadline for Request for Final Approval
Within Alberta	3 days or fewer	School Principal	Not required	Determined at School
Within Alberta	More than 3 days	Board thru the Principal and Superintendent	Should provide adequate time for approval by Superintendent/Board and should precede collection of non refundable deposits.	Submitted a minimum of 1 month prior to date of departure
Outside Alberta / High Risk Activities	Any length of time	Board thru the Principal and Superintendent	Should provide adequate time for approval by Superintendent/Board and should precede collection of non refundable deposits.	Submitted a minimum of 1 month prior to date of departure

Exceptions may occur at the discretion of the Superintendent and must be documented accordingly.

Guidelines

1. The principal will provide educational leadership and administrative direction over the school's excursions.
2. Each principal will maintain a student excursions program, which is educationally accountable, fiscally responsible and efficiently managed.
3. An overnight excursion involving both male and female students requires at least one male and one female supervisor.
4. The safety and well-being of students are of paramount importance and excursions must be adequately supervised, taking into consideration factors such as the number and age of the participants, the type of activities and the duration of the excursion.
5. Parents / guardians and students should be made aware that Section 12 of the *School Act*, *Student Code of Conduct* applies to student excursions.
6. It is the responsibility of the school principal to ensure that proper insurance liability coverage is in place prior to the student excursion.
7. In order for any student to participate in an excursion off school property the parent / guardian must provide the written permission forms (310-15, 310-20, or 310-25.)

8. Eligible students who are not participating in an excursion, which occurs during school hours, will be provided with a supervised activity in school.
9. The mode of student transportation must be approved by the Principal, or designate.
10. A school bus used for a student excursion will be staffed with at least one teacher. The teacher will be responsible for monitoring the behavior of the students riding the bus.
11. No commitment shall be made to students, parents / guardians, transportation authorities, travel agents, etc, until approval has been received from the appropriate approving authority.
12. In considering final approval, the following criteria will be used by the approving authority:
 - (a) Educational value of the excursion.
 - (b) Good planning and appropriateness of activities.
 - (c) Appropriate liability insurance has been confirmed.
 - (d) Proposed supervision.
 - (e) Proposed travel and accommodation arrangements.
 - (f) Financial plan identifying proposed sources of funding.
 - (g) Written approval from parents / guardians.
 - (h) Plans for non-participants.
 - (i) Impact on the regular program caused by student and teacher absence during the excursion.
13. For any excursion, which requires approval from the Board, the "*Approval In Principle*" form must be completed and should provide adequate time for the approval by Superintendent/Board. (*form 310-05*)
14. For any excursion, which requires approval from the Board, the school principal is responsible for filing a written follow-up report with Central Office.
15. For any field trip, a written follow up report and all financial accounting will be available to upon request, within 30 days.
16. The Board is not responsible for any financial shortfall associated with a student excursion.

Student Excursions

INSURANCE EXCLUDE ACTIVITIES		HIGH RISK ACTIVITIES	
1.	Excursions to natural disaster areas – i.e. earthquakes, floods, hurricane, tornado zones;	1.	Archery;
2.	Excursions to war zones – imminent or existing;	2.	Cliff Rappelling / Rappelling Towers;
3.	Excursions to regions with political or civil instability;	3.	Climbing Walls;
4.	Excursions requiring the use of non-commercial aircraft – i.e. private planes;	4.	Downhill Skiing;
5.	Dunk Tanks;	5.	Firing Ranges;
6.	Mechanical Bulls;	6.	Gymnastics;
7.	Diving into foam, mud, ice or snow;	7.	Ice Skating;
8.	Hot air balloon rides;	8.	Ice Hockey;
9.	Parasailing;	9.	In-line Skating;
10.	Aircraft or helicopter rides from school property; **	10.	Mountain Biking
11.	Demolition of derelict vehicles, equipment or buildings;	11.	Paintball warfare games;
12.	Sky-diving;	12.	Scuba Diving;
13.	Ice Climbing / Mountain Climbing	13.	Skateboarding;
14.	Use of fireworks or other pyrotechnic devices;	14.	Snowboarding / Snow Blading;
15.	Use of air-filled “Fun Structures”; **	15.	Tackle Football;
16.	Bungee Jumping.	16.	Tobogganing;
		17.	Whitewater Rafting / Kayaking;
		18.	Winter Camping.

More diligence is required for all high risk activities. High Risk activities are not restrictive to those activities listed above, or restricted to the location the activity takes place.

Out of country field trips may be prohibited due to insurance and liability constraints.

**** Indicates alternate insurance precautions can be researched.**

Please contact central office if you have any further questions regarding any of the activities listed above

Risk Assessment Factors should include:

- Review of type of activity and level at which undertaken.
- Consideration of the location, i.e. mountainous terrain, outdoor water, urban vs. country setting.
- Qualifications and certification of instructors, staff and volunteers.
- The age appropriateness of the activity.
- The character of the students and the characteristics of the students as a group.
- Fitness level and experience of the student.
- Availability and appropriateness of the safety equipment, i.e. helmets.
- Seasonal conditions.
- Number and experience of Supervisors.

Risk Management Tips:

- Do not permit ineligible activities or any other activity with a high risk of injury.
- Use Informed Consent forms that must be signed by parents.
- Ensure activities are appropriate for age group and physical / mental abilities of the group.
- Ensure that all school activities are properly supervised by teachers and volunteers.
- Recommend students carry Accident Insurance and, if necessary, out of province medical insurance.
- Review the Safety Guidelines for Physical Activity in Alberta Schools.

Informed Consent / Permission Form

Refer to the forms section in this manual - Informed Consent for Educational Trips (310-15, 310-20, 310-25).

This form was developed to ensure that parents are given appropriate information regarding the activity. This form must be signed for all co-curricular, daily extra-curricular, team activities, and out of town field trips. The form outlines the:

- (a) Description of activity, date, departure, and return times; and
- (b) Elements of risk in traveling and in participation in the activity.

Important Note:

Two copies of this form could be sent home. One copy, signed by the parent, should be returned to the school.

Circumstances

Some excursions are ongoing such as physical education activities that take place on more than one day. One form could list all dates involving that activity (e.g. curling – may be 3 or 4 classes over a 2 week period). Extra-curricular activities that involve traveling to other venues could be listed on one form or a list of scheduled dates could be attached (e.g. high school volleyball league and tournament dates).

Field Trip Check List

Refer to the forms section in this manual – Field Trip Check List (310-30)

The form has been developed to ensure that proper procedures have been followed for a SAFE excursion. Most aspects that teachers should consider while planning an extra

curricular activity have been included on this check list. This completed form must be included in the follow-up report.

Parent Meetings

When a parent meeting has been called for a trip:

- (a) The Teacher must keep a record of attendance at the parent meeting.
- (b) The student's parent must attend the parent meeting to discuss the activity and the rules and conduct expected of students. If the student's parent does not attend the parent meeting, the Lead Teacher must personally speak to the parent, and document accordingly.
- (c) The Teacher must ensure a supervised activity is available for those students who are not attending the field trip.

Parent Permission

Parents must be given prior information to make informed decisions about their child's participation in any off-site activities, including the right to withdraw their child from such activities.

Depending on the nature and venue of each off-site activity, the Principal and Teacher should determine what information will be provided to parents regarding:

- (a) purpose/goals of the activity;
- (b) proposed/final itinerary and arrangements for overnight stays;
- (c) description of the activities or events;
- (d) need for any additional medical insurance;
- (e) potential hazards and precautionary measures for dealing with activities;
- (f) emergency procedures to be followed in the event of injury, illness or unusual circumstances;
- (g) supplies/equipment/documentation students are to bring;
- (h) transportation arrangements;
- (i) arrangements for supervision;
- (j) cost to the student/parent;
- (k) costs and other implications in the event of emergency cancellation or interruption of the activity; and
- (l) accommodations and/or billeting information.

Parents should be given timely information about trips concerning instructional lessons to be offered at local sports, health, cultural or municipal (e.g., fire hall) facilities, and walking trips in the neighborhood of the school. The operating principle is that they should know when their children will be away from the school grounds.

The appropriate parent permission form(s) (*forms 310-15, 310-20, 310-25*) must be signed and completed by all participating parents. These forms must be retained at the school. In the event a student's form is not returned, it will result in the student not participating in the activity.

Supervision

Ideally all student excursions should have teachers with adequate supervision.

Additional supervision by certificated staff and/or volunteers from the school sponsoring the trip must be considered for student excursions involving:

- (a) Increased risks;
- (b) Large numbers of students;
- (c) Participation of students with special needs;
- (d) Crowded venues; and
- (e) Trips that is new to the sponsoring school.

Use of Volunteers

Volunteers participating in school excursions must abide by the ECACS Volunteer Administrative Guidelines and complete all applicable forms.

Alcohol and Drug Use

The use of alcohol, illegal substances, or misuse of legal drugs by all participants is strictly prohibited during off site activities, and applies to all off site activities regardless of the circumstances, the age of the participants, or local laws, customs and culture.

Transportation

The ECACS Administrative Procedures regarding Transportation of Students for Co/Extra Curricular Activities and Transportation of Students by Private Vehicle must be adhered to for all school excursions. All applicable forms must be completed and retained at the school.

Severe Weather

Teachers must ensure that weather and road conditions are conducive to travel before students leave the corporate limits of the town.

On return trips, the Teacher must verify weather and road conditions.

Students must be appropriately clothed for travel for the seasonal conditions.

For travel outside the corporate limits of the municipality containing the school, any vehicles used to transport students must have access to a first aid kit.

Accidents

Refer to the forms section in this manual – Off Site Incident Report Form (310-40)

If an accident occurs during an activity, the Teacher must:

- (a) Assess the situation and, if injuries have occurred:
 - Attend to the immediate medical concerns; and
 - Call or make arrangements for rescue, assistance or ambulance.
- (b) Determine whether or not the trip will continue.
- (c) Notify the Principal or designate at the earliest opportunity if injuries have occurred so that the Principal may inform the parent or guardians, the Superintendent, and others as necessary.
- (d) Complete an Accident Report form (*Form 310-40*) within 24 hours of the incident or as soon as possible upon return to the school, and filed with the student records.

Follow Up

1. The final stage and successful return of the field trip is a very important part of the field trip risk management. Teachers are required to provide a report to the principal, logging all activities, accidents and incidents; and should include:
 - 1.1. All activities completed. Specific mention of the ones not completed and why.
 - 1.2. Any accidents that occurred – even minor ones.
 - 1.3. Any disciplinary action required, taken or not taken,
 - 1.4. Information on the location. General assessment of the site.
 - 1.5. Suggestions for the next planned trip to that location.
 - 1.6. On-line registry of sites/field trips that teachers have undertaken that are educational and SAFE. Teachers can attain information regarding a site-field trip through the registry and therefore not have to visit each site/field trip prior to their planned excursion.
2. It is important that records are made and kept in relation to each stage since they are evidence of the standard of care exercised throughout the planning event.

Administrative Procedure 310

STUDENT CONDUCT

Background

If all students are to benefit from the instructional program in school and from the wide variety of activities planned for them by the teaching staff, both inside and outside of the school building, then students must conduct themselves in an acceptable manner. The establishment and enforcement of standards of student conduct and behavior consistent with the school's mission statement, vision, values, care commitments and goals that support the creation of a favorable learning environment must occur.

Procedures

1. The Principal and school staff shall inform students of their responsibility to comply with the requirements of the *School Act*.
2. The Principal and teachers shall be responsible for the development of the rules of conduct for all students in attendance. These should include:
 - 2.1 Developing as far as possible in every pupil the capacity for intelligent self-control;
 - 2.2 Establishing clearly understood and reasonable limits to pupil behavior that can be consistently respected and updated;
 - 2.3 Recognizing that the maintenance of effective student behavior is the responsibility of students, staff and parents; and
 - 2.4 Establishing regulations and procedures in each school through the cooperative involvement of students, staff and parents.
5. The Principal shall appropriately involve staff and students in the development and implementation of a school discipline policy. Each school shall develop consequences for non-compliance with established rules and expectations.
6. The teacher shall identify the rules of conduct within the classroom and for identifying disciplinary measures that must conform to the expectations of the Division and the school.
7. The teaching staff shall be guided by "reasonableness" and fair and just treatment of all students when developing school and classroom rules of conduct and disciplinary measures.
8. If a Principal believes that the school has insufficient resources or expertise to deal with a disciplinary issue, the Superintendent must be advised.

9. Teachers should consider the following guidelines when dealing with situations requiring disciplinary measures:
 - 9.1 The use of sufficient force to restrain a student who is about to carry out some destructive act or to prevent a student from attacking another individual is justified.
 - 9.2 Teachers may temporarily remove from their classroom a student whose conduct continues to be detrimental to the work of the class after having been given reasonable warning. The exclusion is to be used temporarily to settle the class down, provide a “cooling off period” if necessary and should be followed up with an individual conference with the student in order to secure the desired behavior.
 - 9.3 Penalties or consequences for misbehavior should be appropriate to the circumstances. Discipline systems that bear a poor relationship to appropriate process and consequence involving the automatic imposition of pre-determined penalties for certain acts should be avoided. Consequences selected should be chosen to encourage the desired changes in student behavior or attitude.
 - 9.4 Teachers should avoid getting into power struggles with students. While upholding the dignity and authority of the teacher’s position is important, students will generally respond more effectively to a quietly worded request that respects their dignity than strongly voiced public reprimands.
 - 9.5 A “cooling off” period between the commission of the offense and the imposition of punishment is usually advisable. When either the teacher or students are angry or upset, judgment is often impaired and focusing on issues is more difficult.
 - 9.6 Teachers should recognize that “good discipline” often depends on their ability to spot and check unacceptable behavior in its early stages before it escalates into a disruptive confrontation. This requires constant monitoring of the class throughout the class period. Moving around the class during a lesson is highly recommended.
 - 9.7 As an educational institution the school must provide an environment that allows childrens’ creative talents and abilities to emerge. This implies that students will test the boundaries and make mistakes. Use of positive reinforcement for desired behavior is a powerful tool that teachers can use to consistently encourage desired growth. The freedom to make mistakes must be respected. Mistakes and their correction are important aspects of learning.
 - 9.8 Unacceptable methods of discipline will not be supported. Examples of these are:
 - (a) Physical attacks by the teacher upon a pupil.
 - (b) Use of corporal punishment.
 - (c) Mass detentions and mass punishments imposed to punish a small number of culprits.

- (d) Detaining pupils for disciplinary purposes in an arbitrary or inflexible fashion that prevents students from meeting other legitimate, important, commitments.
 - (e) Verbal attack by a teacher upon a pupil including such things as name-calling, use of sarcasm, profanity, unfavorable personal references and attempts to belittle the student.
10. The imposition of detention requires discretion to ensure that the penalty achieves the desired results. When using detentions the following shall apply:
- 10.1 The wishes of a parent, expressed in writing or in person, for a student to be allowed to leave school promptly at the close of the school day must be respected.
 - 10.2 Elementary students will not be detained for a period longer than 30 minutes; junior and senior high students will not be detained longer than 60 minutes after school.
 - 10.3 All students detained must be under the direct supervision of a teacher for the period of the detention.
 - 10.4 Activities carried on by students during detention periods must be constructive and educational.
 - 10.5 Under normal circumstances a teacher should not detain students and cause them to miss the bus unless the prior approval of the parent has been obtained and the arrangement of alternate transportation agreed to.

Administrative Procedure 311

STUDENT ATTENDANCE

Background

Regular attendance by students in all of their classes enhances their performance and contributes substantially to their rate of progress. While students have a right to access an educational program they also have a responsibility to attend classes regularly and pursue their studies in a diligent manner.

The *School Act* requires students to attend school regularly and punctually and identifies circumstances under which an absence may be deemed as excusable. The Superintendent has been designated as the Attendance Officer for the Division.

Procedures

1. The Principal shall ensure that an accurate record of student attendance is kept.
2. The Principal shall establish procedures to work with students who are inexcusably absent from school or classes. These procedures should reflect:
 - 2.1 Efforts to work directly with the student to resolve the issue.
 - 2.2 Ongoing communication and consultation with the parents concerning the attendance problem.
 - 2.3 Progressively more serious consequences for students who are persistently and inexcusably absent.
 - 2.4 Referral to the Divisional Attendance Officer if an attendance problem cannot be resolved.
3. The Principal shall advise parents of the following:
 - 3.1 The need, if possible, to schedule medical, dental or other such related appointments at times that do not conflict with the regular hours of instruction.
 - 3.2 Those students are responsible to cover the material covered in class during their absence.
 - 3.3 The need to phone or send a written explanation to the school to provide the reasons for a student's absence from class.
4. The Attendance Officer shall review all cases that have referred and, in consultation with the school and the parents determine an appropriate course of action. If a resolution cannot be achieved, a referral to the Provincial Attendance Board shall be a consideration.

5. Students that are over the age of 16 and do not attend regularly and punctually may be asked by the Principal to withdraw from school. In the event the student is not an independent student, such action will be taken only after discussion with the parents.

Administrative Procedure 312

STUDENT DRESS CODE

Background

It is believed that there is a relationship between appropriate dress and the creation of a good learning environment. Therefore, acceptable standards of student dress and grooming will be established and maintained in the schools.

Procedures

1. The Principal shall be responsible for developing appropriate procedures for establishing standards of dress and grooming in accordance with the following guidelines:
 - 1.1 Dress and grooming should conform with reasonable standards of neatness, cleanliness, good taste, health and appropriateness to the learning activity;
 - 1.2 The appearance of an individual while in school should not be contrary to the acceptable standards of decency of the community;
 - 1.3 School requirements should be equitable, enforceable and consistent with common sense, and should have the general support of the community;
 - 1.4 Dress and grooming should be appropriate to the occasion and the weather;
 - 1.5 Students are required to wear proper footwear in school which includes footwear that does not mark or damage the floor; and
 - 1.6 For vocational, sports and other similar classes, students shall wear appropriate clothing. Special attention must be given to:
 - (a) Protective headgear;
 - (b) Eye protection;
 - (c) Footwear;
 - (d) Clothing;
 - (e) Head and facial hair;
 - (f) Dangling neckwear and jewelry; and
 - (g) Hand protection.
2. The Principal may require a student not meeting acceptable standards of dress and grooming to return home and change before being admitted to class.

Administrative Procedure 313

USE OF ALCOHOL, RESTRICTED TOBACCO AND ILLICIT DRUGS

Background

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

Procedures

1. The Principal shall establish procedures to deal with the possession and/or use of alcohol, restricted tobacco and illicit drugs, in school or on school property, during school hours or during school related activities.
2. The Principal shall ensure that students are made aware of the school's procedures and that there will be zero tolerance for any violations.
3. The school staff shall ensure that educational programs include components designed to increase students' knowledge of the facts related to the use of restricted tobacco and illicit drugs, and alcohol.
4. Staff members observing suspected possession or use of restricted tobacco and illicit drugs, and alcohol shall document the findings and report the incident to the Principal.
5. After verification of the accuracy of the incident by the school administration, the student will be suspended and the participation of the parents requested in further discussions of the appropriate action to be taken.
6. School officials will cooperate with law enforcement agencies in the surveillance of the trafficking of restricted and illicit drugs on school premises.
7. In many cases, remedial assistance should be sought for the student by the family and the school. One of the following agencies might be contacted to provide assistance:
 - 7.1 A.A.D.A.C. (Alberta Alcohol and Drug Abuse Commission)
 - 7.2 Alberta Family and Community Support Services
 - 7.3 Alberta Health and Wellness
 - 7.4 Children's Services
 - 7.5 Alcoholics Anonymous

Administrative Procedure 314

POSSESSION OF WEAPONS OR POTENTIALLY DANGEROUS ITEMS IN SCHOOL

Background

The safety of students, staff, parents and visitors is a primary concern for the school. Students are prohibited from bringing weapons or potentially dangerous items to school unless authorized by the Principal for instructional purposes within an approved program.

Procedures

1. The Principal, in cooperation with staff, shall develop procedures for dealing with the possession of weapons or potentially dangerous items by students in school and make these known to the student body.
2. Where a weapon or a potentially dangerous item has been found to be in the possession of a student it shall be immediately confiscated by school staff. In the event of a firearm or possible explosive, the police are to be contacted and requested to immediately offer assistance and deal with the matter.
3. Where a student has been found to be in possession of a weapon or a potentially dangerous item, the Principal shall contact the parents and request that they come to the school to take the student home. The Principal may determine if the item should be returned to the parent or turned over to the police.
4. The Principal shall immediately make an oral report to the Superintendent regarding any incident under these procedures, and shall follow this up with a detailed written report.
5. The Principal shall undertake appropriate disciplinary action in the event a student has violated these procedures. Depending on the nature of the offense and the weapon or dangerous item, this may range from a suspension to a suspension with a recommendation for expulsion. In addition the matter may be referred to the police for legal action.

Administrative Procedure 315

SUSPENSION AND EXPULSION OF STUDENTS

Background

To ensure a satisfactory climate for learning, school rules and regulations must be observed by students and teachers and Principals must be empowered to enforce those rules and regulations. Students who do not conform to the student code of conduct may negatively affect the school's learning environment.

The suspension or expulsion of a student from school is a very serious matter and should only be taken when other measures have proven to be ineffective or when the seriousness of the offense warrants such action.

Section 12 of the *School Act* identifies expectations for student conduct and sections 24 and 25 deals with student suspensions and expulsions.

Procedures

Suspensions of Students

1. The following circumstances may be considered as reasons for student suspension when all other actions be been ineffective:
 - 1.1 Habitual neglect of duty;
 - 1.2 Chronic truancy;
 - 1.3 Open opposition to authority;
 - 1.4 Use of improper or profane language;
 - 1.5 Disruptive behavior;
 - 1.6 Deliberate and wanton destruction of property;
 - 1.7 Violation of the Division's smoking, alcohol and the use or possession of illegal drugs policy;
 - 1.8 Actions which are injurious to the moral tone or well being of the school or other individuals; or
 - 1.9 Chronic non-completion of school work.
2. The Principal and the teachers of a school shall ensure that they are familiar with Section 24 of the *School Act* which provides the legislated framework governing student suspensions
3. A teacher may suspend a student for a class period subject to the following:
 - 3.1 The teacher confers with the Principal prior to making the suspension;

- 3.2 The teacher informs the student about the suspension, its consequences and the reasons the suspension is being given;
 - 3.3 The student is provided with the opportunity to offer an explanation for their action;
 - 3.4 The teacher directs the student to the Principal to remain under the supervision of the school until the student's normal dismissal time from that class;
 - 3.5 The teacher reports all of the circumstances surrounding the suspension to the principal in writing;
 - 3.6 The teacher informs the parents by telephone of the suspension and the circumstances surrounding it as soon as possible; and
 - 3.7 The teacher recommends follow-up designed to resolve the issue which led to the suspension.
4. A principal may suspend a student from class, from school, or from riding on a school bus subject to the following:
 - 4.1 The Principal shall confer with the affected staff members or other individuals involved with the student to gather information about the student's misbehavior;
 - 4.2 The Principal shall prepare a written record of all actions taken in regard to the incident;
 - 4.3 The Principal will inform the student about the proposed suspension, its consequences and the reason the suspension is being considered;
 - 4.4 The student will be given an opportunity to offer an explanation of their behavior;
 - 4.5 If the Principal is of the opinion that a suspension is warranted, the Principal will inform the student of the reasons for the suspension and the length of the suspension;
 - 4.6 The Principal shall inform the parents by telephone of the suspension, including reasons and length, and shall immediately report in writing all the circumstances of the suspension to the parents with a copy to the Superintendent;
 - 4.7 The Principal shall, if requested, provide an opportunity to meet with the parents, and the student if the student is 16 years of age or older, to discuss the reasonableness of the suspension;
 - 4.8 If the student is not to be reinstated within five school days of the date of suspension, the Principal shall immediately report in writing all the circumstances of the suspension and provide a recommendation, to the Board through the office of the Superintendent;

- 4.9 The Principal may recommend that the Board expel the student if the student:
 - (a) Has displayed an attitude of willful, blatant and repeated refusal to comply with the provisions of the *School Act*; or
 - (b) Has engaged in conduct that is injurious to the physical or mental well being of others in the school.
5. The Board shall within ten school days after the date of the suspension either reinstate or expel the student.

Expulsion of Students

1. Upon receiving the report from the Principal and the Principal's recommendation as noted in procedure 4.8 above, the Board shall within ten school days after the date of the suspension either reinstate or expel the student.
2. Prior to the Board making a decision on the recommendation of the Principal, the student's parents and the student if the student is 16 years of age or older, shall be advised of the date, time and location of the Board meeting at which the decision will be made and of their right to make a representation to the Board with respect to the Principal's recommendation. The student and the student's parents will also be advised of their right to attend the hearing with, and be represented by, legal counsel.
3. The procedure to be followed in conducting the hearing into the recommendation will be as follows:
 - 3.1 The Board Chair or a designated member of the Board will chair the meeting, outline the purpose of the meeting and the procedure to be followed;
 - 3.2 The Principal will present the report documenting the details of the case and the recommendation to expel the student;
 - 3.3 The student and the student's parents will be given an opportunity to respond to the information presented and to add any additional information that they feel is relevant;
 - 3.4 The members of the Board will have the opportunity to ask questions of clarification from both the Principal and the student and the student's parents:
 - 3.5 The Board will meet, without either the administration or the student and the student's parents present, to discuss the case and the recommendation;
 - 3.6 Should the Board require additional information, both parties will be requested to return in order to provide the requested information;
 - 3.7 The Board will then make a decision to either reinstate or expel the student; and

- 3.8 The Board's decision shall be communicated in writing to the student and the student's parents with copies being provided to the Principal and the Superintendent.
4. If the Board's decision is to expel the student; the following information must be included in the letter to the student and the student's parents:
 - 4.1 The length of the expulsion which must be greater than 10 school days;
 - 4.2 The educational program to be provided to the student and the name of the individual to be contacted in order to make the necessary arrangements;
 - 4.3 The right of the student and the student's parents to request a review of the decision by the Minister of Learning; and
 - 4.4 That if the student had completed two-thirds of a course or program, the student may write the final exam(s) and receive a grade for the course or program. It is the responsibility of the student to become informed regarding the time and place where the examination will be written
5. The Board may re-enrol a student that it has expelled.

INTERROGATION AND SEARCHES OF STUDENTS

Background

It is recognized that 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. It is also recognized that members of outside agencies, such as police officers or social workers, may wish to interview a student, or students, at school during the school day.

School officials are expected to cooperate with the police or other appropriate civilian authorities in the execution of their duties. They also have a responsibility to function in the place of the parent during school hours.

Procedures

1. The Principal is responsible for protecting the individual rights of the student, which includes informing the student of the right to have parents and/or counsel present during questioning. This excludes child welfare workers.
2. Interviews and searches will be conducted in a manner that ensures that the rights of the student are protected.
3. No person except the custodial parent, law enforcement agencies, or Child Welfare Workers may interview students in school.

Interviews By Law Enforcement Officers

4. In the case of law enforcement officials wishing to interview a student at school the following shall apply:
 - 4.1 The Principal shall require the police officers to report to the Office of the Principal, to provide appropriate identification and to make known the purpose of the interview.
 - 4.2 The Principal shall question the investigating police officer(s) as to the urgency of the matter and if not deemed urgent, or an emergency, they should be advised that they are to deal with the matter at the student's residence in the presence of the parents, or in another location not associated with the school, and outside school hours.

- 4.3 Should the Principal, deem the matter to be urgent or an emergency, and agree to permit the interview to proceed, the parents of the student must be immediately contacted, except in cases where the investigation allegedly has to do with child abuse by the parent. The parents of the student may be asked to meet with the Child Welfare Worker(s) at the parents' home, the office of the Child Welfare Worker(s) or at the police station, depending upon the charge. Child Welfare Workers do not meet with the parent(s) at the school.
- 4.4 If the interview is to proceed, the Principal shall bring the Student to a private location where the interview may be held. If the parent cannot attend and the student is under the age of twelve, the Principal or another staff member must sit in on the interview, the exception being child protection cases.
- 4.5 The police officer(s) shall be required to advise a student that is between the ages of 12 and 17 inclusive that:
 - (a) The student is under no obligation to give a statement;
 - (b) Any statement that may be given may be used as evidence in any legal proceeding;
 - (c) The student has a right to consult with counsel or a parent, or in the absence of the parent, an adult relative, or any appropriate adult that may be chosen; and
 - (d) Any statement made by the student must be made in the presence of the person consulted unless the student waives the right in writing.
- 4.6 The student may request that the Principal or another staff member be present during the interview. That staff member should comply with the request unless there is some reason not to do so in which case the student may select another adult.
- 4.7 The Principal may request permission to observe the interview and the police officer shall advise the student of the request. Should the student not consent, then the principal shall not attend the interview.
- 4.8 If a police officer wishes to remove a student from school, then the Principal shall require that the police officer contact the student's parent and advise them of the action being taken. If the parent cannot be contacted, then the Principal shall immediately notify the Divisional Office.

Interviews By Child Welfare Workers

5. In the case of a requested interview by Child Welfare Workers, the following shall apply:
 - 5.1 Child Welfare Workers may contact the school prior to attending the school to inquire if the child is present. This information is not to be shared with the child, the family, or relatives prior to the interview.

- 5.2 If a Child Welfare Worker comes to the school to interview a student, the Principal shall require the worker to provide appropriate identification, and advise as to the nature of the interview, on a “need to know basis”.
- 5.3 The Principal and/or designate shall facilitate access to the student
- 5.4 Notwithstanding 5.1 and 5.2 above, the Principal shall permit interviews in the school in cases of suspected child abuse, or neglect, or investigations involving suspected physical or sexual abuse. Parental contact shall not be required prior to the interview and no witness need be present. The child welfare worker will be required to contact parent upon completion of interview.
- 5.5 During an investigation, Child Welfare Workers may convey the student to any place in order to complete the investigation, if in their opinion they feel it is necessary.

Searches of Student Property

- 6 In the case of searches of student property by school staff the following shall apply:
 - 6.1 Students and their parents shall be informed at the beginning of each school year, or semester, that student property is subject to periodic searches of a general administrative nature for contraband and rule violations.
 - 6.2 School officials shall attempt at all times to protect the student’s right to privacy.
 - 6.3 The student’s consent to the search of property shall be sought, whenever possible.
 - 6.4 The student shall be present during the search, whenever possible.
 - 6.5 The grounds for conducting a search shall be recorded in writing by the Principals and kept on file.
 - 6.6 In addition to the individual conducting the search, at least one other adult witness shall be present when the search takes place.
 - 6.7 Wherever possible, the parents of the student, or the student if over the age of 16, shall be informed of the search, and the reasons for it, prior to it being undertaken.
 - 6.8 If the proposed search revolves around the suspicion of criminal activity, the police shall be informed, and be requested to obtain the necessary authorization and conduct the search.

Administrative Procedure 320

ADMINISTERING MEDICAL TREATMENT TO STUDENTS

Background

Division employees do not generally possess the expertise to determine the need for, or the appropriate means of, administering medical treatment to students. Nevertheless, a staff member may be required to administer medication or emergency first aid treatment to a student in order to preserve the life or physical well being of the student. This is a natural extension of the school personnel's duty to exercise reasonable care and skill in attending to the safety, health and comfort of their pupils.

Procedures

The following guidelines shall apply to the administration of medication or emergency first aid to a student.

1. In situations relating to the medical treatment of students, the Board 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 An employee act as would a reasonable and prudent parent in the same circumstances and conditions.
 - 1.2 The employee does not have all of the authority that a parent would have. For example, employees do not have the authority to provide consent for the medical treatment of a student.
 - 1.3 The employee recognizes the limitations of their 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:
 - 2.2 The attending physician indicates in writing that:
 - 2.1.1 The service requested is of such a simplistic nature that a lay person such as a teacher, teacher aide, could successfully perform the function.
 - 2.1.2 The service has to be performed during regular school hours and/or approved school activities.
 - 2.1.3 The service is critical to the well being and functioning of the student.
 - 2.1.4 No other reasonable alternative service is available through Community Health Services or other public health service.

- 2.3 The Principal deems that appropriate resources are available and that the services will not be disruptive to the educational programs.
- 2.4 Appropriate training of staff will be provided by medical practitioners as indicated.
- 2.5 Parents will be required to sign the following form in order to authorize the staff of the Division to provide medical assistance. A copy of the form is included in the forms section of this manual.

Indemnification and Release for Emergency Assistance

The Board recognizes that its employees may from time to time encounter situations that necessitate taking immediate action supportive of a student's physical well being. Staff members who render assistance to a student who is ill, injured or unconscious as a result of accident or emergency will be protected from legal action in Section 2 of the *Emergency Medical Act*. This Act may be viewed on the Alberta Government Web Site at:

http://www.qp.gov.ab.ca/display_acts.cfm

3. Administration of Prescription Drugs to Students
 - 3.1 If a student who is incapable of self-administration must receive medication prescribed by a medical practitioner during the school day or during an extracurricular or co-curricular activity, the Principal may agree to provide a monitoring function.
 - 3.2 Where a staff member is designated by the Principal to monitor the administration of any medication, it is essential that medical directions be obtained and followed explicitly, and that adequate records are kept. For example:
 - 3.2.1 Student's name;
 - 3.2.2 Name of medication or preparation;
 - 3.2.3 Prescription number;
 - 3.2.4 Name of physician;
 - 3.2.5 Prescribed dosage during school hours;
 - 3.2.6 Observed dates and times of consumption;
 - 3.2.7 Notes of any related incidents;
 - 3.2.8 Reactions;
 - 3.2.9 Breaks in routine;
 - 3.2.10 Related communication with parents or physician; and
 - 3.2.11 Extenuating circumstances.

The following form is provided for recording the date of administration, time, dosage, and any comments. A copy of the Form is provided in the forms section of this manual.

Student Medication Administration Record

- 3.3 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 be followed. Parents or the student's physician or personnel of a Health Unit should be consulted.
- 3.4 All students known to have a life-threatening allergy should have available an Epi-Pen to be used for such an emergency.
- 3.5 Parents shall be required to complete the following form, a copy of which is included in the forms section of this manual.

Authorization for the Administration of Medication

- 3.6 The completed form shall be kept at the school and made available to staff. A copy shall be included in the student's record.

4. Life-Threatening Medical Conditions

- 4.1 The principal, through registration procedures and in consultation with the parents shall attempt to identify any students who are subject to medical conditions which may be life threatening and who, therefore, may require specific medical attention.
- 4.2 The Principal, having secured advice in such cases, shall attempt to ensure that all individuals who may be involved with the student are informed concerning any required emergency procedure.
- 4.3 Specific instructions from medically qualified personnel should be sought and communicated to staff members that may be required to apply respiratory equipment or give injections, e.g. severe allergic reactions, etc.

5. Serious Injury or Accident

In the event of serious injury or accident the following procedures should be followed:

- 5.1 The staff member should apply first aid treatment if required and practical, and if the staff member is competent to do so.
- 5.2 In all instances of serious injury or illness, the staff member should stay with the injured student and direct a responsible person to notify the parents or guardians.
- 5.3 If practical and possible, the paramedics should be called to arrange for treatment and transportation to the nearest medical facility.

- 5.4 In the event that paramedics are not available, e.g. on camping trips, excursions, etc., appropriate arrangements should be made to access medical attention or transport the injured student to a medical facility.

6. Non Prescription Drugs

Non-prescription drugs shall not be purchased on the accounts of the Board or the school, nor distributed to any student enrolled in a school operated by the Board.

7. Legal consent for Medical Treatment

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:

- 7.1 Defer to the opinion of the medical practitioner;
 - 7.2 Advise the Principal of the problem and the recommendation of the medical practitioner; and
 - 7.3 Continue to attempt to contact the parent or legal guardian.
8. In circumstances involving an emergency of an anaphylactic individual, the exposed individual will be given Epi-Pen and transferred to the hospital and given medical treatment. Permission to administer Epi-Pen and transport to the nearest hospital shall be included on the parents consent form.

The Principal shall ensure that the school has a copy of the document entitled, *Anaphylaxis: A Handbook for School Boards*, and draw it to the attention of the staff. The Handbook can be obtained from the Canadian School Boards Association for a cost of \$15.00.

Administrative Procedure 321

COMMUNICABLE DISEASES – STUDENTS

Background

The Division has a responsibility to ensure that students, staff, parents and visitors are provided with a safe and healthy educational environment. In addition, the rights of the student infected with a communicable disease must be protected.

Procedures

1. The Principal shall ensure that students with communicable diseases will be dealt with in accordance with the provisions of the *Public Health Act*.
2. Preventative instruction on HIV and AIDS will be part of the approved Family Life Program and will be respectful of Catholic moral teaching. Instruction should provide students with all pertinent information affecting their health and safety.
3. The Principal shall ensure that the school provides information sessions to inform parents of the content of HIV and AIDS instructional program to assist them in making an informed decision on what information to provide the child at home and whether or not the child will attend the program.
4. Parents may withdraw their children from instruction on HIV and AIDS by making a written request to the school principal.
5. A Divisional support team, should there be incidents of HIV or AIDS, will be established by the Superintendent to assist and comfort those with HIV or AIDS and make supportive recommendations regarding each infected student requesting assistance. The team will manage public relations, make parent and other client contacts and manage the details of the situation. The team will include a Trustee, the Principal, the Superintendent, a medical doctor, a Health Unit representative and other personnel as may be required.
6. If in the judgment of the Superintendent in discussion with the Medical Officer of Health and the student's physician, the student's presence in the school constitutes a health risk to others, an alternative education program will be arranged.
7. The Superintendent will inform the parents and general public that action will be taken to protect the safety of students, parents and staff.

Administrative Procedure 322

CHILD ABUSE AND NEGLECT

Background

Children have a right, to be safe, secure and adequately cared for at home, at school and in the community. The school has a responsibility to safeguard children from abuse and neglect. The school will seek to work in cooperation with Alberta Children's Services, the police and/or medical services in order to fulfill its responsibility.

Procedures

1. The Principal shall ensure that the school staff is familiar with the contents of the *Child Welfare Act* and their responsibilities under the Act to report all suspected cases of child abuse and neglect. A copy of the Act can be accessed on the government web site at: http://www.qp.gov.ab.ca/display_acts.cfm
2. The Principal shall provide staff members with the necessary information to enable them to be alert to signs of child abuse or neglect. This would be done at a staff meeting or in-service session and might include such items as print materials, guest speakers, or video presentations.
3. When a staff member has reasonable and probable grounds to suspect that a child has been abused, or neglected, the staff member should make a written note of the reasons for concern and any relevant statements made by the child.
4. The staff member shall then immediately inform the Principal of their observations and concerns.
5. The Principal shall ensure that Alberta Children's Services has been contacted and advised of the staff member's observations and concerns. A written record shall be made at this time which would include:
 - 5.1 The name of the staff member making the call;
 - 5.2 The name of the intake social worker receiving the call;
 - 5.3 The time and date that the call was made; and
 - 5.4 The action, or advice, provided by Alberta Children's Services.
6. The Principal shall ensure that the staff member completes the following form, which is included in the Forms Manual, and submits it to the Social Worker.

Confirmation of Report to Alberta Children's Services Regarding Suspected Abuse/Neglect

7. The Principal shall retain at the school a copy of the completed form.

8. The principal shall follow-up on the case by contacting representatives of Alberta Children's Services to obtain relevant information on the disposition of the reported incident.
9. At the end of the investigation, the staff member, counselor and school administrator should meet to discuss the case and what further steps may be necessary.

Administrative Procedure 340

STUDENT RECORDS

Background

The student record shall contain information relative to the educational program placement and progress of the student and be in accordance with the Student Record Regulation 71/99. The information in the student record shall be maintained in a format that protects the privacy of the student, in accordance with the *Freedom of Information and Protection of Privacy Act*.

Procedures

1. The Principal shall ensure that every student in the school has a Student Record Portfolio. The primary purpose of the Student Record Portfolio is to provide accurate developmental and up-to-date background information for making educational decisions such as grade promotions, need for special programs, student profile and personal/social/vocational status. Therefore, relevant information about each student must be accurately and objectively recorded in the Student Record Portfolio.
2. The Student Record Portfolio shall contain two separate and distinct files and shall be kept in a locked and secure location. The two files to be included are a "Student Record" and a "Student Confidential Record".
3. A "Working File" may be kept on a particular student but the information within this file must then be transferred to the Student Record or Student Confidential Record if it pertains to either of these records. At the end of each year, any information not transferred from the Working File must be destroyed.
4. The Student Record, Confidential Record and Working File become a single record when a request for access is made, the student transfers internally, or the student ceases to attend a school operated by the Division.
5. The Working File may be transferred, at the discretion of the teacher, upon receipt of a request for the Student Record.
6. When a school is asked to provide student record information as part of litigation they are to consult with the Superintendent of Schools regarding transmission of information.

Student Record

7. The Student Record Portfolio must contain all information affecting the decisions made about the education of the student that is collected or maintained by the Board, regardless of the manner in which it is maintained or stored, including:

- 7.1 The student's name as registered under the *Vital Statistics Act* or, if the student was born in a jurisdiction outside Alberta, the student's name as registered in that jurisdiction, and any other surnames by which the student is known;
- 7.2 The student identification number assigned to the student by the Minister and any student identification number assigned to the student by the Board;
- 7.3 The name of the student's parent(s)/legal guardian(s);
- 7.4 A copy of any separation agreement or court order referred to in Section 23(2)(c) of *The School Act*;
- 7.5 The birth date of the student;
- 7.6 The gender of the student;
- 7.7 The address and telephone number(s) of the student and of the student's parent(s)/legal guardian(s);
- 7.8 The Board of which the student is a resident student;
- 7.9 The citizenship of the student and, if the student is not a Canadian citizen, the type of visa or other document by which the student is lawfully admitted to Canada for permanent or temporary residence, and the expiry date of that visa or other document;
- 7.10 The names of all schools attended by the student in Alberta and the dates of enrolment, if known;
- 7.11 An annual summary or a summary at the end of each semester, of the student's achievement or progress in the courses and programs in which the student is enrolled;
- 7.12 The results obtained by the student on any diagnostic test, achievement test and diploma examination conducted by or on behalf of the Province, and standardized tests under any testing program administered by the Board to all or a large portion of the students or to a specific grade level of students;
- 7.13 The results of any application under the *Student Evaluation Regulation* (AR 169/98) for special provisions or directives;
- 7.14 Either the name of any formal intellectual, behavioural or emotional assessment or evaluation administered individually by the Board, the date of the assessment or evaluation, and the name of the person who administered the assessment or evaluation, and a summary of the results of the assessment, or any interpretative report relating to the student (e.g. psychologist report) and any action taken as program planning as a result of the assessment, evaluation or interpretative report;
- 7.15 Any assessment, evaluation or interpretative report referred to in procedure 7.16 that the parent of the student or the student wishes to be placed on the student record;
- 7.17 Any health information that the parent of the student or the student wishes to be placed on the Student Record;

- 7.18 An annual summary of the student's school attendance;
 - 7.19 Information about any suspension or expulsion relating to the student or the student's rights pursuant to the Act, which must be retained in the Student Record for one year following the date of the suspension or expulsion, or until June 30 of the year following the year in which the suspension or expulsion occurred, whichever occurs last,
 - 7.20 Parental permission – differentiated programming forms, and
 - 7.21 If the parent of the student is eligible to have the student taught in the French language pursuant to Section 23 of the *Canadian Charter of Rights and Freedoms*, a notation to indicate that and a notation to indicate whether the parent wishes to exercise that right.
8. If an individualized program plan is specifically devised for a student, the plan and any amendments to the plan must be placed on the Student Record of that student.
9. The Board may require:
- 9.1 That the information referred to in procedure 7.1 above be provided to the Board by means of a copy, acceptable to the Board, of the student's birth certificate, or any other official document acceptable to the Board (e.g. Alberta Health Care), if the student was born in Canada, or another official document acceptable to the Board, if the student was born outside Canada, and
 - 9.2 That the information referred to in procedure 7.9 be provided to the Board by means of a copy, acceptable to the Board, of a Canadian citizenship certificate or of the visa or other document referred to in procedure 7.9.

Confidential Records

10. The Confidential Record shall be separate from the Student Record as it may contain information of a personal, sensitive, or embarrassing nature to the student, or special education or guidance and counselling information, including:
- 10.1 Any information contained in notes and observations prepared by and for the exclusive use of a teacher, teacher's assistant, counsellor or principal, and that are not used in program placement decisions;
 - 10.2 A report or an investigation record relating to the student under the *Child Welfare Act* (refer to Administrative Procedure # 322 I Child Abuse and Neglect);
 - 10.3 Counselling records relating to the student that is or may be personal, sensitive or embarrassing to the student, unless procedure 11 applies;
 - 10.4 Any information that identifies a student as a young person as defined in the *Youth Criminal Justice Act* (refer to Administrative Procedure # 341 – Young Offenders Records) and all information relating to that student in that capacity;

- 10.5 Psycho educational test instruments and protocols;
 - 10.6 Educational (counsellor, special education) test instruments and protocols;
 - 10.7 “Working” file information used in program placement decisions; or
 - 10.8 Special Education Student Services Referral Form.
11. The Board may include in the Student Record any information referred to in procedure 8.1.1 that in the Board’s opinion would clearly be injurious to the student if disclosed, where inclusion of the information in the Student Record would, in the Board’s opinion, be in the public interest, or necessary to ensure the safety of students and staff.

‘Working’ Files

12. “Working” files maintained by professional staff (e.g. anecdotal records/observations) for their exclusive use are governed by these procedures. All files may be accessed should a writ (subpoena) be issued by the Courts. If a “Working” file is kept, it may contain:
- 12.1 Special educator/counsellor planning notes;
 - 12.2 Counsellor interview/session notes;
 - 12.3 Anecdotal notes; or
 - 12.4 Informal observation notes.
13. At the end of each year, any information not transferred from the “Working” file to the Student Record or Confidential Record must be destroyed.

Information

14. A test instrument or any part of it from the Student Record Portfolio may be excluded from the record, but where there is an appeal before the Board in respect of the test, a test result or an evaluation of a student in respect of the test or test result, the persons referred to in Section 23(2) of the *School Act* may review the test instrument as if it were part of the Student Record Portfolio.
15. That part of the Student Record Portfolio referred to in procedure 7.1 to 7.19 is updated annually.

Record Retention

16. The Student Record Portfolio containing the information referred to in procedures 7, 8 and 9 shall be kept for seven (7) years after the student graduates or, if the date of graduation is unknown, until the student attains the age of 26 years or, until the Student Record Portfolio has been forwarded to another school in accordance with procedure 13.1.
17. If a student transfers to a school outside Alberta, the Student Record Portfolio containing the information referred to in procedures 7, 10 and 12 shall be kept for

seven (7) years after the student graduates or, if the date of graduation is unknown, until the student attains the age of 26 years.

18. The Student Record Portfolio will be maintained at the school for the above-mentioned time frame.
19. Student Record Portfolios that are due for disposition must be shredded due to the confidential nature of the contents.

Access to Record

20. The parent and student shall be informed of their entitlement under Section 23 of the *School Act* to review the Student Record Portfolio.
21. The contents of the Student Record Portfolio shall be not disclosed except:
 - 21.1 In accordance with the *Freedom of Information and Protection of Privacy Act*;
 - 21.2 In accordance with Sections 23 and 43 of the *School Act*;
 - 21.3 To an employee or agent of the Board if the information is necessary and relevant to a matter being dealt with by the employee or agent;
 - 21.4 To the Minister for the purpose of the carrying out of any program or policy under the Minister's administration;
 - 21.5 With written permission of the parent if the student is less than 16 years of age, or the student or the parent if the student is 16 years of age or older;
 - 21.6 With the written permission of the Minister;
 - 21.7 In accordance with procedures 32, 33, 34, 35 (Student Transfers), or
 - 21.8 In accordance with any other regulation under the *School Act*.
22. The information contained in the Student Record Portfolio shall be disclosed to the Department of Justice of the Government of Alberta or to its designate when requested by that Department or its designate for the purpose of administering the *Youth Criminal Justice Act* or the *Youth Criminal Justice Act (Canada)* or carrying out any program or policy under either Act.
23. At the written request of a medical officer of health as defined in the *Public Health Act* or its designate, the school shall disclose a student's name, address, date of birth, sex and school and the name, address and telephone number of the student's parent, to the medical officer of health or his/her designate for the purpose of contacting parent regarding voluntary health programs offered by the regional health authority, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable disease control,
24. The information referred to in procedure 23 shall only be disclosed in accordance with the *Freedom of Information and Protection of Privacy Act*.

25. A school staff member or Division consultant may wish to access the information to better meet the needs of a student.
26. Principals are to establish internal school procedures for ensuring Student Record Portfolios are accessed by appropriate personnel and information remains secure and confidential.
27. Review of a Student Record Portfolio by the parent or student is to be conducted at the school with a certificated staff member present and able to explain the contents of the Student Record Portfolio.
28. In instances where a psycho-educational assessment is part of the Student Record Portfolio, an individual with expertise/training in that area must be made available to interpret the information. School counselors or special education teachers who meet Alberta Learning psycho-educational assessment training requirements may perform this function.
29. When a Student Record Portfolio has been reviewed the date and name of the reviewer shall be recorded in the Student Record Portfolio.
30. If any information is challenged as being inaccurate or incomplete the reviewer shall record the challenge and/or correction in the Student Record Portfolio. Should there be a dispute regarding the Student Record Portfolio information and its correction, and the school is unable to resolve the matter, a request should be made to the Superintendent of Schools for resolution.
31. The reviewer may request a copy of specific portions, or the full Student Record Portfolio. Schools may use their own discretion regarding the copying of specific information. Schools may charge parent(s) for the cost of copying as per Division guidelines. The Division is not obligated to provide parents or students with copies of psycho-educational protocols, except through an appeal process. Any request for copies of psycho-educational assessment data is to be referred to the psychologist/program specialist who wrote the report. (See guideline 8 of Policy IOA: Release of Information.)
32. In all matters pertaining to student records the *Freedom Of Information And Protection of Privacy Act* takes precedence and requires adherence. .

Student Transfer

32. If a student transfers to another school within the jurisdiction, the Student Record Portfolio will automatically be transferred, in its entirety, to the receiving school. No "Release of Student Information" permission is required.

33. If a student transfers to another school within Alberta, on receipt of a written request from that school, the Student Record will be sent containing information referred to procedures under 7 of the Student Records, to that school.
34. If a student transfers to a school outside Alberta, on receipt of a written request from that school, a copy of the Student Record containing the information referred to procedures under 7 of the Student Records will be sent to that school.

35. Schools are to maintain a written record of transferred student files indicating:

Student Name & Date of Birth, Grade, School File Forwarded To, Date Sent

Freedom of Information and Protection of Privacy Act (FOIP)

37. All Student Records must be maintained in accordance with FOIP requirements.

Student Record Portfolio – Summary

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Administrative Procedure 341

YOUNG OFFENDERS RECORDS

Background

The Young Offender Information Sharing Protocol, a joint agreement entered into by Alberta Learning 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 Learning 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; and
 - 1.3 Ensure compliance with court orders.
2. The Superintendent may seek relevant information from the youth justice system regarding information regarding a specific student file including:
 - 2.1 Any offenses or a prior record of offenses that result in concerns about the safety of staff and students in jeopardy;
 - 2.2 Recommendations for reducing the risk of violence and increasing the level of safety;
 - 2.3 Patterns of 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; and
 - 2.5 The identity of other youths who were convicted along with the youth as a result of gang activity.
3. The Superintendent shall disclose information only on a "need to know basis" to those staff members who may have to provide for the safety of students and staff.

4. 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:
 - 4.1 Impressing upon the student the requirement to attend school in order to comply with a probation order or conditional supervision or bail;
 - 4.2 Establishing monitoring procedures;
 - 4.3 Developing an educational program to assist the student in areas such as socialization and anger management;
 - 4.4 Providing an environment in which the student could participate in an educational program while ensuring the safety of other students and staff members; and
 - 4.5 Training for staff in dealing with violent persons.
5. The Superintendent shall arrange for management of records about students and any such management procedure shall properly address the following:
 - 5.1 Storage of Files:
 - 5.1.1 May be kept at the school and at the Division office but must be kept separate from other student records; and
 - 5.1.2 Shall be kept in a secure location.
 - 5.2 Access shall be:
 - 5.2.1 Restricted to those who require access in order to meet the needs of the student; and
 - 5.2.2 Limited to those staff members or others within the school system placed on a list affixed to the file.
 - 5.3 Destruction shall occur when the information is no longer required for the purpose for which it was disclosed:
 - 5.3.1 Youth justice personnel notifies the Superintendent or designate in writing that no further safety risk exists; or
 - 5.3.2 Youth justice personnel advises the Superintendent or designate of the expiry of the court order relating to bail, probation, conditional supervision or temporary absence, which led to creation of the record.
 - 5.4 Notification shall be made to youth justice personnel, in writing, when the school system's record has been destroyed.
 - 5.5 Transfer of student:
 - 5.5.1 Within the jurisdiction
 - (a) It is the responsibility of youth justice personnel to advise the Principal of the receiving school of the safety concerns, or the Court Order relative to that student, not the former principal.

- (b) The former Principal of the sending school shall destroy the record.
- 5.5.2 Outside the jurisdiction
 - (a) It is the responsibility of youth justice personnel to inform the Superintendent of the receiving jurisdiction of safety concerns or the relevant Court Order; and
 - (b) The Superintendent of the sending jurisdiction shall arrange for destruction of that jurisdiction's record.
- 6. The Superintendent, upon request from youth justice personnel to provide information for a report ordered by a youth court judge, shall arrange for the release of information from the student record after first receiving the following information from youth justice personnel:
 - 6.1 Name;
 - 6.2 Age;
 - 6.3 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
 - 6.4 Timelines with respect to provide information.
 - 6.5 Specific description of the information required such as:
 - 6.5.1 Attendance of the student;
 - 6.5.2 The program or courses in which the student is enrolled;
 - 6.5.3 The performance of the student;
 - 6.5.4 Nature of incidents resulting in disciplinary action and type of discipline imposed; and
 - 6.5.5 Number of years for which the information is required (for the current school year or the student's entire career in the school).
 - 6.5.6 Before any information is released, the Superintendent must obtain the written consent of the parent. (If the student is 16 years of age or older, student or parental written consent must be obtained.)
- 7. The Superintendent is authorized to request from youth justice personnel additional information such as:
 - 7.1 Disclosure of pertinent psychological assessments; or
 - 7.2 Additional information that will assist school personnel in providing an educational program for the student and creating an appropriate environment for that program.
- 8. The Superintendent is the delegated authority to act on behalf of the Board with youth justice supervisory personnel whenever a resolution cannot be reached between a school employee and youth court justice personnel.

Administrative Procedure 342

STUDENT RECORDS – RELEASE OF INFORMATION

Background

Sharing of information regarding an individual student's programs and progress, with other individuals and agencies involved with that student, helps ensure co-ordinated quality service delivery. Nonetheless, any individual's or agency's access to information regarding Division students must be with a parent's consent.

Procedures

1. Any information, verbal, written or recorded, regarding any student may be released only if the appropriate Release of Student Information form is on file. A copy of the form is included in the forms section of this manual.
2. The Release of Student Information form shall specify the individuals or agencies that are permitted access to information regarding any particular student.
3. The Release of Student Information form shall be signed by the student's parent.
4. The Release of Student Information form shall be kept in the Student Record.
5. Notwithstanding the above, the Student Record follows the student when the student transfers to another jurisdiction.
6. Student Transfer
 - 6.1 If a student transfers to another school within the jurisdiction, the Student Record Portfolio will automatically be transferred, in its entirety, to the receiving school. No "Release of Student Information" permission is required.
 - 6.2 If a student transfers to another school within Alberta, on receipt of a written request from that school, the Student Record will be sent.
 - 6.3 If a student transfers to a school outside Alberta, on receipt of a written request from the school, a copy of the Student Record will be sent to the receiving school.
7. Access of Record
 - 7.1 Subject to guideline 8, the following persons may review the Student Record Portfolio maintained in respect of a student;
 - 7.1.1 The student;

- 7.1.2 The student's parent, except where the student is an independent student;
 - 7.1.3 A person who has access to the student under a separate agreement or an order of a court.
 - 7.2 A person who is entitled to review the Student Record Portfolio under guideline 7.1 may request a copy of specific portions, or the full Student Record Portfolio from the Board. (Refer to Administrative Procedure 340.)
 - 7.3 A signed Release of Student Information form must be received prior to releasing the Student Record Portfolio to an external agency. A copy of the form is included in the forms section of this manual.
8. If a person reviewing the Student Record Portfolio referred to in guideline 7.2 so requests, the school shall ensure that a person who is competent to explain and interpret the test, test result, evaluation or information is available to explain and interpret that test, test result, evaluation or information.
9. A person who contributes information to the Student Record Portfolio is exempt from any liability with respect to the provision of that information if that person, in providing that information:
- 9.1 Acted in good faith;
 - 9.2 Acted within the scope of his/her duties and responsibilities; and
 - 9.3 Did not act in a negligent manner.
10. If, on examining the Student Record Portfolio, a person is of the opinion that the Student Record Portfolio contains inaccurate or incomplete information, that person may request the school to rectify the matter.

Administrative Procedure 350

APPEALS REGARDING STUDENT MATTERS

Background

Where a decision of an employee of a Board significantly affects the education of a student,

1. The parent of the student, and
2. In the case of a student who is 16 years of age or older, the student, or either of them may, within a reasonable time from the date that the parent or student was informed of the decision, appeal that decision. The following matters may be appealed to the Board:
 1. The placement of a student in a special education program;
 2. The expulsion of a student;
 3. Access to and accuracy and completeness of the student's record, or
 4. The amount and payment of fess and costs.

All other matters may be appealed to the Superintendent.

Procedures

1. The first appeal of an employee decision shall be made, preferably in writing, to the employee who made the decision. This appeal should be made within ten school days of the appellant being advised of the decision.
2. The employee shall deal with the appeal within two school days of having received the notice of the appeal and shall either confirm, amend or withdraw the decision. The employee shall advise the appellant in writing with a copy being provided to the Superintendent of their decision, of the right to appeal, and to whom the appeal should be made.
3. The second level of appeal of an employee's decision shall be made to that employee's immediate supervisor within five school days of having been advised of the employee's decision on the appeal. The appeal should be preferably in writing.
4. Upon receipt of the appeal, the supervisor shall consult with the employee and with the appellant and either support the original decision, amend the decision, or overturn the decision. The supervisor shall within five school days advise the employee and the appellant of the decision. The appellant shall also be advised of their right to appeal to the Superintendent.

5. Appeals to the Superintendent must be in writing and the last person to have heard the appeal must provide the Superintendent in writing with the history of the appeal to date and their reason for making the decision that was made.
6. The Superintendent may consult with the employee and the appellant and within five school days of having received the appeal advise both the employee and the appellant in writing of the decision.
7. If the matter involves the following:
 - 7.1 The placement of a student in a special education program;
 - 7.2 The expulsion of a student;
 - 7.3 Access to and accuracy and completeness of the student's record, or
 - 7.4 The amount and payment of fess and costs.The appellant shall be advised to their right to appeal the matter to the Board and be provided with a copy of the Board's Policy on Appeals.
8. If it is any other matter than what is noted in 7 above, the appellant shall be advised that the Superintendent's decision is final and that an appeal may be made to the Minister of Learning. The appellant shall be provided with the appropriate sections of the *School Act* and the phone number and mailing address of the Minister's Office.

Administrative Procedure 351

STUDENT PLACEMENT AND PROMOTION

Background

Student placement and promotion practices must be consistent with the mission, goals and philosophy of the Division. It is also recognized that a student's best interests are served if they are placed appropriately with the school's grade/program structure.

Procedures

1. The placement of any student shall be determined through consultation with the professional staff, the parents and the student if the student is an independent student.
2. The following factors shall be taken into consideration during any discussions held with regard to the placement of a student:
 - 2.1 Maturity level;
 - 2.2 Academic performance;
 - 2.3 Ability;
 - 2.4 Social factors such as age and peer group;
 - 2.5 Spiritual;
 - 2.6 Work habits, attitudes, and
 - 2.7 Health
3. In the event of a disagreement over the placement of the student after discussion have been held, the Principal shall make the final decision.
4. The Principal shall advise the parents and the independent student of their right to appeal the decision of the Principal to the Superintendent. If the parent's are not satisfied with the decision of the Superintendent, they may appeal the decision to the Board. In the case of a special education placement the appeal shall be made to the Division's Local Appeal Committee.
5. The Principal shall ensure that parents are kept informed of the progress of their children and any problems or concerns that could result in a recommendation for retention or special placement.

Administrative Procedure 352

STUDENT EVALUATION

Background

Evaluation is the collection, analysis, and judgment of the work of students that is used to determine their progress in an educational program. The fundamental goal of evaluation is to enable students to improve and inform teaching practice. Since evaluation is such an integral component of the learning process, evaluative methods must be clearly related to the goals of the curriculum. Furthermore, evaluation must reflect the values of an interdependent Catholic learning community, based upon varied instructional approaches, guided by best practices, and ultimately structured and communicated so that students know what they have learned, and how to improve their learning. Students and parents must understand how work is assessed and evaluated.

Evaluation practices and procedures must adhere to the guidelines within this policy.

Definitions

“Evaluation” is the judgment about the student’s level of performance in relation to standards and requirements of Alberta Learning.

“Assessment” is the collecting and interpreting of student work that is used to describe the progress students are making towards attaining the required knowledge and skills to be learned.

“Formative evaluation” is designed to let the teacher and student know what concepts have been learned and which skills need to be further developed before a summative assessment takes place

“Summative evaluation” which occurs period-by-period on a daily basis, refers to how well a student demonstrates grade level expectations based upon a body of learning that is represented by letters, percentages, or descriptors. Ultimately, final written reports are based upon these evaluations and are used to communicate progress to students and parents.

“Rubric” is a set of criteria on a scale that describes the characteristics of products for each part of the scale.

“Reasonable body of evidence” is a set of summative assessments based upon the scope and sequence of the *Program of Studies* and is weighted according to the expectations in it.

“Punitive grading” is a mark deduction mechanism that significantly minimizes evidence of student achievement due to behaviors extrinsic to the “body of evidence” collected by a teacher.

Guidelines

1. The main purpose of evaluation is to improve students' learning.
2. The teacher, under the supervision of the school principal, is responsible for assessing, evaluating and reporting student achievement.
3. Achievement of curricular objectives must be measured in a manner consistent with the curriculum outcomes from the *Program of Studies*. For those pupils with a modified or an adapted program, some grades may be based upon material that has been modified with the co-signed IPP document to meet the needs of an individual student.

Notwithstanding, guideline 3, participation skills, relevant to learning outcomes in a course may become part of a rubric or checklist assessment or may be imbedded within such diagnostic tools. This strategy is a valid goal for our Catholic schools since the productivity of work in a Catholic community is dedicated to the progress of the entire human community and not just for a student's personal gain. Scoring that reflects the student's contribution to the progress of his or her learning community must be readily substantiated to students and parents.

4. Fair and accurate grades for students will be determined by assessment that is ongoing, and that involves multiple reporting strategies. Assessment should not be based upon one testing mechanism, but rather upon a variety of methods including tests, learning logs, criterion based observations, performance tasks, projects, written, visual or oral reports, and rubric assessments. Arbitrary high stakes evaluation, evaluation that upholds the "element of surprise" and evaluation that is not based upon a reasonable body of evidence are not appropriate ways to achieve valid evaluation.
5. Formative evaluation provides minute-by-minute diagnostic information and as such, should not be used in the calculation of a report card grade. Formative assessments are purely a means to an end designed to let the teacher and student know what concepts have been learned, and which skills need to be further developed before a summative assessment is made. Formative evaluation determines readiness for summative evaluation.
6. Students who know the purpose of an assessment are in a better position to respond in a successful manner. Students must be told why and how assessment information is being collected, how this information will be used in the grading process, and what criteria will be measured. Scoring guides, rubrics, benchmarks, exemplars, and detailed course outlines are essential.
7. Students must be provided with an opportunity to review performance assessments that have been collected by the teacher in establishing a grade to enable the student's continuous improvement. Feedback to students must be presented in a manner that engenders self-confidence and a belief that they are capable learners.

Evaluation must not be viewed as a snapshot, nor a one shot exercise. Therefore, students may need to be provided with subsequent opportunities to demonstrate learning if evidences are demonstrating that individual students and or groups of students are not meeting the learning expectations. As a general rule, if 15% or more of a class have not meet learning requirements, this could trigger a need for re-teaching those students who have not met the acceptable standards.

8. Achievement of the curriculum outcomes in the *Program of Studies* must be the only basis for grades. The report card mark, which has been objectively substantiated, will indicate the success that the student has achieved in meeting the prescribed outcomes. Formal evaluation for reporting is used to judge how well the student has learned the prescribed knowledge skills, and values. Extraneous and arbitrary factors such as effort, participation, attitude, work habits, attendance, and behavior should not be used to determine a student's grade. These characteristics, while being extremely important aspects of a student's education, should be evaluated and reported in a separate category on the report card.
9. If participation has been deemed to be a learning outcome in a program of studies, substantiation of participation must be clearly apparent to the student and weighting must be appropriate to curriculum expectations.
10. Locally Developed / Acquired and Authorized Junior and Senior High School Optional Courses require a rationale for assessment of learning outcomes and must be reviewed by the Director of the Curriculum Branch and the board.
11. Teachers must not assign zeros as a first recourse in evaluating students' work. Zeros clearly do not promote success, do not represent what students have learned, and do not provide incentive to improve learning. Schools, under the leadership of the principal, must establish intervention processes to ensure that students are committed to learning and complete work when expected to do so.
12. Punitive grading does not meet the goal of evaluation. A student's failure to submit work is a critical behavioral and discipline issue as defined by the *School Act* (2002, 20) in that "a student shall conduct himself or herself so as to reasonably comply with the following code of conduct: (a) be diligent in pursuing the student's studies."
13. Teachers must establish fair and just appraisals of the accomplishments of students. Punitive grading shall be considered an unacceptable and indefensible practice.
14. Students must have the right to appeal an assessment in any subject. When students question a grade, a teacher must constructively address the concern. A student who is dissatisfied with the outcome of an appeal to the teacher may appeal to the principal. If this appeal process fails, the student may request a hearing from the Office of the Superintendent. The decision of the superintendent will be considered final.

Teachers are required to respect the confidentiality of student evaluation records and must release information in accordance with FOIP regulations.

15. The board believes that students will acquire proficiency under various circumstances and at different rates; consequently, students may wish to challenge the completion of a course through a process and protocol that does not require mandatory attendance in the course to be challenged. The principal will be responsible for establishing guidelines and procedures for course challenges. A policy regarding course challenges, in compliance with Alberta Learning's Course Challenge Policy 1.9.1, will have the following characteristics:
- 15.1 the student provides a portfolio or "body of evidence" to the administrator or designate that demonstrates he/she has the skills as outlined in the *Program of Studies* to challenge a summative assessment of the course.
 - 15.2 the student is afforded an interview with a committee established by the principal, or an advisor designated by the principal in order to determine eligibility.
 - 15.3 the student participates in a summative assessment process that will accurately reflect core competencies within the course.

The student is afforded the opportunity to participate in the regular course program in the event that he/she does not meet the course challenge process.

References

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Alberta Education. (1997). Policy 1.9.1 Course challenges.

Administrative Procedure 353

STUDENT APPEAL OF COURSE MARK OR ASSESSMENT

Background

Students have the right to appeal the course mark or assessment of progress provided by a teacher.

Procedures

1. Students wishing to appeal a course mark or assessment shall contact the teacher directly to discuss the assessment and attempt to resolve any areas of disagreement within two weeks of having received the mark or program placement.
2. If the disagreement has not been resolved, the student shall within one week of having met with the teacher, appeal to the principal in writing. The appeal shall outline the following:
 - 2.1 The nature and basis for the appeal; and
 - 2.2 The student's expectations from the appeal.
 - 2.3 A form has been prepared and included in the forms section of this manual to assist in a student, or parent, in appealing to the Principal.
3. The Principal will acknowledge receipt of the appeal and advise the student of the expected date of a decision.
4. The Principal shall investigate the circumstances involving the appeal in the following manner:
 - 4.1 Arrange for a personal hearing by the student;
 - 4.2 Consult with the teacher involved;
 - 4.3 Analyze the assessment instrument and procedures;
 - 4.4 Review the Administrative Procedures dealing with student evaluation; and
 - 4.5 Assess the fairness and reasonableness of the assessment and the appeal.
5. The Principal will communicate the decision on the appeal to the student and the teacher in writing and identify the basis for the decision.
6. Should the student remain dissatisfied with the decision of the Principal, an appeal may be directly to the Superintendent whose decision shall be final.

7. The student shall submit the appeal to the Superintendent in writing and provide the basis for the appeal and include any document relative to the appeal.
8. The Superintendent may establish an appeal committee, if deemed necessary, consisting of creditable experts in the area of student evaluation not involved in the case to hear the appeal.
9. The appeal committee shall:
 - 9.1 Arrange to meet with the student and with the teacher;
 - 9.2 Review the circumstances and material relevant to the appeal; and
 - 9.3 Submit a written report to the Superintendent containing their findings and recommendations.
10. The Superintendent shall review the report of the appeal committee and make a decision. The decision of the Superintendent shall be final and shall be communicated to the student and teacher in writing.

TRANSPORTATION OF STUDENTS FOR CO / EXTRA-CURRICULAR ACTIVITIES

Background

The use of Board-owned busses for the transportation of students involved in co/ extra-curricular activities is encouraged whenever possible.

Procedures

1. The Principal will be responsible for the use of divisional busses in order to transport students to and from co/extra-curricular activities.
2. The Principal must ensure that all drivers of divisional busses must have the proper Alberta driving qualifications.
3. The Principal is responsible for the control of all aspects of the bus including scheduling of trips, maintenance, drivers, the provision of all legal requirements, a record of all bus use and charges, and safety considerations.
4. The Principal shall ensure that every school-sponsored activity involving students must include a designated teacher supervisor on the bus.
5. The Principal in consultation with the Secretary-Treasurer shall ensure that appropriate insurance is obtained.
6. The terms and conditions regarding the use of the bus for student transportation to co/extra-curricular activities:
 - 6.1 Schools may charge students a reasonable bussing fee.
 - 6.2 The principal shall be responsible for maintaining all the necessary financial records.
 - 6.3 The school may utilize fundraising, or special trip fees, to fund co/extra-curricular activity.
 - 6.4 The bus driver will maintain a log for each bus trip that would record the kilometers driven, fuel purchased and repairs or maintenance.
 - 6.5 Each group using the bus is expected to ensure that the bus is clean after each use; and
 - 6.6 The Principal may deny an individual student or a group of students the right to access bus use should circumstances warrant.

7. Expectations for students riding the school bus are:
 - 7.1 Students shall board the bus only when the driver or supervisor is present.
 - 7.2 Students are responsible to the supervisor for their conduct on the bus.
 - 7.3 Students shall not attempt to get on or off the bus while the bus is in motion.
 - 7.4 Students are expected to be on time. The bus driver is not expected to wait for students.
 - 7.5 Students shall remain seated when the bus is in motion or when directed to do so by the driver or supervisor.
 - 7.6 Students are expected to go promptly to their bus after an activity has been concluded.
 - 7.7 Students must ride on their designated bus unless approved by the supervisor. The supervisor shall report the appropriate details of the approval.
 - 7.8 Students are to maintain classroom behavior on the bus.
 - 7.9 Food and drink may be consumed on the bus with due care and attention to cleanliness and safety.
 - 7.10 Students shall observe the directions of the driver and supervisor when departing the bus.

TRANSPORTATION OF STUDENTS BY PRIVATE VEHICLE

Background

Students should preferably be transported to and from school, or to and from school sponsored activities, by school bus, taxi or their parents. There may be special circumstances that would permit the transportation of students in privately owned vehicles.

Procedures

1. The Principal may authorize in writing the use of private vehicles to transport students under the following conditions:
 - 1.1 School bus, taxi or parental transport is not feasible or available for the particular activity.
 - 1.2 The driver of the vehicle is a responsible adult and is in possession of a valid driver's license.
 - 1.3 Adequate insurance coverage on the vehicle is maintained and the details of the coverage are filed with the Principal. A form has been included in the forms section of this manual for this purpose.
 - 1.4 Adequate measures are established to ensure student safety.
2. Drivers of private vehicles must be advised by the Principal that:
 - 2.1 Primary insurance coverage must provide a minimum of \$1,000,000 in liability.
 - 2.2 Drivers who transport students are aware that their insurance coverage is always primary or first loss insurance. Drivers must also advise their insurance company they will occasionally be transporting students.
 - 2.3 The Division maintains a non-owned vehicles liability insurance coverage that is over and above the owner's policy.
 - 2.4 The completion and submission of the Volunteer Driver Authorization to Transport Students form is required. A copy of the form is included in the forms section of this manual.
 - 2.5 All regular drivers of students who require compensation for transportation services require the possession of a class 4, class 2, or class 1 license.
3. Class 5 license may be considered for staff, parents or volunteers for the transportation of students on an incidental or occasional basis when:

- 3.1 Payment on a per-kilometer basis at a rate not exceeding the tax exempt allowance paid to employees;
 - 3.2 Straight reimbursement for out of pocket expenses; or
 - 3.3 In the case where the operator is a party to an agreement to provide transportation to only the operator's family members, members of the operator's household, or persons for whom the operator is a legal guardian, as compensation only to provide transportation to those persons.
4. Whereby job duties are designated to transporting students, staff members, **may not** transport students in their private vehicle unless they have the appropriate class 4, class 2, or class 1 license.
 5. In the case of exceptional circumstance, a student may use a private vehicle to attend a co / extra curricular activity, at the discretion of the principal.
 6. The principal is responsible to provide information to parents and students regarding the transportation of students in private vehicles.
 7. Passenger loads shall not exceed those permitted by law and by insurance for the specific vehicle involved and shall carry no more than the number of passengers for which seat belts are required.
 8. Staff, parents or volunteers driving with a Class 5 license, may not drive a vehicle that has a seating capacity of more than 15 passengers, as indicated in the Class 5 license specification.
 9. Drivers transporting students have final responsibility in their decision as to driving when weather or road conditions are dangerous or not acceptable.

Administrative Procedure 362

BUS VIDEO SURVEILLANCE

Background

The division has a responsibility to ensure the personal safety and security of students and to protect personal property belonging to the board. The division supports the use of video surveillance practices on student transportation vehicles believing that such practices will through deterrence, encourage good behaviour and promote safe practices.

The implementation and monitoring practices on student transportation vehicles must adhere to the guidelines within this policy.

Definitions

“Personal Information” is defined in **Section 1 (1)(n)** of the *FOIP Act* as recorded information about an identifiable individual, including:

- the individual’s race, colour, national or ethnic origin;
- the individual’s age or sex;
- information about an individual’s physical or mental disability; and
- any other identifiable characteristics listed in **Section 1 (1)(n)**.

“Surveillance System” refers to a mechanical or electronic system or device that enables continuous or periodic video recording, observing or monitoring of personal information about individuals in open, public spaces (including streets, highways, parks), public buildings (including provincial and local government buildings, libraries, health care facilities, public housing and educational institutions) or public transportation, including school and municipal transit buses or other similar vehicles.

“Reception Equipment” refers to the equipment or device used to receive or record the personal information collected through a public surveillance system, including a camera or video monitor.

“Record” is defined in **Section 1 (1) (q)** of the *FOIP Act* as a record of information in any form and includes books, documents, maps, drawings, photographs, letters, vouchers and papers and any other information that is written, photographed, recorded or stored in any manner, but does not include software or any mechanism that produces records. In the context of the *Guide*, **“record”** includes digitally recorded or stored media such as images on videotape.

Guidelines

1. Each school participating in the use of video surveillance must designate a senior staff person responsible for the public body's privacy obligations under the *Act* and with this procedure. Employees are subject to discipline if they breach the policy or the provisions of the *FOIP Act* or this procedure.
2. School buses owned, leased, contracted and/or operated by the division may be equipped with video recording devices for monitoring individual behaviour and will be monitored during regular school bus hours.
3. Authorization for initiating video surveillance on buses must be coordinated through the district office and with the superintendent or delegate.
 - 3.1 Bus video surveillance may be used as a deterrent where vandalism, theft, bullying, or any other inappropriate behaviour may occur.
 - 3.2 Bus video surveillance may be used as a basis for student discipline and property protection.
 - 3.3 Bus video surveillance may be used as a basis for inquiries and proceedings relating to law enforcement.
 - 3.4 Bus video surveillance provides the best opportunity to detect and prevent behaviors that could adversely affect the safety of others.
4. The public must be notified, using clearly written signs prominently displayed at the perimeter of the surveillance areas.
 - 4.1 Signs must also identify a person and number to contact in case there are any questions or concerns.
 - 4.2 Students and parents will be informed each school year and as necessary during the school year regarding the recording of student behaviour on the buses and the purpose for such practices.
 - 4.3 All transportation drivers must be aware of the policy of the board regarding video surveillance on their buses.
 - 4.4 The principal must notify the school council, parents and students of the video monitoring practices.
5. Only the principal or individuals authorized by that principal, shall have access to the video monitors while they are in operation. When students are suspected of breaking the law, the principal will cooperate with the police, and shall notify the superintendent.
 - 5.1 Video monitors should be in the controlled access areas wherever possible.
 - 5.2 Records should be viewed on a need to know basis only, in such a manner as to avoid public viewing.

6. Disclosure and use of any recorded incident must be justified on the basis of verifiable, specific reports of the incident or crime, any safety concerns, or other compelling circumstances; prior to using the recorded information against an individual.
 - 6.1 Video recording of actions by student passengers may be used by the administration as evidence in any disciplinary action brought against any matters arising out of the student's conduct on the bus, for the enforcement of school rules, and the expectations of the *School Act*, and as evidence for disciplinary actions.
 - 6.2 Video tapings of students riding on the bus may be reviewed or audited, for the purposes of determining adherence to school rules respecting safety and transportation of students and to determine if a reported incident of misconduct, vandalism or property damage has been captured on tape.
 - 6.3 The records may be monitored by authorized personnel on a random and regular basis to ensure the safety and security of all students, as well as adherence to policies, the *School Act*, and the fulfillment of safe and secure transportation practices by all drivers, employees, and students.
7. Video tapes may be released to third parties in conformance with the provisions contained in the FOIP Act and other regulations contained thereunder.
8. The board may also use video surveillance to detect or deter criminal offences that occur in view of the cameras.
9. Video surveillance will not be used for other purposes unless expressly authorized by or under an *Act* or under an enactment.
10. Any record of an image of an identifiable individual is to be considered a record of personal information in accordance to the FOIP.
 - 10.1 All tapes not in use shall be securely stored in a locked receptacle at the designated school.
 - 10.2 All tapes that have been used for the purpose of this policy shall be numbered and dated and retained for a period of 30 days. If the personal information is used to make a decision that directly affects an individual, section 34 of the *FOIP Act* requires the recorded information to be kept for at least one year.
 - 10.3 The delegated senior staff member must authorize access to tapes.
 - 10.4 A log shall be maintained of all episodes of access to, or use of the recorded material.
 - 10.5 A release form must be completed before any tapes are disclosed to any authorities. The form should state who took the tape, when and under what authority, and when or if the tape is to be returned or destroyed.
 - 10.6 An individual who is the subject of the information has a right of access to his or her recorded information. Access may be granted in full or in part

depending upon whether any excepted information can reasonably be severed from the record.

- 10.7 Old tapes may be securely disposed of by shredding, burning or magnetically erasing the information. Breaking open the casing is not sufficient.
11. Operation of a bus video surveillance system and the employees involved are subject to audit. Justification to the superintendent or delegate will be required in order to use any recorded video tape against any individual.
 - 11.1 The principal will be responsible to the Superintendent for an annual audit regarding the use and security of the surveillance cameras, including monitors and tapes, as well as the notifications to all parties concerned.
 - 11.2 An audit clause must be added to any contract for the provision of surveillance services.
 - 11.3 The principal should appoint an alternate review officer for periodical reviews. This review officer should not be a part of the video recording process.
 - 11.4 All reviews must be documented, and any concerns must be addressed to all superiors promptly and effectively.