

Volume

2

POLICY MANUAL

BOYLE STREET EDUCATION CENTRE

May 19 2005

Policies Procedures and Guidelines

BOYLE STREET EDUCATION CENTRE

Policies, Procedures and Guidelines

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Mission of Boyle Street Education Centre

The mission of Boyle Street Education Centre is to ensure success for all students in their goals of education, development of life and social skills and employability while assuring the parents\legal guardians and the community as a whole that this mission is being accomplished. The foregoing will be achieved through exemplary staff performance, individual student centred\directed learning, and measured student achievement of outcomes and by reinforcing the responsibilities and commitment of parents\legal guardians, students, Teachers and the community.

The success of the Education Centre depends on the cooperative efforts and the acceptance of responsibility by staff, students, parents, and the community in providing an appropriate and challenging learning experience for each student in a secure environment that:

- Establishes expectations for citizenship and responsible behaviour
- Respects individual differences
- Nurtures self-worth and dignity
- Fosters further learning



Philosophy of Boyle Street Community Co-op Services

The Boyle Street Community Services Co-op is a unique place where people get down-to-earth help that works. The reason is simple Co-op programs meet individual and community needs by building on the strengths of people in a holistic and practical way. The philosophy is expressed through the following beliefs:

- ❖ ***Respect for self and others are key ingredients for a healthy life.*** Everyone who comes into contact with the Co-op is treated respectfully and is expected to treat others that way.
- ❖ ***No one can do it alone.*** The Co-op helps people access resources, build support systems and work together as community members.
- ❖ ***All people have strengths that will help them take control of their own lives.*** The Co-op helps people identify, build and share these strengths.
- ❖ ***Success breeds success.*** The Co-op helps people succeed by setting realistic goals and making sure people have the supports and resources they need.
- ❖ ***When people feel in control of their lives, they are healthier.*** The Co-op supports people taking control by helping them solve their own problems, make choices, and take action toward their own goal.
- ❖ ***People need a supportive and safe environment.*** The Co-op creates an accepting environment and through activities fosters and supports a positive community environment.
- ❖ ***People need opportunities that are relevant and accessible.*** The Co-op works with people to deal with the issues they face today and provides opportunities to experience alternatives.



Services of Boyle Street Education Centre

Note that Services vary according to structure and/or constraints

- Breakfast and lunch program prepared by Professional Cook and Work Experience Students
- Earned transportation to and from school
- No school fees or school supply expense
- School Liaison/Counsellor for one-on-one intervention and outreach
- Registered Apprenticeship Program and Off Campus Education
- Low student/facilitator ratio
- Guest speakers and field trips
- On-site labs for Fine Arts, Cosmetology, Fashion Studies, Foods, Computer Studies, Carpentry skills, Career Transitions, Video and Audio Production Classes and off-site camps for the Wildlife CTS courses
- Career and Post Secondary counselling
- Cree Language Classes – and other cultural activities
- Advocating on behalf of students with numerous social service agencies, including Student Finance, CPP, Child Welfare Services, and Probation Officers/Fine Options
- School Nurse available for health counselling, referrals, student and teacher resource and information, immunization, and communicable disease follow-up
- Individual counselling services by professional therapists on site weekly



Policy Development

BACKGROUND

Board policy provides the administration and staff with a framework within which to discharge their responsibilities and duties. Policies also serve as sources of information and guidance to all who may be interested in, or connected with the operation of the School.

POLICY STATEMENT

The Board is responsible for the development of policy, which governs the operations of the School. Written policies shall constitute the basic method by which the Board exercises its leadership in the operation of the school system.

GUIDELINES

The policies of the Board shall be framed and interpreted in a manner consistent with the intent of relevant provincial, federal legislation, Alberta Education regulations and the Boyle Street Education Centre Charter. Policies will be developed using a common format, comprising:

- BACKGROUND:** The background statement outlines the rationale for the accompanying policy, guidelines and procedures.
- POLICY** The policy is a philosophically based statement, which is goal oriented and establishes the direction for future action.
- GUIDELINES:** Guidelines further define the framework within which the organization can discharge the policy with positive direction
- PROCEDURES:** Procedures are statements of who does what, how and in which sequence. Procedures may be mandatory or discretionary.

Policies are approved by Board resolution. Background and Procedures will be included in the policy manual as an administrative guide.

The process for the development and review of policies, guidelines and should allow for the participation of interested and concerned groups and individuals as appropriate to their circumstances



Procedures (Mandatory)

The Board is responsible for establishing new policies and/or initiating reviews or revisions of existing policies. The following steps will be taken in developing new policies or revising existing policies.

- 1 The Board may initiate suggestions for policy development or review, staff members, Alberta Education, all proposals for policy change shall be by Board resolution or through the Superintendent to the Board for first reading and for information.
- 2 The Superintendent\secretary treasurer reviews suggestions for change and modifications are incorporated into a second draft policy.
- 3 The revised draft is then submitted to the Board for second reading, discussion, and amendment and approval.
- 4 The policy statement as amended by the Board are given third reading and adopted by resolution at a regular or special meeting of the Board.
- 5 Not more than two readings of a policy shall be held at any one meeting.
- 6 The formal adoption of policies shall be recorded in the minutes of the meeting of the Board and a copy thereof shall be appended to the official minutes.
- 7 Board policies will be reviewed periodically and revised if necessary to meet changing needs.
- 8 The Board, on matters of unusual urgency, may waive the foregoing procedures and take immediate action in dealing with a policy matter.
- 9 The Superintendent\secretary treasurer, on matters of unusual urgency, may take immediate action even in the absence of policy direction. At the subsequent meeting of the Board the emergency action taken or policy decision made, shall be confirmed, modified or rejected.



- 10 The Superintendent\secretary treasurer shall be responsible for the establishment and maintenance of an orderly plan to ensure that board member's, employees, students and any other interested individuals or groups have access to current Board policy.

Policy Development Model

- 1 The originator presents draft copy of proposed policy to the Superintendent along with rationale;
- 2 The Superintendent will forward a draft copy of the proposal to the Board to consider the policy and give first reading.
- 3 The Board may do a second reading, discussion, amendment and approval of the policy.
- 4 The policy statement as amended by the Board may be given third reading, and final approval.
- 5 When the policy is rejected, the Board will advise the originator of the rationale of the decision..



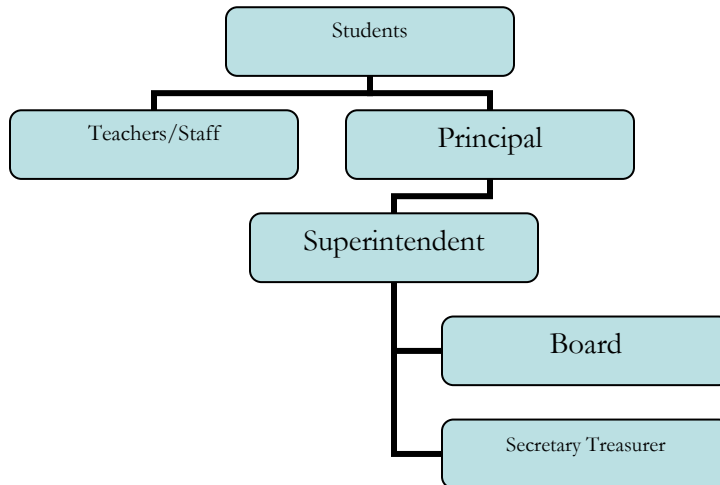
Channels of Communication

BACKGROUND

In an organization it is important for board members, administrative staff and stakeholders to understand the formal lines of communication within the organization. This facilitates effective resolution of problems and prevents various levels of the organization from giving "mixed messages or working at "cross purposes."

POLICY STATEMENT

The Board supports the maintenance of a viable communication system that recognizes the following chain of command:



GUIDELINES

- 1 Staff members wishing to inform Board members about activities and events in the school will normally do so through the principal to the Superintendent.
- 2 Board members, administrators and staff receiving complaints from parents, groups or community members will respect the preceding lines of communication to the greatest extent reasonable.
- 3 Board members, administrators and staff will respect the established lines of communication associated with the work of Board-appointed committees as determined in the committees' terms of reference.

PROCEDURES

- 1 When dealing with complaints the following procedures should normally be followed:
 - 1.1 Encourage the plaintiff to first discuss the complaint directly with the person against whom the complaint is made and advise the principal of the complaint;
 - 1.2 If the matter is not resolved to the satisfaction of the plaintiff, the next level of the structure should be contacted, e.g., if the complaint is with a Teacher, the Principal should be the next contact; if the complaint is with a Principal, the Superintendent or the Secretary Treasurer should be contacted;
 - 1.3 Failing resolution by the Superintendent and Secretary Treasurer, the plaintiff should be encouraged to write a letter, explaining their concern to the Board, along with their suggestions for resolution; and
- 2 Failing resolution at the Board level, the plaintiff shall be informed of their rights to appeal Board decisions under Sections 103,104 and 105 of the School Act.
- 3 The Superintendent, Secretary Treasurer and Principal are responsible for ensuring that staff are aware of and follow established channels of communication.



- 4 The complaints that are not resolved directly with the person against whom the complaint is made will be documented in writing. The resolutions will also be documented in writing and copies will be filed in the personnel files of those affected by the complaint.

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Board Powers and Duties

BACKGROUND School Act, Sec. 59 60-63

The School Act establishes specific powers, duties and responsibilities for elected school boards.

POLICY STATEMENT

The Board provides overall policy direction and leadership for the School.

GUIDELINES

The functional responsibilities of the Board are to:

1. Establish the goals for the School;
2. Develop policies in accordance with the School Act;
3. Appoint specific academic and administrative duties to the Superintendent, and the Secretary Treasurer.
4. Evaluate the performance of the Superintendent, and the Secretary Treasurer.
5. Furnish the financial means in accordance with the School Act and Alberta Education regulations, to provide the personnel, physical facilities and other resources necessary to achieve School goals;
6. Evaluate the effectiveness of the School in achieving established goals; and
7. Keep the School's supporters intelligently informed of the purpose, value, conditions, needs and results achieved by the School.



Board Member Power and Duties

BACKGROUND School Act Sec. 60, 62, 63

The School Act outlines the legal basis for school board powers and duties. Individual board members are not empowered to take action on behalf of the School unless specifically delegated to do so by the Board.

POLICY STATEMENT

The power to make decisions regarding the School's operations is vested in the Board as a collective whole.

GUIDELINES

1. Individual board members do not have the authority to direct the School's administration and staff or make decisions relating to the School's operations.



Board Chair Power and Duties

BACKGROUND School Act, Sec 65

The ability of the Board to discharge its obligations in a responsible and effective manner is significantly influenced by the quality of leadership provided to the Board.

POLICY STATEMENT

The Board entrusts to its Chair primary responsibility for providing leadership to the Board and acting as its primary spokesman.

GUIDELINES

The major duties and responsibilities of the Board Chair are to:

1. Preside over all Board meetings and to ensure that such meetings are conducted in accordance with the School Act and the policies and regulations as established by the Board;
2. Keep the Secretary Treasurer, Superintendent and the Board informed on all matters coming to his/her attention that might affect the School;
3. Keep informed of significant developments within the School;
4. Act as ex-officio member, with voting privileges, to all committees appointed by the Board; and
5. Represent the Board, or arrange alternative representation, at official meetings inside or outside the School.

PROCEDURES

1. The Chair will be in regular contact with the Superintendent and Secretary Treasurer to maintain a working knowledge of current issues and events within the School.
2. The Chair shall bring to the Board all matters requiring a corporate decision of the Board.



BACKGROUND

Board membership is a significant challenge and responsibility. Decisions made by board members directly affect the quality of educational services provided for students and the overall direction taken by a School. The importance of this role underscores the need for board members to establish and adhere to a code of conduct.

POLICY STATEMENT

The Board supports board member's adherence to a Board members' Code of Ethics.

GUIDELINES

To the Office

- 1 Board member Responsibility to the Office: A Board member should honour the high responsibility, which this membership demands by:
- 2 Thinking always in terms of "students"
- 3 Understanding that the basic function of the Board members is "policy making", and not "administrative", and by accepting the responsibility of learning to discriminate intelligently between these two functions;
- 4 Accepting the responsibility along with his/her fellow Board members of seeing that adequate facilities and resources are provided for the proper functioning of the schools;
- 5 Representing at all times the entire school community;
- 6 Accepting the responsibility of becoming well-informed concerning the duties of Board members and the proper functions of schools;



- 7 Recognizing responsibility as a provincial as well as a local official to seek the improvement of education not only in the School but also throughout the Province of Alberta;
- 8 Having the administrative officers present at regular meetings of the Board;
- 9 Granting the administrative officer the privilege of discussion at the Board meetings;
- 10 Referring complaints to the proper administrative officers and discussing them at the regular meetings if an administrative solution is not achieved; and
- 11 Board members Responsibility to the Community: The Board member should meet his/her responsibility to the community by:
- 12 Attempting to appraise fairly both the present and the future educational needs of the community;

To the School

- 1 Regarding it as a major responsibility of the Board to interpret the aims and the activities of the schools to the community;
- 2 Insisting that all school business transactions be on an open, ethical and above-board basis;
- 3 Seek adequate financial support for the schools; and
- 4 Refusing to use his/her position on the Board for personal gain.

To Other Board Members

Board members Relationship with Other Board Members: A Board member should respect his/her relationship with other members of the Board by:



- 1 Recognizing that authority rests only with the Board in official meetings and that the individual member has no legal status to bind the Board outside of such meetings;
- 2 Recognizing the integrity of his/her predecessors and associates and the merit of their work;
- 3 Refusing to make promises as to how he/she will vote on any matter which should properly come before the Board as a whole; and
- 4 Making decisions only after relevant facts bearing on the subject are made known.

To School Staff

Board members Relationship with Administrative Officers and Staff: Board members should maintain effective relationships with the administrative officers of the School and their respective staffs by:

- 1 Striving to procure, when the vacancies exist, the best professional leaders available for administrative posts;
- 2 Giving the administrative officers full administrative authority for properly discharging their professional duties and holding them responsible for results;
- 3 Refusing to act on matters relating to the employment or dismissal of staff without reference to the administrative officers; and
- 4 Respecting the confidentiality of privileged Board business.

PROCEDURES

- 1 The Board Chair will be responsible for periodically reviewing the Board members Code of Ethics with Board members.
- 2 The Board Chair will ensure that new board members are familiar with the Board members Code of Ethics as part of the new board members orientation process.



Appointed Board Officials

Superintendent

BACKGROUND School Act, Sec. 113

The School Act requires school boards, unless exempt by the Minister, to appoint a Superintendent of Schools as the Chief Executive and Chief Education Officer of the Board.

POLICY STATEMENT

The Board appoints the Superintendent as Chief Executive Officer of the Board and in the absence of the superintendent appoint an acting superintendent.

GUIDELINES

The appointment of the Superintendent will conform to the requirements of the School Act and Ministerial regulations with respect to notification and minimum qualifications required.

In accordance with Board policy, the Superintendent,

The achievement of educational goals established for the school;

- The implementation of Board policies and directives;
- The maintenance of a high standard of education through ongoing supervision and evaluation of curricular and co-curricular programs;
- The evaluation and reporting of student learning and development. The selection, deployment, development, evaluation, promotion, retention, transfer, reprimand, demotion and separation of school staff including Teachers and the principal;
- The safety, welfare and conduct of students while participating in school programs.



- The promotion of a positive attitude on the part of parents and the community towards the School and its programs;
- The maintenance of professional relationships with staff, students, parents and other affiliated individuals, groups or organizations.
- Other duties and obligations assigned by the Board.
- The Superintendent works closely with the Secretary Treasurer
- **PROCEDURES**

The Board shall be responsible for initiating procedures to appoint the Superintendent in the event of a vacancy.

The Board shall appoint an individual as Superintendent for a period of not more than three (3) years with prior approval in writing of the Minister.



Secretary Treasurer

BACKGROUND School Act, Sec. 116

The School Act requires Boards to appoint a Secretary and a Treasurer or one person to act as Secretary Treasurer.

POLICY STATEMENT

The Board shall appoint a Secretary Treasurer.

GUIDELINES

- 1 The appointment of the Secretary Treasurer will conform to the requirements of the School Act and Ministerial regulations related to notification and bonding.
- 2 In accordance with Board policy, the Secretary Treasurer responsible for the maintenance and operation aspects of the school is responsible for:
 - 2.1 The development of long range and short range financial and building plans to guide the School's operations;
 - 2.2 The condition of the School's physical assets including the safety, security and state of maintenance and repair of buildings, grounds, furnishings and
- 3 The Secretary Treasurer is responsible for the risk management of the Board and the administration and supervision of all business affairs of the School, in accordance with the School Act, the requirements of the Department of Learning and Board policy
- 4 Specific duties shall be outlined in a job description developed for the position of Secretary Treasurer.
- 5 The planning and control of the expenditure of all funds.
- 6 Other duties and responsibilities as assigned by the Board.



PROCEDURES

1 The Board is responsible for initiating recruitment procedures for a Secretary Treasurer.

The Board is responsible for notifying the Minister of the appointment of the Secretary Treasurer and arranging to have the incumbent bonded.

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Board Meetings

BACKGROUND School Act, Sec. 64-73

The School Act requires the Board to hold an organizational meeting each year and regular scheduled meetings. The School Act also allows the Board to hold special meetings and meetings In Camera when necessary.

POLICY STATEMENT

All meetings of the Board, with the exception to meetings In Camera, shall be scheduled and held in public.

GUIDELINES

Organizational Meeting:

1. The Secretary-Treasurer of the Board shall give notice of the organizational meeting of the Organizational meeting to each Board member as if it were a special meeting.
2. The Board Chair or designate will call the meeting to order and preside.

Regular Meetings:

1. Board meetings will be conducted in a manner consistent with the requirements of the School Act and the memorandum and articles of the Charter of the Boyle Street Charter School.
2. The place, dates and times of regular Board meetings will be established at the Board's annual organizational meeting;
3. Generally the meetings of the Board will be held in public unless a majority of the members present at the meeting are of the opinion that it is in the public interest to hold the meeting or part of the meeting in private.



4. The Board does not have the authority to pass by-laws or resolutions at private meetings apart from the resolution necessary to revert to an open meeting;
5. No resolution, act or proceeding at the Board is binding unless adopted at a meeting at which a quorum of the Board is present;
6. Regular meetings of the Board will not normally be held without the Superintendent or designate and Board Secretary Treasurer in attendance; and
7. Unless excluded by the School Act all Board members shall vote on all resolutions before the Board.

Special Meeting:

1. Special meetings of the Board will only be called when the Chair, the majority of Board members, the Minister or the Superintendent is of the opinion that an issue must be dealt with before the next regular Board meeting;
2. A written notice of the special meeting including date, time, place and nature of business shall be issued to all Board members by registered mail (at least seven days prior to the date of the meeting) or in person (at least two days prior to the date of the meeting) unless every member agrees to waive the requirements for notice.
3. Unless all Board members are present at the meeting no business other than that stated in the notice may be transacted;
4. No resolution, act or proceeding of the Board is binding unless adopted at an open meeting of the Board at which the majority of members are present;
5. Special meetings of the Board will not normally be held without the Superintendent and Board Secretary-Treasurer in attendance;
6. Unless excluded by the School Act all Board members shall vote on all resolutions before the Board.



In Camera Meetings:

Will generally be held to discuss sensitive matters pertaining to:

- 1 Individual students
- 2 Individual Board employees
- 3 Collective bargaining/contract negotiations
- 4 Acquisition or disposal of real property
- 5 Litigation brought before or against the Board
- 6 Other matters that the majority of trustees feel would not be in the public interest to discuss in open meeting

The Board may convene in camera only by proper resolution of the Board. Such resolution:

1. Shall be recorded in the minutes of the Board; and
2. Specify those individuals eligible to attend.
3. The Board shall, during the in camera meeting:
 - 3.1. Discuss only the matter which gave rise to the closed meeting; and
 - 3.2. Adopt only such resolution as is required to re-convene the Board in an open, public meeting.
 - 3.3. Board members and other persons attending the in camera meetings are not to discuss the details of the discussion outside of the meeting.

PROCEDURES

- 1 The Secretary/Treasurer will ensure that the meeting agenda and supporting material for all meetings are issued to Board members at least 48 hours prior to such meetings.
- 2 The Board Chair or designate will call the meeting to order and preside.



Regular Board Meeting Agenda

BACKGROUND

A well-planned meeting agenda contributes to the effectiveness of a Board meeting. Similarly, advance notice of the issues to be dealt with at a meeting, along with relevant background information assists members to make informed decisions.

POLICY STATEMENT

The Board supports the use of a standard agenda format for all regular Board meetings.

GUIDELINES

When drafting an agenda for Board meetings items on the agenda will generally be given preference in the following order:

- Items requiring Board decision (action items);
- Receiving delegations or presentations; and
- Information items.

Normally, only the business listed on the agenda will be discussed at the meeting. Additional items may be added to the agenda at the beginning of the meeting with the approval of the Board.

PROCEDURES

The Superintendent, Secretary Treasurer and Board Chair shall be responsible for developing the agenda.

1. The Secretary Treasurer shall ensure that the agenda, along with supporting documentation, is distributed to board members at least 48 hours prior to the meeting.
2. The Secretary Treasurer will generally include an administrative recommendation for all action items included on the agenda.



Minutes and Records

BACKGROUND School Act, Sec. 74, 75

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

POLICY STATEMENT

The Board will maintain accurate records of all proceedings of the Board required by the School Act.

GUIDELINES

The following records and documents will be kept on file at the School office and be made available to electors upon request:

- a. Approved minutes of all regular Board meetings;
 - b. Records of the proceedings of all Board committee meetings;
 - c. The annual budget approved by the Board;
 - d. All legal agreements entered into by the Board (exclusive of student or employee records or contracts);
 - e. Records of the status of all Board accounts;
 - f. Audited financial statements for previous year's operations;
 - g. The agenda of any public meeting or Board meeting
1. An appropriate per page photocopying charge will be levied to any elector requesting copies of the above noted documents.

PROCEDURES

1. The Secretary Treasurer is responsible for the maintenance of required minutes and records.
2. The Secretary Treasurer is responsible for establishing and implementing procedures to respond to requests from electors for public documents and records.



Board Committees

BACKGROUND

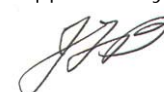
The function of a committee is to advise the Board. This is accomplished by comprehensive discussions and/or preparing recommendations regarding matters referred by the Board or on issues initiated by a Committee.

POLICY STATEMENT

The Board believes that its duties can best be carried out if its members are given an opportunity to meet in committees supplemental to Board meetings. It therefore supports the formation of standing or ad hoc committees of the whole, which allow board members to participate equally in detailed examination of governance issues. It also supports the formation of standing or ad hoc committees with restricted membership, which addresses clearly delineated topics.

GUIDELINES

1. All committees shall function under Board approved regulations.
2. The Chair of the Board shall be an ex-officio member of every committee of the Board.
3. The Chair may actively participate in Board Committees and has voting rights.
4. Committees have no legal powers, although in special circumstances they may be empowered by the Board to make certain decisions on its behalf.
5. Committees shall provide such recommendations to the Board, as they deem advisable.
6. The Committee shall meet from time-to-time or as often as required.



PROCEDURES

1. Each standing or ad hoc committee is to consist of two board members. All board members may attend any Committee meeting and, with the consent of the committee take part in discussion, but will not be entitled to vote.
2. Each standing or ad hoc committee shall select its own Chair at the annual organizational meeting of the Board.
3. Proceedings of the Committee meetings shall be recorded and distributed as necessary.
4. If possible, a Board member shall not be chair of more than one standing or ad hoc committee at the same time.

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School Councils

BACKGROUND School Act, Sec. 22

Section 22 of the School Act requires that the Board attempt to establish a school council. The Board believes the school council will have the potential to serve as an effective mechanism for utilizing parental input in the operation of the school and to enhance communication among the school, the Board and the community.

POLICY STATEMENT

The Board supports the establishment of a school council for the school in accordance with statutory requirements and Board policies.

GUIDELINES

Purpose: While the school council will be responsible for establishing its own goals and objectives, subject to Section 22 of the School Act, it is anticipated that the following may be among its primary goals:

- ❖ Act as an advisory body to the school administration on school related matters;
- ❖ Communicate and assist the school in achieving its goals;
- ❖ Provide a means of communication and a channel for disseminating and interpreting information between the school and community;
- ❖ Provide guidance and assistance with school-sponsored activities.

The School Council may, at its discretion:

- ❖ Advise the Principal respecting any matters relating to the school;
- ❖ Perform any duty or function delegated to it by the Board;



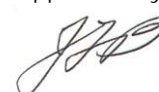
- ❖ Consult with the Principal so that the Principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister;
- ❖ Consult with the Principal so that the Principal may ensure that the fiscal management of the school is in accordance with the requirements of the Board and Superintendent, Secretary Treasurer;
- ❖ Do anything it is authorized under the regulations to do.

Establishment of the School Council

- ❖ Each school year the Principal will call a general parent meeting for the purpose of determining the level of interest in establishing a school council. This meeting must be within 30 days of the first day in which the school is in operation at the beginning of the school year.
- ❖ In the absence of such interest, the principal may initiate the establishment of a community council. Such a committee will operate under the same conditions as those of the school council except that its members shall not have to be parents or students of the school.

Membership

- ❖ All parents/guardians of students attending the school or independent students are eligible members of the school council;
- ❖ A majority of school council members shall be parents or independent students;
- ❖ The executive of the school council shall be elected annually at an annual general meeting and will normally include:
 - Three persons elected for one year terms
 - The Principal or designate as a standing council member;
 - One member of the Teacher staff;
 - A student representative and



- A member at large appointed from the community by the school council

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- ❖ Each school council must consist of the following members:

- (a) The Principal of the school;

- (b) At least one person who is a Teacher at the school;

- (c) If the school is a senior high school, at least one person who is a student enrolled in the school, elected by the students enrolled in the school

- (d) Parents of students enrolled in the school and independent students elected by parents and independent students who attend the establishment meeting

- ❖ The members of a school council in 4.3(a), (b), (c) and (d) may establish the process to appoint one or more persons who have an interest in the school as members of the school council.

- ❖ A school council must consist of:

- (a) A minimum of seven (7) members if the school is an elementary or junior high school; and

- (b) A minimum of nine (9) members if the school is a senior high school.

Suspension of a School Council

- If a quorum is not available for a meeting of a school council and the meeting has been re-scheduled on two or more occasions, the Board may suspend the operation of the school council until the following year.
- If the operation of the school council is suspended, the Principal may establish an advisory committee to carry out the duties of the school council until a new school council is established.



Dissolution of a School Council

- The Minister, on the request of the Board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with the School Act and the regulations.
- Prior to requesting that the Minister dissolve a school council, the Board will provide an appeal process.

Constitution and Bylaws

- ❖ The school council may draft or adopt a constitution and/or bylaws containing provisions for name, membership, frequency of meetings, functions, etc., that is within statutory and Board policy parameters.
- ❖ The constitution shall be filed with the Superintendent and the Secretary Treasurer as information.
 - Liaison with the Board; The Board will hear any appeal from the principal or the school council with respect to disputes on policies or that are proposed or have been adopted by the school..
 - The chair of the school council must prepare and provide to the Board by October 15 of each year, for the preceding year,
 - (a) The activities of the school council in the year;
 - (B) The financial statement relating to money handled by the school council in the year;



(c) A copy of the minutes for each meeting of the school council held in the year.

- ❖ The Board will refer the school council reports and/or recommendations to the Superintendent and Secretary Treasurer.

Operational Procedures

Each school council will establish its own operating procedures within statutory and Board policy parameters. The topics to be included are:

- ❖ Purpose of the school council.
- ❖ Operational procedures.
- ❖ Election or appointment of officers.
- ❖ Duties of officers.
- ❖ Functions of the council.
- ❖ Presentation of motions.
- ❖ Membership.

Record Keeping

The school council shall establish methods of keeping records in accordance with the following guidelines:

- ❖ A proper set of books is established to keep minutes and record finances.
- ❖ A bank account is established.
- ❖ The signing authority should be the chair or treasurer, countersigned by the school Principal.
- ❖ The books or records are submitted to the Secretary Treasurer annually.



Appeals

BACKGROUND School Act, Sec. 123, 124

The principles of natural justice support the provision of a process for parents and electors to appeal decisions, taken or not taken, by Board employees. In addition, the School Act requires that a Board establish appeal procedures with respect to decisions taken by Board employees that could significantly affect a student's education. Students and parents have a right and Boards have an obligation to, ensure that significant decisions that affect a student's education can be appealed. A significant decision is defined as:

- A decision regarding a final mark in a course or program.
- A decision regarding the placement of a student in any educational programs.
- Other decisions viewed by the Superintendent as significantly affecting a student's education.
- A decision review able by the minister under Section 124 of the School Act.

POLICY STATEMENT

The Board believes that decisions regarding the education of a student should be made normally at the level closest to the student.

GUIDELINES

1. The Board expects its staff to make decisions that are consistent with the philosophy, mission statement and objectives of the school. These decisions shall reflect due process and fair treatment of parents or guardians.
2. With respect to appeals under the School Act:
 - 2.1. The Board will act as the appeal body on matters related to placement of a student in a special education program, student records, payment of fees and costs, home education and matters referred to in Section 10 of the School Act
3. Appeals to the Minister of Learning: sec. 124
 - 3.1. Parents, guardians and independent students should be advised of the existence of the appeal process and of procedures for appeal. as provided for in this section of the act.



PROCEDURES

1. Concerns with decisions that significantly affect the education of a student should first be discussed with the teacher and the school Principal.
2. If satisfactory resolution is not achieved, the parent/guardian, independent student is to be advised by the Principal of their right to appeal to directly to the Board or if they wish have the matter reviewed by the Superintendent. Having the matter reviewed by the Superintendent. By having the matter reviewed by the Superintendent the appellant does not give up their right to appeal to the Board.
3. Excepting for a student suspended and not readmitted within five (5) school days which is dealt with in policy 6020 and (Section 24, Alberta School Act), an appeal request must be made in writing to the Superintendent within thirty (30) calendar days of receipt of notification of the right to appeal.
 - 3.1 Upon receipt of the written request for an appeal, the Superintendent will convene a review process as soon as practically possible, but no later than ten (10) school days from receipt of the written notice of appeal.
 - 3.2 The Superintendent will advise the parent/guardian or independent student (in writing) of:
 - 3.3 The date, time and location of the appeal review.
 - 3.4 Their right to be accompanied by an advocate, and/or a lawyer, and/or interpreter (at their own expense).
 - 3.5 Their right to present witnesses and offer evidence to support their appeal.
4. The Superintendent shall:
 - 4.1 Establish a process for a hearing review.
 - 4.2 Call any expert resources required to assist with their deliberation.
 - 4.3 Maintain and distribute minutes of meetings.
 - 4.4 Render a decision on the appeal.
 - 4.5 The Superintendent will inform the parent/guardian, independent student in writing of the Board's or Superintendent's decision within ten (10) school days of the appeal hearing.



BACKGROUND

Emergent issues occasionally necessitate taking prompt action in areas where Board policy does not exist.

POLICY STATEMENT

In situations where, in the judgment of the Superintendent, Secretary Treasurer or designate, immediate administrative response is required, the Superintendent, Secretary Treasurer or designate will take the action he/she deems appropriate.

GUIDELINES

1. Subsequent to taking action in the absence of policy, the Superintendent, Secretary Treasurer or designate shall inform the Board at the next regular meeting of the action taken.
2. Subsequent to being briefed on the action taken, the Board may affirm, modify, rescind the decision or recommend policy development to deal with future issues of a similar nature.

PROCEDURES

1. If time permits, the Superintendent, Secretary Treasurer or designate may consult with the Board Chair before making a decision.
2. In the event that policy development is recommended, the procedures outlined in the policy dealing with policy development will be followed.



BACKGROUND

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

POLICY STATEMENT

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

GUIDELINES

The purposes for conduction school evaluations are:

1. Assist in the identification and maintenance of appropriate management instructional and program standards which contribute to a high level of student development
2. Enable schools to become more effective in meeting the needs of students
3. Ensure that all programs are being offered in accordance with Alberta Education requirements
4. Contribute to the efficiency and effectiveness of school organization and management
5. Provide professional assistance to the school staff with respect to:
 - 5.1. Programs of instructions
 - 5.2. Delivery of programs
 - 5.3. Organization and management
 - 5.4. Quality of instruction
 - 5.5. Provide teachers, parents and students the opportunity to indicate their perceptions and suggestions with regards to the operation of the school

Standards of School Effectiveness: Schools will be evaluated relative to the following standards and in accordance with the charter school regulations of the Minister.

1. Instructional Leadership – The focus on learning serves as the basis for day –to-day activities and for decision-making
2. Purpose – The focus on learning serves as the basis for day-to-day activities and for decision-making
3. Sense of Community- A cohesive social environment exists in the school- especially the extent of support and the feelings of belonging that individuals have for one another.



4. High Expectations – Administrators believe in the potential of staff and students in the school
5. Specific Feedback – Immediate feedback is given to students and teachers in recognition of their performance
6. Appearance and Comfort – An atmosphere that is orderly, inviting and attractive and that is conducive to learning
7. Consistent Discipline Policy – A set of guidelines and basic philosophy is utilized daily by the staff in their interaction with students
8. Students Actively Engaged in Learning – Opportunities for students to be constantly involved and participating in the learning process are clearly evident within the school
9. Challenge and Growth for All Students – Learning activities are provided that allow for personal feelings of achievement for all students in their learning experience.
10. Instructional Strategies – Varied and Responsive – Varied learning environments are present for students and are responsive to the characteristics of particular learners and intended curriculum outcomes
11. Student Results – Gathering of information on student progress, the interpreting of the information and the continued application of the information in daily planning is an attribute of the school.

Scope of Evaluation

1. School evaluation may involve the entire school operation or specific components of the school operation
2. Opportunities for staff, student and parent input into the evaluation process will be provided
3. School Councils shall be consulted regarding school evaluations

PROCEDURES

1. The superintendent or designate will be responsible for specific procedures re: completing the evaluations
2. The principal will be required to evaluate the school relative to:
 - 2.1. The desired outcomes established in the Annual Blueprint for learning
 - 2.2. Provincial and Board mandated outcomes; and
 - 2.3. The standards of effectiveness detailed in Guideline 2 of this policy



BACKGROUND

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

POLICY STATEMENT

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

GUIDELINES

1. Staff is encouraged to express their ideas and concerns about the operation of the school jurisdiction through established communication channels.
2. Jurisdiction parents and community members are encouraged to express their ideas, concerns and judgment about the school through such means as:
 - 2.1. Written suggestions(s) or proposal (s)
 - 2.2. Presentations to the board
 - 2.3. Responses to surveys made through interviews, questionnaires or other means
 - 2.4. Participation through school councils and local advisory committee(s)
 - 2.5. Direct contact with jurisdiction staff and administration
3. Input from the public and staff will be taken into consideration by administration and the board. In evaluation such advice, the first concern will be for the educational program as it affects students. The board's final decision may depart from this advice when, in the judgment of the staff and the board, such advice is non consistent with goals adopted by the board, good educational practice, or within available financial resources.
4. School councils, individually or collectively, are encouraged to provide input and feedback on board policies and decisions

PROCEDURES

1. The board and/or superintendent are responsible for assisting in establishing various committees



BACKGROUND SCHOOL

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

POLICY STATEMENT

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

GUIDELINES

1. Definition: In this policy,
 - 1.1. Copyright means the legal protection of a creator's original work. Copyright law does not protect ideas, only the form in which they are expressed
 - 1.2. Copyright infringement means publishing, adapting exhibiting, translating, editing, performing in public, communicating by telecommunication, copying or converting to another medium without permission of the creator.
 - 1.3. Works covered by copyright means all original literary, dramatic, musical and artistic works. Examples include: books, writing, encyclopedias, photographs, films, dictionaries, statistical data, newspapers, reviews, magazines, translations, tables, compilations, examination questions, speeches set down in writing, any piece that can be recited, choreographies, harmony, melody, lyrics, paintings, drawings, sculptures, works of artistic craftsmanship, engravings, architectural works of art, maps plans, charts, records, cassettes, tapes sound recordings, television programs and electronic resources such as computer software, on-line programs, CD-ROMS, laser disks and computer programs stored on any media
 - 1.4. Dubbed off-air means making a copy of any television program during broadcast.
2. Jurisdiction employees shall not contravene the copyright law by illegally copying or duplicating texts, workbooks, periodical materials and/or musical works, printed or recorded. Works covered by copyright may only be reproduced by jurisdiction employees with oral or written permission from the copyright owner or authorized agent.



3. In the event of litigation resulting from copyright violation, the board will not assume responsibility for actions of an employee who has contravened the school system copyright policy

PROCEDURES

1. Print Resources

- 1.1. An employee may duplicate, for personal use only, a single copy of an article, short poem or other work for private study or research
- 1.2. If an employee wishes to make multiple photocopies, the employee shall:
 - 1.2.1. Determine copyright privileges granted by the publisher on the back of a book's title page or a magazine's table of contents page;
 - 1.2.2. Contact the copyright owner by telephone followed by a written request;
 - 1.2.3. If verbal permission to photocopy is granted, indicate the grantor, time and date on the letter of request; and
 - 1.2.4. If a fee to reproduce materials is required, acquire permission from the site administrator before proceeding with reproduction

2. Video Resources

- 2.1. Television programs may only be dubbed off-air with permission from the copyright owner. (ACCESS Network's catalogue lists titles of videos that may be dubbed off-air)
- 2.2. Only video programs and feature film rentals with public performance rights may be shown in schools. (A site license must first be obtained from the Canadian Distributor).

3. Electronic Resources

- 3.1. Electronic resources (computer software, CD-ROMs, on-line programs, electronic bulletin boards, and freeware, shareware and computer programs stored on any media) may only be used as specified in the license agreement.
- 3.2. The board will make every effort to purchase multiple copies of electronic resources or site licenses for electronic resources. (One back-up copy, adaptation, or translation of a computer program is permitted by law and does not require special permission from the copyright owner; school librarians may lend the original program but not the back-up copy.)

4. Music Resources

- 4.1. Audio recordings may be played in schools if the public performance rights were purchased. (Audio recordings obtained from Canadian distributors include public performance rights in the purchase price.)



- 4.2. Musical works may be performed in the course of teaching and learning without obtaining permission from the copyright owner.
5. Public Domain Resources
 - 5.1. Works that are in the public domain may be reproduced without permission. Works become part of the public domain 50 years after the death of the creator except when the rights are passed to others.
6. Ownership of Copyright
 - 6.1. Employees own the copyright on works they develop on their own initiative and on their own time even though the materials may be the result of ideas generated by the employee's work.
 - 6.2. The board owns the copyright on work developed by an employee on the board's time or as part of their duties with the board.
 - 6.3. The board may copyright any works produced at the direction of the board
 - 6.3.1. The superintendent may grant others the right to reproduce work copyrighted by the board under such terms as may be appropriate. The reproduction must include the copyright and give acknowledgement to the authors;
 - 6.3.2. The superintendent may enter into an agreement with others to produce, in part or in whole, a work for the board. This agreement shall specifically address copyright of the work produced;
 - 6.3.3. The board may market board material at a cost that shall cover printing, mailing and royalty;
 - 6.3.4. The board may enter into an agreement with a private publisher to publish board material for sale and distribution; and,
 - 6.3.5. If the board markets a resource profitably, it may compensate the creative employee.
 - 6.4. Students own the copyright on anything that they create and parental permission to reproduce their work should be obtained if the student is under 18. Student permission is required if the student is 18 or over. Permission is not required to display student work within the school.
 - 6.4.1. Each school will request and file permissions from parents/guardians at the beginning of each school year to record and/or tape their child (ren) for possible performance. A sample parental permission form is included in Appendix



- 6.4.2. Parental approval shall be obtained to display any student work outside the school at such sites as teachers' conventions, conferences, public libraries, central office or shopping centre's; and,
- 6.4.3. The copyright in photographs taken by students for school publications with equipment and supplies provided by the school are usually the property of the school
7. Each site-based administrator shall ensure that reproduction equipment (photocopiers, computers and records) are labeled with warnings that reproduction is not permitted without permission from the copyright owner.

A handwritten signature in black ink, appearing to be 'JJP', is written over the 'Approved By' text.

Freedom of Information and Privacy Act

Also Refer to Research Policy 7060 in Policy Manual

BACKGROUND

Frequently a person or group wishing to do research in the school approaches the School. In view of this it is necessary that we have policy, which protects the rights of students, parents, staff and the School while at the same time recognizing that these same groups and individuals may benefit from the research.

POLICY STATEMENT

The Boyle Street Education Centre is committed to research excellence. It will co-operate with research projects aimed at improving knowledge of the educational process generally and more specifically contribute to the improvement of the quality of educational experiences of students and staff at the school. In all cases, the research must respect the privacy and well-being of all its subjects and adhere to the Freedom of Information and Protection of Privacy Act.

FOIP Act – Access to Student files

BACKGROUND Section 2

The Boyle Street Education Centre is defined as a local public body and is therefore subject to the FOIP act. Not only must the school provide individuals a right to access records under the custody or control of the school, but as a public body such records must also be protected.

FOIP Act -Hard copy in the office

Guidelines and Practices Manual -Hard copy in the office

Appendix 1

[Http://www.gov.ab.ca/foip/faq/school_jurisdictions](http://www.gov.ab.ca/foip/faq/school_jurisdictions)



Annual Budget Development

BACKGROUND School Act S. 147

The annual budget is the financial component of the School's operating plan. The budget is not the plan itself but a mechanism to achieve the goals and objectives of the plan.

POLICY STATEMENT

Each school year the secretary-treasurer shall prepare for Board consideration and adoption a detailed estimate of the revenues and expenditures required to operate the programs of the school system.

GUIDELINES

1. Input from the Board, school councils, administrators and staff will be sought with respect to school system budget priorities for the upcoming year.
2. The budget will reflect the annual goals and objectives set by the Board.
3. On or before May 31 of each year, the annual budget for the year beginning September 1 will be submitted to the Minister.

PROCEDURES

1. In consultation with staff and school council and in accordance with guiding principles and formulae for allocating resources the school Principal will develop and submit a preliminary school budget to the Secretary Treasurer by March 1, prior to the budget year.
2. The Secretary Treasurer with the concurrence of the Superintendent shall submit a preliminary School annual budget to the Board no later than April 15, prior to the budget year.
3. Following Board review and adoption, a final budget in the form prescribed by the Minister will be submitted to Alberta Education.



Annual Budget Implementation

BACKGROUND

The approved budget provides the school system administration clear direction from the Board with regard to the allocation and expenditure of funds.

POLICY STATEMENT

The Board believes that the responsibility for budget implementation should rest with the administration of the school system. School budget implementation is the responsibility of the Principal.

GUIDELINES

- 1 The final school system budget allocations may not be changed without the prior approval of the Board.
- 2 The school system budget will be reflective of the provincial funding framework in terms of funds for instruction, support and capital.
- 3 In the event that a school has a significantly higher\lower enrolment on September 30th than that projected in the budget, the basic allowance schedules will be adjusted as required.
- 4 Quarterly reports to the Board will be made concerning the status of the School's revenues and expenditures.
- 5 An annual audited financial report to the Minister and the electors will be made. Copies of the audited financial statement will be made available to individual members of the public as requested.

PROCEDURES

- 1 The secretary-treasurer is responsible for ensuring the budget is implemented in accordance with Board policy and guidelines
- 2 The secretary-treasurer is responsible for maintaining a financial monitoring system (including school budgets) and generating required financial reports to keep the Board and administration informed as to the budget status.
- 3 The secretary-treasurer is responsible for ensuring acceptable accounting and auditing procedures are utilized for school-based accounts.



2 of 2

- 4 The Principal is responsible for ensuring the school budget is implemented considering staff/school council input and in accordance with Board policy and guidelines
- 5 The secretary-treasurer is authorized to invest funds that are surplus to immediate requirements in investment vehicles that are authorized by law.

A handwritten signature in black ink, appearing to be 'JJP', is written over the 'Approved By' text.

Purchasing Procedures

BACKGROUND

The School has a responsibility to establish purchasing procedures that will result in quality purchases within the financial constraints of the School.

POLICY STATEMENT

Purchasing procedures will be established and implemented that maximize value for the dollars spent.

PROCEDURES

1. The Secretary Treasurer is responsible for establishing and maintaining purchasing procedures subject to the following:
 - 1.1 The Principal is responsible for approving purchases at the school level;
 - 1.2 The Principal is responsible for approving invoices received and forwarding them to the Secretary Treasurer for payment.



Signing Authorities

BACKGROUND

The efficient conduct of School business is supported by the designation by the Board of signing authorities for School and banking purposes.

POLICY STATEMENT

The Chair of the Board or the Vice Chair of the Board together with the Superintendent of Schools or the Secretary-Treasurer or designate is the bank signing authorities for the School.

GUIDELINES

The signatures of the Board Chair or the Vice Chair, the Superintendent or Secretary Treasurer or designate are required on all bank-related documents or School cheques.



Certified Administration

BACKGROUND School Act, Sec 93, 95, and 96

The Board believes that the quality of education received by School students is directly related to the quality of administrative staff appointed.

POLICY STATEMENT

The Board is committed to the application of a fair and thorough administrator recruitment process.

GUIDELINES

The basic criteria to be considered in selecting administrative staff are:

1. Professional preparation and experience.
2. Professional achievement and contribution including evidence of leadership ability.
3. Verbal and written references.
 - 3.1 Commitment to the School's philosophy, mission statement and beliefs.
 - 3.2 Administrative abilities regarding decision-making, organizing, planning, communicating, coordinating, managing and evaluating.
 - 3.3 Human relations skills including the ability to develop positive relations with students, staff, parents, community and others.
 - 3.4 Computer literate.

PROCEDURES

The Superintendent is responsible for initiating recruitment procedures as required, completing reference checks and short listing candidates to be interviewed for all positions except Superintendent of the School.

1. The Board is responsible for making the final appointment decisions based upon:
2. The Superintendent's recommendations and rationale;
3. Brief summary of the qualifications and experience of all short listed candidates'
4. Other relevant information requested by the Board



Certified Staff

BACKGROUND School Act, Sec 61, 92, 112,

Attracting, retaining and developing a high quality teaching force are a high priority of the Board. To support this objective Teacher recruitment practices must ensure that Teachers hired are highly skilled, and dedicated to the service of students.

POLICY STATEMENT

The Board supports the recruitment of the most capable and highly qualified teaching staff available.

GUIDELINES

1. To the greatest extent reasonable, attempts will be made to match professional training and experience with the teaching assignment.
 - 1.1 Teachers are to be selected on a thoroughly professional merit basis in accordance with commonly recognized selection principles, free from all personal influences and pressures.
 - 1.2 The Board under Section 61 of the School Act delegates to the Superintendent\Secretary Treasurer responsibility for hiring teaching staff subject to Board policy and guidelines.
2. Factors to be considered in recruiting Teachers include:
 - 2.1 Personal qualities including effective interpersonal relationships, sensitivity and empathy ability to work with others, communication skills, integrity and ability to exercise sound judgment;
 - 2.2 Professional training and experience;
 - 2.3 Professional achievements and contributions;
 - 2.4 Computer literate.
 - 2.5 Teachers selected will provide the following: TQS, teaching certificate, driving abstract, proof of insurance if transporting students, Child Welfare Check, Criminal Records Check, and any other documents as may be requested by the Principal. All documents are kept in the personnel file. The principal, superintendent or board may ask to have the documents updated from time to time.

PROCEDURES

1. The Board is responsible for ratifying all continuing teaching contract offers.



Expectations of Teaching Staff

BACKGROUND School Act, Sec 18

To enable students to achieve the required learning expectations, Teachers are expected to foster learning and provide instruction to meet expectations.

POLICY STATEMENT

The Board recognizes and endorses certain expectations of professional staff to assist students in achieving their learning potential.

GUIDELINES

For the school and students, in accordance with law, Board policy, and administrative directives, the Teacher is responsible to the Principal for:

1. The achievement of the mission and educational goals established for the school.
2. Implementation of Board policies and administrative directives.
3. The maintenance of professional relationships with the school staff, students, parents and other affiliated individuals of the Boyle Street Co-op.
4. The provision of competent individual instruction to students.
5. The teaching of courses of study and educational programs that are prescribed approved or authorized pursuant to the School Act.
6. The encouraging and fostering of individual student learning.
7. Involve the community in the encouragement and fostering of the individual student learning.
8. Continually adapt the curriculum so that it may respond to the needs of the students.
9. The regular evaluation of student learning and periodic reporting on the results to students, parents and the Board.
10. The maintenance of order and discipline among students while they are in the school or on the school grounds or while attending or participating in activities sponsored by the Board.
11. Other duties and responsibilities as assigned by the Principal or the Board.



Staff Recruitment Support

BACKGROUND School Act, Sec 117

Support staffs are vital to the provision of quality educational programs and must be recruited in an effective, efficient and fair manner.

POLICY STATEMENT

The Board supports the recruitment and efficient deployment of qualified support staff to meet students' educational needs.

GUIDELINES

1. In recruiting support staff the following criteria will be considered:
 - 1.1 Needs of students as perceived by the School administration;
 - 1.2 Candidates interests, knowledge, education, ability, skills and\or seniority with the School;
 - 1.3 Computer literate.
 - 1.4 Candidate's suitability and compatibility based upon past performance and experience.
2. The Secretary Treasurer on the recommendation of the principal will be delegated to hire non-teaching staff for the school

PROCEDURES

1. The Secretary Treasurer is responsible for establishing support staff recruitment procedures, communicating these to school administration and monitoring their information.



Principal

BACKGROUND School Act Sec. 19, 20

The Board views the Principal as being responsible for achieving the goals of the School. Effective leadership calls for creativity, vision, commitment, communication, acceptance and action.

POLICY STATEMENT

The Board supports the functioning of the school Principal as an administrative leader in the school.

GUIDELINES –

In accordance with the School Act, the Board:

- 1 Shall assign a Principal to the school
- 2 The Principal is responsible to the Superintendent
- 3 The Principal is responsible for:
 - 3.1 Provide instructional leadership in the school
 - 3.2 Ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs, approved or authorized pursuant to this Act.
 - 3.3 Evaluating or providing for the evaluations of programs offered in the school.
 - 3.4 Ensure that students in the school have the opportunity to meet the standards of education set by the Minister;
 - 3.5 Direct the management of the school
 - 3.6 Maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board
 - 3.7 Promote co-operation between the school and community that it serves
 - 3.8 Supervise the evaluation and advancement of students
 - 3.9 Supervise and evaluate the teachers and other staff employed in the school
 - 3.10 Subject to and applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board



- 3.11 Achieving the mission and educational goals established for the School
- 3.12 Providing assistance in the selection, deployment, reprimanding and making recommendations regarding tenure and termination
- 3.13 Planning and controlling expenditures related to local school based budget
- 3.14 Other duties as assigned by the Superintendent**

Duties

1. Budget and monitor school finances
2. Monitor the tracking of all the students that go through the school, including Intake procedures, maintaining the target population, and ensuring adherence to School Charter guidelines
3. Recruit and evaluate staff. Recommend to Superintendent the hiring of teachers, recommendations for permanent certifications and continuous contracts
4. Monitor school programming, including course outlines, school projects, Diploma examinations, the IPP Process, and Off-campus training
5. Facilitate staff meetings and school assemblies as required
6. Monitor the school's reporting procedures; submit Annual Alberta Education Reports and Grant applications
7. Establish and chair the school Advisory Council
8. Facilitate the Funding and Monitoring Processes of Alberta Education
9. Adhere to F.O.I.P. Guidelines
10. Approve and monitor Media Requests
11. Monitor school committees, councils and meetings
12. Facilitate conflict mediation/resolution and student discipline procedures



Vice Principal

BACKGROUND

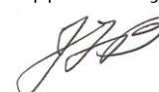
In accordance with law, board policy and administrative regulations and under the direction of the principal, the assistant principal provides administrative support to the principal in those areas, which comprise the role and Responsibility Statement for the Principal

POLICY

The Board supports the functioning of the school Vice Principal as an administrative leader in the school.

GUIDELINES –

1. The conduct and outcome of all programs both curricular and co-curricular
2. Evaluating and reporting student learning and development
3. The attitude of students toward self, others, school and education
4. The safety, welfare, and conduct of students while participating in school programs
5. The attitude of staff toward the students and parents toward other staff, the school and its programs.
6. The selection assignment, training, performance and conduct, professional growth and advancement, safety and well-being, evaluation, retention, transfer, promotion, reprimand, demotion and separation of staff
7. The attitude of the parents and the community toward the school, the district, and its programs.
8. The planning and budgeting of the expenditure of all funds
9. Ensuring and monitoring of course plans for students
10. Monitoring of the Student Finance program
11. Additional duties and obligations as assigned by the principal



Teachers

BACKGROUND

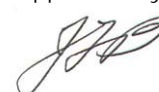
To enable students to achieve the required learning expectation, Teachers are expected to foster learning and provide instruction to meet expectations.

POLICY STATEMENT

The Board recognizes and endorses certain expectations of professional staff to assist students in achieving their learning potential. Cross-reference School Policy and procedures 5015

GUIDELINES AND DUTIES

1. Teachers help students achieve learning expectations and high standards
2. Teachers professional growth focuses on competencies needed to help students learn on an individual student centred directed basis
3. Teachers are committed to continuous improvement
4. Teachers provide information and assistance in the area of student information, curriculum, assessment, programs and personnel will be provided to support planning and decision making in the Education Centre
5. The development of Standards for Teacher performance will be implemented
6. A range of Teacher development opportunities will be provided to assist in making programming decisions
7. A range of resources will be made available



Support Staff

BACKGROUND

Support staffs are vital to the provision of quality educational programs and must be recruited in an effective, efficient and fair manner. Cross-reference School Policy and Procedures section 5020

POLICY STATEMENT

The Board supports the recruitment and efficient deployment of qualified support staff to meet students' educational needs

GUIDELINES

1. In recruiting support staff the following criteria will be considered:
 - 1.1 Needs of students as perceived by the School administration;
 - 1.2 Candidates interests, knowledge, education, ability, skills and\or seniority with the School; and
 - 1.3 Computer literate.
 - 1.4 Candidate's suitability and compatibility based upon past performance and experience.
2. The superintendent is responsible to bring forth to the Board recommendations on the hiring of all support staff.

PROCEDURES

- 1.1 The Secretary Treasurer is responsible for establishing support staff recruitment procedures, communicating these to school administration and monitoring their information.
- 1.2 The Superintendent is responsible to bring forth to the Board recommendations on the hiring of all support staff.



Teachers Compensation

BACKGROUND

Appropriate compensation is essential in the recruiting and maintaining staff to carry out the mission of the school

POLICY STATEMENT

The Board believes that employees should be provided fair and equitable compensation based on their contribution to achieving the mission of the school. A compensation schedule will be set by the Board and made available to all staff once it is approved. Certified compensation must be in keeping with the financial capacity of the school.

Salary

1. Initial salary range placement will be determined by the superintendent in consultation with the principal and take into account the following factors:
 - 1.1 For salary purposes, the Board recognizes a minimum of four years and a maximum of five years of training as defined by The Teacher Qualifications Services of the Alberta Teacher's Association.
 - 1.2 Upon signing of a contract of employment, a teacher shall be granted one increment for each full year of teaching experience acquired prior to being hired by BSEC, effective April 21, 2006 and such increments are not retroactive.
 - 1.3 Progression from one salary level to the next will be based on each year of satisfactory performance until the maximum is reached
 - 1.4 A year of experience for the purpose of movement on the grid is a minimum of 115 teaching days
 - 1.5 Only one increment a year will be awarded and it will be awarded at the beginning of the school year.



- 1.6 Journeyman trade certification will be recognized with movement of one level of experience on the grid
- 2. Salary increases shall normally reflect a staff member's movement on the grid based on years of experience in the school and any increases made by the Board to the compensation schedule.

Benefit Plan

When the enrolment and other requirements of the insurer(s) have been met, the employer shall take steps to contract for and implement the following group benefit plans:

	Premiums	
	Employer costs	Employee Costs
1. Weekly indemnity and Long Term Disability Insurance		100%
2. Dental Care Insurance	100%	
3. Extended Health Care	100%	
4. Life Insurance	100%	
5. Accidental Death and Dismemberment	100%	
6. Alberta Healthcare Insurance	100%	

***After August 31/2006 the employer's rate will be fixed at the dollar cost of the plan in the 2005-2006 year. Further employer dollar contributions will require Board Action.

It is mandatory for all certified staff to participate in this plan. Coverage may be declined for Alberta Health Care, Extended Health and Dental Care upon provision of proof of coverage through another plan or treaty status. Weekly indemnity and Long Term Disability Life, and Accidental Death and Dismemberment may not be declined. Part time staff will receive the employer's contribution that is proportional to the amount of time they work. For instance if a person works 50% time then the employer's contribution would be 50% of what the employer



would normally contribute to the benefits. Family benefits are available to all employees who are married, or live as married, including in same sex relationships. The employee portion of the cost of benefits, provided through the benefits package is paid by the employee through payroll deduction. Certificated employee's contribution to the Alberta Teachers' Retirement Fund will be deducted from their monthly salary and forwarded to the fund. Pension contribution levels for teachers are established by the ATRF

Sick Leave

Certified staff will receive twenty (20) teaching days of sick leave, in any one-year. Part time staff will have their sick leave adjusted in accordance with the FTE status. Sick days are not cumulative from year to year. Therefore, no one will be entitled to more than twenty (20) days of sick leave.

Before any payment is made under section 1 the Employer may require the Employee to provide:

A statement substantiating the illness, in a form approved by the Employer: A certificate from the Employee's attending medical or dental practitioner, attesting to the illness or disability claimed and providing related information as requested by the Employer:

An employee who has completed twelve (12) months continuous employment shall, upon her written request at least three (3) months in advance, be granted maternity leave to become effective twelve (12) weeks immediately preceding the expected dated of deliver y or such shorter period as may be requested by the Employee, provided that she commences maternity leave not later than the date of delivery. Maternity leave shall be without pay and benefits except for that portion of maternity leave during which the Employee has a valid health-related reason for being absent from work and is also in receipt of sick leave, UIC SUB Plan Benefits or LTD. The total period of maternity leave shall not exceed nine (9) months unless mutually agreed between the Employer and Employee. An Employee on maternity leave shall provide the Employer with one (1) month's written notice of readiness to return to work at which time the Employer will reinstate the Employee into a Teaching position. Where operationally possible the Employee shall be returned to a teaching position, which has been mutually agreed upon prior to the granting of maternity leave.



Compassionate Leave

Compassionate leave shall be approved with salary by the Employer in a case of serious illness or death of the Employee's spouse, son, daughter, father, mother, sister, brother, grandparent, parent of spouse, or a member of the Employee's household. Up to 5 consecutive calendar days for critical illness, in the event of death this ends and clause 1.2 comes into effect, up to 5 consecutive calendar days starting from the date of the death. Notice of compassionate leave shall be given to the principal and the Employer may require documentation to verify the reason for the absence

Other Leaves

At the discretion of the Employer personal leave may be granted to the Employee for up to two days per year, but not for the purpose of taking holidays.



Staff Evaluation

Principal

BACKGROUND School Act, Sec 20

A regular performance appraisal of school-based administrators contributes to the improvement of school management. The Board believes that since administrators have a significant impact on the quality of educational programs, regular evaluations are essential.

POLICY STATEMENT

The Board requires all school-based administrators employed by the School be evaluated on a regular basis to ensure administrative performance is consistent with the School's standards, philosophy and objectives.

GUIDELINES

1. Purpose: The purposes of the school administrator evaluation program are to:
 - 1.1 Communicate performance expectations.
 - 1.2 Facilitate improved administrative performance.
 - 1.3 Identify strengths as well as areas where effectiveness could be improved.
 - 1.4 Assist the administrator to assess critically his/her own performance.
 - 1.5 **Serve as a basis for decisions relating to contract status, promotion, transfer or termination.**
2. Performance Criteria: The evaluation of administrative performance shall be based upon the following major responsibility areas:
 - 2.1 Instructional leadership and General school management.
 - 2.2 Nature of Evaluation:
 - 2.2.1 Administrators will be evaluated on an informal basis (ongoing and developmental) as well as a formal basis (summarize and judgmental, to assist with decisions regarding tenure, promotion, demotion, etc.)
 - 2.2.2 The evaluation process shall be designed to assist the administrator through self-



Awareness and self-knowledge to maximize his/her professional growth;

3. The evaluation process and subsequent judgments rendered must be fair and just, which requires:
 - 3.1 Elimination, to the extent possible, of personal bias, interest and prejudice on the part of the evaluators;
 - 3.1.1 Provision of reasonable time to improve areas identified as requiring improvement
 - 3.1.2 Use of multiple data collection sources relative to administrator performance on established criteria;
 - 3.1.3 Opportunities to discuss the evaluation with the evaluators; and
 - 3.1.4 The right to appeal the evaluation
4. Confidentiality of Records
 - 4.1 Evaluation reports will be treated as confidential documents and kept on file in the Central Office personnel file. Access to evaluation reports is restricted to the Principal, the Superintendent and the Secretary Treasurer.

PROCEDURES

1. Administrators are responsible for:
 - 1.1 Engaging in ongoing self-evaluation;
 - 1.2 Participating in appropriate professional development activities; and
 - 1.3 Consulting with Teacher's students and support staff as part of the evaluation process.
2. The Superintendent or designate is responsible for:
 - 2.1 Ensuring that administrator evaluation procedures are developed;
 - 2.2 Ensuring that administrators are made aware of evaluation criteria;
 - 2.3 Implementing the formal evaluation process;
 - 2.4 Making recommendations to the Board regarding assignments, terminations, promotions and continuing contracts;
 - 2.5 Informing administrators of the established appeal procedures.
3. The administrator evaluation process will include:
 - 3.1 A self-evaluation component;
 - 3.2 An annual evaluation process; and
 - 3.3 A comprehensive evaluation completed once every 5 years.



- 3.4 For comprehensive evaluations the evaluator shall prepare a final written performance appraisal report on/or before May 31st of the school year in which the evaluation is completed. One copy of the evaluation is to be provided for the administrator and one copy retained in the administrator's personnel file in School office. The person being evaluated may attach a written reaction to the evaluation report for inclusion in his personnel file.
4. School-based administrators shall be evaluated:
- 4.1 In their first year of employment as an administrator with the School;
 - 4.2 If they require a recommendation for permanent certification;
 - 4.3 On request of the administrator, Superintendent.
5. An administrator who disagrees with an evaluation report may appeal, in writing, to the Superintendent. This written appeal must be received by the Superintendent within two (2) weeks of receiving the evaluation report and shall outline the specific concerns. Within two weeks of receiving the appeal, the Superintendent will establish a procedure for reviewing the appeal. This shall include a review of the employee's file and all or any one of the following:
- 5.1 Convening a meeting with the administrator and other appropriate personnel
 - 5.2 Conducting an additional evaluation; and
 - 5.3 Outlining and suggesting appropriate alternatives to the administrator.
6. A subsequent appeal, in writing, may be made to the Board. The administrator will be provided the opportunity to present his/her appeal to the Board at a meeting convened expressly for this purpose. The Board's decision shall be final.



Teachers

BACKGROUND


Effective supervision of professional staff contributes to the maintenance and improvement of high quality instructional programs. Teacher supervision and evaluation activities should focus on Teacher behaviour and practices with a view to enhancing instructional effectiveness.

POLICY STATEMENT

The practice of teaching shall be evaluated regularly to ensure that it supports the mission, goals and objectives of the School.

GUIDELINES

1. Purpose: The purposes for teacher evaluations are to:
 - 1.1 Communicate performance expectations to all staff;
 - 1.2 Ensure the maintenance and improvement of quality instruction throughout the system;
 - 1.3 Recognize effective teaching performance;
 - 1.4 Provide a basis for the professional growth and development of teachers including the encouragement of self-evaluation;
 - 1.5 Ensure the teacher's assignment is appropriate; and
2. Standards of Teaching Effectiveness: Teaching effectiveness will be evaluated relative to the following criteria:
 - 2.1 Student needs are assessed individual on an on-going basis in order to design the instructional program;
 - 2.2 Instructional strategies are based upon individual student needs and are implemented within the framework of the Provincial Program of Studies, the School Mission and Board policy;
 - 2.3 The classroom environment and student behaviour are managed and based on a model of inclusion;
 - 2.4 Individual student progress is carefully monitored and reported periodically to the student, parents and other appropriate individuals;



- 2.5 Positive working relationships are maintained with students, parents, administration, staff and the community;
- 2.6 Individual student growth is facilitated through effective use of encouragement and positive reinforcement;
3. A positive attitude toward personal, professional and spiritual growth and development is displayed
4. Teacher Evaluation Related Principles: The following principles/practices will be reflected in the administration of the Teacher evaluation policy:
 - 4.1 Individual student growth and achievement are important considerations in the teaching/learning process.
 - 4.2 The evaluation of teachers' performance should be conducted in an atmosphere of trust, confidence and support.
 - 4.3 Formal evaluations must be completed in written form with copies provided for the Teacher and the teacher's personnel file.
 - 4.4 Each teacher must be provided with an opportunity to examine and discuss any evaluation report prior to it being submitted for inclusion in the teacher's personnel file. The teacher's signature on the form attests to the fact that this has been done. The teacher may also submit a written reaction to the evaluation for inclusion in the personnel file.
5. Any teacher who disagrees with an evaluation report has the right to have the evaluation appealed.
6. Appraisal information is to be treated as confidential data held in the individual's personnel file.
7. Evaluations should diagnose, document and suggest strategies for growth and improvement as appropriate.
8. Teachers who are given specific recommendations for improvement must be given a reasonable time to incorporate the desired changes into their teaching performance. While attempts will be made to provide assistance to teachers, the onus is on the teacher to rectify and correct any problems identified.

PROCEDURES

1. Roles and Responsibilities
2. Teachers: teacher' responsibilities in the area of teacher evaluation include:



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- 2.1 Monitoring their own performance to ensure that their teaching practices encourage and foster student learning in a manner consistent with the provincial goals of schooling, School Mission and philosophy of education;
- 2.2 Ensuring that their teaching practices respect the pluralistic nature of the Charter School and ensure the protection of individual and constitutional rights;
- 2.3 Reviewing their instructional programs periodically to ensure that the requirements of the Provincial Program of Studies, the policies and guidelines of the Board, and the requirements of their professional organizations are met;
- 2.4 Pursuing informed opportunities to evaluate their teaching performance;
- 2.5 Actively participating in the School's formal evaluation process as required; and
- 2.6 Ensuring familiarity with Provincial and Board policy and expectations regarding teacher responsibilities

Principal: As educational leaders in the school, is responsible for evaluating instruction to:

- 1. Stimulate the improvement of performance and the quality of instruction;
- 2. Promote communication and cooperative effort between administrations,
 - 2.1 Teachers and other persons involved in the teaching/learning process.
 - 2.2 Determine specific interests and competencies existing among staff members;
 - 2.3 Assist in administrative decisions in regard to staffing and specific evaluation related responsibilities include:
 - 2.3.1 Ensuring all staff members are informed and aware of the criteria by which their performance will be evaluated;
 - 2.3.2 Assisting new teachers starting their professional career;
 - 2.3.3 Visiting each new teacher to the school several times during the first year of teaching and submitting formal evaluation reports as required;
 - 2.3.4 Visiting and evaluating teacher's on staff who request an evaluation or whose teaching effectiveness is in question;
 - 2.4 Visiting and evaluating all staff members in accordance with Board policy; submitting to the Superintendent and Secretary/Treasurer written reports of each formal teacher's evaluation completed;
 - 2.5 Maintaining anecdotal records of pertinent information concerning serious problems experienced by teaching staff;



- 2.6 Keeping the Superintendent and Secretary Treasurer apprised of all serious problems as a result of performance deficiencies; and

Superintendent: As educational leader for the School the Superintendent is responsible for

1. Ensuring that all teaching staff members are evaluated in accordance with School policy and guidelines;
 - 1.1 Monitoring the staff evaluation program and reporting the results to the Board;
 - 1.2 Developing and maintaining a schedule that will fulfill the requirements of the evaluation program established by the School
 - 1.3 Making recommendations/decisions for presentation to the Board on the status of individual staff pertaining to continuing contracts, and dismissal;
 - 1.4 Making the results of his/her decisions and/or recommendations known to the persons involved by May 31st
 - 1.5 Receiving letters of concern, appeal and review from all staff members;
 - 1.6 Conducting appeals in accordance with stated policy; and
 - 1.7 Establishing and providing for Board and staff members hearings that deal with dismissal of tenured staff.

Board: The Board is responsible for:

1. Informing the Superintendent and of any parental and community concerns or complaints about teachers, school and the delivery of the instructional program;
 - 1.1 Acting on the evaluation report recommendations made by the Superintendent;
 - 1.2 Periodically reviewing the teachers evaluation policy; and
 - 1.3 Acting as the final appeal body in cases dealing with termination or loss of designation.

Evaluation Process

1. Appraisal of teacher's performance is a process-oriented task requiring the application of both formal and informal procedures. Formal procedures may include scheduled classroom visits by evaluators, structured observations of instruction in progress, reviews of planning and record keeping, reviews of record of teacher involvement in school activities and parental concerns. Informal procedures include such things as day-to-day contact and interaction between teachers and administrators.



2. Teachers on probationary contracts will be formally evaluated each year by the Principal and/or Superintendent or designate.
 - 2.1 The Principal and/or Superintendent will evaluate teachers with Interim Certificates in the year, which they qualify for permanent certification.
 - 2.2 Teachers on continuing contracts will be formally evaluated by the Principal or designate at least once every three years.
 - 2.3 The school administration team may evaluate teachers on temporary, interim or part-time contracts.
 - 2.4 Evaluations may be requested at any time at the Superintendent's discretion.
 - 2.5 A review of other information related to the evaluation report or process.
 - 2.6 Upon completion of the review, the Superintendent shall indicate in writing to the teacher his recommendations and observations regarding the appeal.
3. If the Principal does the initial evaluation the decision of the Superintendent is final; if the Superintendent completes the initial evaluation of the above noted appeal will be directed to the Board or a committee of the Board.



Support Staff

BACKGROUND

The School expects all employees to perform their duties in an efficient and effective manner. To determine the degree to which these expectations are met an objective and fair employee performance appraisal system is required.

POLICY STATEMENT

The School will maintain an employee performance appraisal program for all support staff positions.

GUIDELINES

1. The purposes of the performance appraisal program are to:
 - 1.1 Ensure clear understanding of duties and responsibilities associated with all jobs;
 - 1.2 Establish the criteria to be used to measure the employee's effectiveness;
 - 1.3 Recognize employees who are doing good work;
 - 1.4 Identify areas where employee effectiveness could be improved;
 - 1.5 Identify employee training and development needs;
 - 1.6 Provide a basis for making decisions with regard to probationary contracts, promotion or separation.
 - 1.7 Support staff will be formally evaluated:
 - 1.8 Near the end of their probationary period;
 - 1.9 When they are scheduled for regular evaluation (at least once every year for permanent staff);
 - 1.10 If the quality of their work performance is being questioned by a supervisor; or
 - 1.11 If the employee or supervisor requests a performance appraisal.

PROCEDURES

1. The Principal is responsible for ensuring that all support staff operating out of his/her school are normally evaluated as specified in Board policy;
2. The Supervisor's evaluation responsibilities will include:
 - 2.1 Having the supervisor clearly outline performance expectations early in the year;



- 2.2 Appraising current performance levels and identifying strengths and areas needing improvement;
- 2.3 Completing the formal performance appraisal form and discussing the report with the employee; and
- 2.4 Ensuring that a copy of the appraisal is provided for the employee as well as placed in the employee's personnel file by July 30th.

The employees' evaluation responsibilities include:

- 2.5 Reviewing his/her past performance;
 - 2.6 Determining what future objectives/expectations he/she wishes to set;
 - 2.7 Informing the supervisor of any barriers limiting performance; and
 - 2.8 Identifying areas of the job in which training is needed.
3. Both the supervisor and the employee are required to sign the evaluation report:
 - 3.1 The supervisor's signature acknowledges that he/she is personally responsible for all assessments, comments and/or recommendations that precede his/her name on the appraisal form and that the observations recorded on the form have been the result of direct observation of the employee, a review of available performance information and/or consultation with other supervisory personnel.
 - 3.2 The employee's signature acknowledges that he/she has had an opportunity to read and discuss the information on the appraisal report. It does not necessarily acknowledge total agreement with the content of the appraisal. If the employee is in disagreement with the appraisal, the employee can record any comments/concerns and have them attached to the report.
 4. Performance appraisals may be appealed through the established channels of communication beginning with the person who completed the appraisal. If the supervisor does not resolve the matter, the appraisal may be appealed to the Secretary Treasurer. This will involve:
 - 4.1 A written statement to the Secretary Treasurer within two weeks of the employee receiving the evaluation report including specific concerns regarding the report or evaluation process.
 - 4.2 The Secretary Treasurer within two weeks of receiving the appeal will establish a procedure for reviewing the evaluation. This may include:
 - 4.3 A review of the employee's file;
 5. A meeting with the employee's supervisor, employee and other appropriate personnel



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- 5.1 A review of documentation provided by the employee or the supervisor;
 - 5.2 A review of additional relevant data as required; and
 - 5.3 A review of appropriate alternatives.
6. Upon completion of the review, the Secretary Treasurer shall indicate in writing to the employee his conclusions and recommendations regarding the appeal.
 7. If the Secretary Treasurer is not able to resolve the matter, the appraisal may be appealed to the Board; the Board's decision is final.

A handwritten signature in black ink, appearing to be 'JJP', is written below the 'Approved By' text.

BACKGROUND

It is the goal of the school to provide a safe and comfortable environment for staff and students, one free from harassment of any sort.

POLICY STATEMENT

Any act of harassment committed against a staff member, student, or parent at school, on school grounds or at school sponsored activities shall be considered unacceptable conduct. Appropriate disciplinary action will be taken if such behaviour occurs. The investigation process should always follow the principles of natural justice.

GUIDELINES

1. The term “harassment” means, “any conduct, comment, gesture, or contact” that is likely to cause offence or humiliation to a staff member, student, or parent. Such behaviour, might on reasonable grounds, is perceived by that as placing a condition of a discriminatory nature on employment or studies.” The term does not refer to the accepted social banter that occurs in the work and school environment.
2. It is the responsibility of every principal, teacher, manager and supervisor to ensure that the environment under his/her jurisdiction is free from harassment and that complaints of such behaviours are investigated promptly, seriously and in a strictly confidential manner.
3. Appropriate disciplinary action will be taken in substantiated cases. The nature of the disciplinary action will depend on the type of misconduct, any mitigating circumstances, and as well as whether students, and /or teachers, and /or parents are involved.
4. Should the situation not be satisfactorily resolved, an appeal may be made to the Superintendent.
5. Nothing in the foregoing affects a person’s right to file a complaint with the Alberta Human Rights Commission.

PROCEDURES:*Responsibilities of Claimants and Respondents*

1. Complainants who believe that they have been the subjects of harassment have a responsibility to make an objection clearly known to the Respondent.



2. If the Complainants require support or need advice prior to meeting the Respondent they may choose to talk to their principal. In the case of students and parents, they can address their queries to any of the following as appropriate: teacher, principal.
 - 2.1 The Complainant should keep a written record of the date(s), time(s), location(s), and nature of the behaviour (s) and name of any witnesses.
 - 2.2 The supervisor should keep a written record of the harassment incident and the action taken.
 - 2.3 If the harassment continues, the Complainants should speak to their teacher, principal.
 - 2.4 If the Complainants are not satisfied with the response, the complaint should be advanced to the next level of management. In the case of parents and students, the complaint should be addressed to any of the following as appropriate: Principal and/or Superintendent.
 - 2.5 Whether or not the complaint is resolved to the complainant's satisfaction, the process does not prejudice an individual's right to file a complaint with the Alberta Human Rights Commission, take civil action or report incidents to the police.
3. Complaints must be filed within six months of the reported incident according to the Alberta Human Rights Commission.

*** Note: Complainants will **NOT** have their career or studies affected in any way as a consequence of their complaints. In fact, their action will contribute to a healthy environment. The only exception to this will be in cases where the complaint is proven to be malicious and without foundation

Resolving the Situation

INFORMAL AND FORMAL COMPLAINTS

Step 1: Informal Complaint- If possible, the Complainant may resolve the issue with the Respondent.

Step 2: Formal Complaint to Immediate Supervisor of the Respondent.

Step 3: Formal Complaint- Next Level of Management. If the decision is not satisfactory, or if the supervisor is the Respondent, the complaint can be forwarded to the next level of management



Formal Complaints – Key Elements

1. FILE a formal complaint with the immediate supervisor of the respondent.
2. Within two working days from the receipt of a formal complaint, the Supervisor shall begin the investigation by initiating an interview with the Complainant and Respondent.
3. As soon as possible, all witness (es) or person(s) who may have knowledge of the circumstances will be interviewed, if appropriate.

Confidentiality

To ensure confidentiality, the names of the individuals involved will only be used with their consent. Individuals will be informed that information could be used or referred to in a tribunal or court of law.

Investigation

The Supervisor must:

1. Document a complaint involving harassment with supporting material.
2. Consider the following in determining whether the complaint constitutes harassment:
 3. Facts of the case
 4. Nature of the alleged harassment
 5. Environment
 6. Context in which the alleged incident occurred
7. Communicate the decision to the Complainant and the Respondent. Provide information and/or referral for any support and corrective action deemed necessary.
8. ACTION – The supervisor determines disciplinary or corrective action, if any, to be taken. Appropriate action will be taken in substantiated cases. The Respondent should be given an opportunity to change the behaviour when possible and appropriate.

Appeal Process

Should the situation not be resolved, an appeal of the decision may be made to the Superintendent.



Certified Staff

BACKGROUND School Act, Sec 107, and 109

Reductions in the professional staff complement may be required from time to time to ensure effective and efficient deployment of the resources available to the School.

POLICY STATEMENT

The Board may reduce the numbers of professional staff if it believes that such reductions are necessary to ensure effective and efficient functioning of the School.

GUIDELINES

1. Reductions in the number of professional staff may be necessary when the School's ability to provide educational services has been, or will be, affected by:
 - 1.1 Student enrolments (current or projected);
 - 1.2 Financial support for education;
 - 1.3 New and/or revised curricula;
 - 1.4 Changes in the functions of existing physical facilities; and
 - 1.5 Other factors considered relevant by the Board.
 - 1.6 If normal attrition is not sufficient to accommodate the required staff reductions; the teacher(s) or administrator(s) to be released from employment will be determined by any or all of the following criteria:
2. The staffing requirements of the school in relation to educational priorities and program needs
 - 2.1 The relative assessed competence of teachers and administrators by their supervisors;
 - 2.2 The professional preparation of Teachers and administrators in relation to
 - 2.3 School and student needs; and
 - 2.4 The length of service in the School.
3. Consideration shall be given to re-assigning staff to other positions, for which they are qualified.
4. The Teacher(s) or administrator(s) to be released shall be given a minimum of thirty (30) days notice of termination by the Board, in accordance with the School Act.



PROCEDURES

1. When the Superintendent is reasonably certain that a reduction in the number of Teachers employed by the Board will be necessary, and that this reduction will not be accommodated by attrition, the instructional and administrative staff of the School shall be informed individually by letter.
2. The Superintendent is responsible for applying relevant reduction criteria and for recommending to the Board which contracts should be terminated.
3. After consultation with the Principal, the Superintendent shall inform appropriate Teacher(s) and/or administrator(s) in writing of:
 - 3.1 The recommendation to terminate the contract of employment, giving reasons for the recommended dismissal;
 - 3.2 The date, time and location of the Board meeting at which the Board will consider the recommendation'
 - 3.3 His/her right to attend the meeting and make representation to the Board; and
4. Consideration shall be given to re-assigning staff to other positions, for which they are qualified.
5. The Teacher(s) or administrator(s) to be released shall be given a minimum of thirty (30) days notice of termination by the Board, in accordance with the School Act



Personal Growth Plan

Certified Staff

BACKGROUND To ensure exemplary teaching staff the board supports all staff in their professional growth and development

The Board will provide the school staff adequate funds for professional development discretionary upon what the budget will accommodate and will provide staff with up to five (five) days per year either individually or collectively for professional development.

GUIDELINES

1. Teachers will provide a personal growth plan no later than two (2) months into the new school year to the school administration
2. The growth plan will outline the personal and professional goals, expectations, and achievable results.
3. The personal and professional growth plans are the property of the teacher and may not be used for evaluation purposes by the administration
4. The professional growth plan should be a balance of the needs of the teacher, the school and the jurisdiction.
5. The professional growth plan should be school based and provide practical goals and focus on student learning
6. Staff will successfully complete approved training in Standard First Aid, suicide prevention training and non-violent crisis intervention training. Two, Two and Two staff will, on a voluntary basis, receive training or recertification once a year to ensure that there are staffs with current certification. New staff will be encouraged to complete one of the three areas in their first year with the school.



Occupational Health and Safety

BACKGROUND

Boards recognize that safe working procedures and conditions; accident prevention and the preservation of health are high priorities. These responsibilities are shared and require the combined efforts of the provincial government, Boards, administrators, staff, students and parents.

POLICY STATEMENT

The School is committed to providing a safe and healthy working environment for students, employees, volunteers and the general public.

GUIDELINES

1. School administrators and staff will comply with safety and health legislation.
 - 1.1 Establishing and maintaining safe working conditions is to be a primary consideration for supervisors and staff.
 - 1.2 Developing and implementing safety and accident prevention programs is strongly encouraged by the Board.
 - 1.3 Provision of employee instruction and training to encourage safe work practices is strongly supported by the Board.

PROCEDURES

Responsibilities

1. Board: It is the responsibility of the Board to:
 - 1.1 Formulate appropriate safety policies in consultation with appropriate staff;
 - 1.2 Facilitate the implementation of safety policies by providing for adequate funding for the provision of a healthy, safe environment; and
 - 1.3 Ensure that the requirements of the various agencies such as Occupational Health and Safety, Fire Commissioner and Building Standards are met in School facilities.
2. Principal: The school administrator is responsible for:



- 2.1 Recommending safety policies for Board review and adoption;
 - 2.2 Implementing safety policies;
 - 2.3 Establishing a system to monitor the effectiveness of safety policies and practices in the School;
 - 2.4 Initiating corrective action as required; and
 - 2.5 Ensuring that in each school there is at least one staff member trained in first aid and emergency cases.
 - 2.6 Maintaining accurate records of accidents at school and the treatment provided;
 - 2.7 Providing direction and support to teachers regarding student safety supervision and/or violations'
 - 2.8 Identifying potentially hazardous conditions and/or materials and ensuring that safe practices and procedures are in place to correct conditions or dispose of hazardous materials;
 - 2.9 Conducting and/or facilitating regular safety inspections;
 - 2.10 Ensuring that teachers provide safety instruction as required in the courses they teach;
 - 2.11 Reporting accidents to the Secretary Treasurer and the Workers Compensation Board as required.
3. Staff: Each staff member is responsible for protecting his/her health and safety and that of the students in their charge. This involves:
- 3.1 Exemplifying safe behaviour in teaching practices and procedures;
 - 3.2 Accepting as a professional obligation the responsibility of providing and emphasizing safety education in the classroom;
 - 3.3 Implementing documented safety education programs in accordance with Board policy and the regulations and standards of other regulating bodies;
 - 3.4 Evaluating safety education efforts, monitoring student behaviour and initiating corrective action as required; and
 - 3.5 **Parents: Parents have the responsibility to:**
 - 4.51 **Inform the school about relevant student medical problems; and**
 - 3.56 Inform the school if they wish their child to be excluded from particular course activities that may be potentially hazardous.



Communicable Diseases Staff

BACKGROUND

The existence of numerous communicable diseases, including Acquired Immune Deficiency (AIDS) requires Boards to establish policy and guidelines with regard to the management of infected staff. Such policies must take into account the provisions of the Alberta Public Health Act and the Alberta Individual Rights Protection Act and reflect both the preservation of the public interest as well as the protection of individual rights and freedoms.

POLICY STATEMENT

The Board is committed to the humane treatment of staff infected with communicable diseases within an environment that protects the health and safety of all students and staff.

GUIDELINES

1. Employees infected with communicable diseases shall be allowed to continue normal duties unless:
2. In the opinion of the local Medical Health Officer, special circumstances dictate otherwise; or
 - 2.1 The job of the employee requires that the employee be free from any communicable diseases.
 - 2.2 The right of infected employees to privacy will be respected and their identity remains confidential.
 - 2.3 Procedures for dealing with employees who may be exposed to HIV (AIDS Virus) will be consistent with **Occupational Health and Safety Requirements**.

PROCEDURES

1. In the event that an employee indicates that they have been infected with a communicable disease, the supervisor shall immediately contact the Secretary Treasurer to review procedures to be followed.
2. If, in the opinion of the attending physician, an infected employee is no longer capable of working, the matter will be dealt with in the same way as other illnesses that impair an employee's capacity to work.



Tuberculosis Tests

BACKGROUND

Protection of students and staff from tuberculosis is critically important. Procedures exist through local community health units to screen school personnel who have regular contact with students.

POLICY STATEMENT

School personnel who work closely with children on a daily basis will be screened for tuberculosis by the local health unit.

GUIDELINES

1. New Staff (Pre-Employment)

- New Personnel will have their status determined by a mantoux tuberculin skin test unless they have been previously documented positive.

2. Negative Reactors

- Negative reactors except for new staff will not require retesting following a known documented negative mantoux. School personnel are cautioned that should they become symptomatic or be exposed to active tuberculosis, they must contact the Health Unit or their personal physician regarding a repeat tuberculin test.

3. Previous Positive Reactors

- Documented positive reactors who have a positive mantoux and a negative chest x-ray will receive periodic health assessments every 3 years by the Community Health Nurse. Annual x-rays are not required unless a person has had contact with active tuberculosis or if symptoms occur. In these cases, the Health Unit or personal physician must be contacted. An x-ray report is required.

New Positive Reactors

- Chest x-ray is mandatory. Further medical assessment may be required. Repeat x-rays or further intervention will be at the discretion of the Medical Officer in charge of Tuberculosis Services or the employee's personal physician. For those persons not recommended for repeat chest x-rays, the Community Health Nurse will do a periodic health assessment every three years. INH chemoprophylaxis may be recommended

CAUTION: All personnel are cautioned to consult with their personal physician regarding questions or concerns relating to any aspects of their tuberculin test prior to the test being administered.



Medical Examination

BACKGROUND School Act, Sec 118

Occasionally the specific nature of jobs requires a pre-determined level of health to ensure effective functioning in the position. While the Individual Human Rights Protection Act prevents requests for health information as part of the application Boards do have the right to request medical health information from prospective or existing employees.

POLICY STATEMENT

Employees or prospective employees may be required to supply a certificate of good health signed by a qualified medical practitioner.

GUIDELINES

1. Prospective Employees
 - 1.1 Certificates of good health are not to be requested as part of the application for employment information.
 - 1.2 The Secretary Treasurer prior to a final contract offer may make requests for certificates of good health.
 - 1.3 In the event that the state of health of the prospective employee significantly affects his/her ability to do the job, the Secretary Treasurer has the authority to withhold a contract of employment.
2. Existing Employees
 - 2.1 Existing employees, during the period of their employment, shall provide a certificate of good health signed by a medical practitioner, if so requested by the Secretary Treasurer.
 - 2.2 When such a request is made the Secretary Treasurer shall designate the medical practitioner and the School shall pay the fee.
 - 2.3 When a medical certificate is required to qualify for sick leave with pay, the employee is responsible for medical fees.

PROCEDURES

The Secretary Treasurer is responsible for reviewing the requirements of positions and requesting certificates of good health from prospective and existing employees. All medical information collected as a result of requests initiated by the School will be treated confidentially.



Student Conduct

To the school

BACKGROUND Act, Sec. 12, 60.1(1)

The School Act stipulates expectations for students with regard to their general conduct and deportment. The Board fully subscribes to this code of conduct and believes that it has a responsibility to maintain an acceptable standard of student behaviour and decorum in the school to create an environment where Teachers can assist students to learn. The Board believes an important purpose for these standards is to develop in each student the capacity for self-control. Our society is becoming more violent and it is essential that schools be safe where staff and students are protected from violence or threats of violence as well as acts of vandalism directed against the property of the school or anyone associated with the school.

POLICY STATEMENT

The Board strongly endorses the establishment and enforcement of standards of student conduct and behaviour that support the creation of a favourable learning environment. Furthermore, the Board strongly endorses having guidelines and procedures available to deal with violence or serious threats of violence by anyone on anyone present in the school. The following are defined as encompassing violence or serious threats of violence:

- 1 **The use or possession of a firearm or other dangerous weapon;**
- 2 **Physical violence;**
- 3 **Sexual assault;**
- 4 **Sexual abuse;**
- 5 **Bullying and harassment;**

GUIDELINES

1. Students shall conduct themselves in accordance with the code of conduct established in the School Act. This requires reasonable compliance with the following:
 - 1.1 Diligence in pursuing studies.
 - 1.2 Regular and punctual school attendance.



- 1.3 Full cooperation with those authorized by the Board to provide educational programs and other services.
- 1.4 Compliance with the rules of the school
- 1.5 **Accountability to Teachers for conduct**

Respect the rights of others

- 2. The Board delegates to the school Principal/designate the responsibility for and authority to
- 3. Establish and maintain appropriate procedures to ensure an acceptable standard of student discipline.
- 4. The Principal shall involve students, staff and the school council in the development of discipline Policy and procedures for the school.

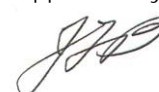
The Board believes that acceptable standards of student discipline can be achieved by:

- 1. Developing as far as possible in every pupil the capacity for intelligent self-control.
- 2. Establishing clearly understood and reasonable limits to pupil behaviour, which can be consistently respected and upheld.
- 3. Recognizing that the maintenance of effective student behaviour is the responsibility of students, staff and parents.
- 4. Establishing regulations and procedures in each school through cooperative involvement of students' staff and parents.
- 5. Each school shall develop consequences for non-compliance with established rules and regulations.
- 6. In the case of violent acts or threats of violence the primary responsibility of school staff is firstly to protect those subject to the violence or serious threats of violence. This may involve any appropriate means to protect those in danger including physically restraint, immediate suspension of the student from school, and contacting the appropriate civilian authorities for assistance in dealing with the situation. All such incidents must be reported to the principal as soon as possible.

PROCEDURES

When dealing with situations requiring disciplinary procedures, Teachers should consider the following guidelines:

Teachers may temporarily remove from their classroom a pupil whose conduct continues to be detrimental to the work of the class after he/she has been given reasonable warning.



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1. Consequences for misbehaviour should be appropriate to the circumstances. Discipline systems' involving the automatic imposition of pre-determined penalties for certain acts should generally be avoided. Consequences selected should be chosen to encourage the desired changes in student behaviour or attitude while ensuring a favourable learning environment.
2. 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.
3. A cooling off period between the commission of the offence and the imposition of punishment is usually advisable. When either the Teacher or student is angry or upset, judgment is often impaired and focusing on issues is more difficult.
4. Teachers should recognize that good discipline often depends on their ability to spot and check unacceptable behaviour in its early stages before it escalates into a disruptive confrontation. This requires constant monitoring of the class throughout the class period.
5. As an educational institution the school must provide an environment that allows children's creative talents and abilities to emerge. This implies that students will test the boundaries and make mistakes. Use of positive reinforcement for desired behaviour is a powerful tool that Teachers can use to consistently encourage desired growth.
6. Unacceptable methods of discipline will not be supported. These include:
 - 6.1 Physical attacks by the Teacher upon a pupil.
 - 6.2 Use of corporal punishment.
 - 6.3 Mass detentions and mass punishments imposed to punish a small number of students.
 - 6.4 Detaining pupils for disciplinary purposes in an arbitrary or inflexible fashion that prevents students from meeting other legitimate, important commitments.
 - 6.5 Any behaviour or language, which has a demeaning, effect upon the students.
7. Detention of Students: The imposition of detention requires discretion to ensure that the penalty achieves the desired results. When using detention the following regulations apply:
 - 7.1 The imposition of mass detentions on an entire group in response to the inappropriate behaviour of a small number of students in the group is unacceptable.
 - 7.2 All students detained must be under the direct supervision of a Teacher for the period of the detention.



Student Attendance

BACKGROUND School Act, Sec. 13-16

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

POLICY STATEMENT

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

GUIDELINES

1. Excusable absences from school (class) include illness, accident, medical or dental attention and compassionate leave or other special circumstances recognized within the School Act.
2. Parents and students are encouraged to schedule medical, dental or other such related appointments at times that do not conflict with regular hours of instruction.
3. Students missing instructional time are responsible for the material covered in their absence.
4. Parents are encouraged to phone or send a written explanation to the school to provide the reasons for a student's absence from classes.
5. Attendance problems shall be investigated and discussed with the persons concerned.

PROCEDURES

1. The school Principal is responsible for ensuring that an accurate record of student attendance is kept.
2. The school is responsible for establishing procedures to deal with students who are inexcusably absent from school or classes.



Suspension and Expulsion of Students

BACKGROUND School Act, Sec. 24, 25

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

POLICY STATEMENT

The Board encourages student demonstration of self-discipline and appropriate behaviour and accepts the use of student suspension as a constructive time out for students.

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

GUIDELINES

Suspensions

1. Student suspensions shall conform to the statutory requirements of Section 24 of the School Act
2. Suspensions should be used only after less severe forms of action have been taken and in adherence to the code of conduct.

Expulsions

1. Student expulsions shall conform to the statutory requirement of Section 25 of the School Act.
2. Expulsion will only be used when:
 - 2.1 It is deemed that other means of corrective action including consultation with parents, counselling and suspensions have failed to achieve orderly and appropriate student behaviour; or



- 2.2 The student's continued presence in the school is deemed to be a danger to persons or property.
3. Expulsion procedures must ensure that the rules of natural justice and due process are followed including a right to request the Minister to review the Board's decision.
4. Notwithstanding the above, the seriousness of the misbehaviour may warrant immediate suspension or a recommendation to the Board for expulsion on the first offences.

PROCEDURES

Suspension from a Class

1. A Teacher may suspend a student subject to the following procedures:
 - 1.1 The Teacher confers with the Principal prior to making the suspension;
 - 1.2 The Teacher informs the student about the suspension, its consequences and the reason the suspension is being considered.
 - 1.3 The student is given an opportunity to offer an explanation for his/her action.
 - 1.4 The Teacher directs the student to the Principal to remain under the supervision of the school until the student's normal class dismissal time.
2. The Principal, in consultation with relevant Teachers and parents/guardians, may follow one of the following courses of action:
 - 2.1 Reinstatement the student;
 - 2.2 Conditionally reinstate the student;
 - 2.3 Suspend the student from school for a certain term;
 - 2.4 Suspend the student from one or more classes for a certain term; or
3. Recommend to the Board the expulsion of the student

Suspension from School and School-Related Activities

1. The Principal may suspend a student from:
 - 1.1 One or more class periods;
 - 1.2 One or more courses or school programs;



- 1.3 School;
- 1.4 **Participating in an activity sponsored or approved by the Board**
2. When a Principal suspends a student from school, school activities or school activities, the following procedures will apply:
 - 2.1 The Principal will inform the student about the proposed suspension, its consequences and the reason the suspension is being considered.
 - 2.2 The student will be given an opportunity to offer an explanation for his/her behaviour.
 - 2.3 If a suspension is warranted, the Principal will inform the student of the reason for the suspension and length of the suspension.
3. The Principal shall make reasonable effort to inform the parents/guardian of the student by telephone of the suspension, including reasons and length and shall immediately report in writing all the circumstances of the suspension to the parents with a copy to the Superintendent.
 - 3.1 Where a pupil is not to be reinstated within five school days of the date of his/her suspension, the Principal shall immediately report in writing all the circumstances of the suspension to the Board, together with his/her recommendations.
 - 3.2 Provide the opportunity to the parent or student (if over 16 years of age) to meet with them to discuss the reasonableness of the suspension.
 - 3.3 If a student is not readmitted within 5 days the student, parents or guardians may request a hearing before the Board.
4. Upon receiving a report from a Principal pursuant to Section 24(6) the Board shall within ten (10) school days from the first day of suspension, reinstate or expel the student.

Suspension with Recommendation for Expulsion

1. When the student's misbehaviour or history of misbehaviour is very serious, the Principal may suspend the student for a period not exceeding 5 days and refer the matter to the Board along with a recommendation for expulsion.
 - 1.1 When a suspension is referred to the Board, the following procedures will be adhered to:
2. The Principal shall inform the parent of the student and the Superintendent by telephone and shall immediately report in writing all the circumstances of the suspension to the parents with a copy to the Superintendent.



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- 2.1 The Board, or a Committee of the Board empowered to act on behalf of the Board shall, within ten (10) school days from the first day of the suspension conduct a hearing into the case and render a decision to either reinstate or expel the student from school.
- 2.2 The Principal shall present documents and statements outlining the circumstances leading to the suspension and other relevant data, which may assist the Committee to make a judgment. Information will include documented instances of inappropriate student behaviour as well as administrative responses to the behaviour. The Principal will also be required to make a recommendation regarding the disposition of the case.
3. The procedure to be followed in conducting the hearing is as follows:
 - 3.1 The Board Chair or a designated member of the Board will chair the meeting;
 - 3.2 The Principal or designate will present his/her report documenting the case along with a recommendation for disposition
 - 3.3 The student and parents will be given an opportunity to respond to the information presented as well as add information they feel is relevant;
 - 3.4 The Board Committee may ask questions or request additional information from parents, students or school personnel that they feel is relevant to their deliberations;
 - 3.5 The Board Committee shall, without administration present, debate the merits of the case and makes a decision to reinstate or expel the student.
 - 3.6 The Board's decision shall be communicated in writing to the student and parents with copies sent to the Principal and the Superintendent. If a student is expelled, the letter to the student and parents will indicate the student/parent's right to appeal the decision to the Minister of Learning.



Student Dress Code

BACKGROUND School Act, Sec. 12 (d)

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

POLICY STATEMENT

The Board believes that acceptable standards for student dress and grooming should be established and maintained in the schools.

GUIDELINES

1. Dress and grooming should conform to reasonable standards of neatness, cleanliness, good taste and health.
 - 1.1 The appearance of an individual while in school should not be contrary to the sense of decency of the community.
 - 1.2 School dress regulations should be equitable, enforceable and consistent with common sense, and should have the general support of the community.
 - 1.3 Dress and grooming should be appropriate to the occasion and weather, and regulations should be sufficiently flexible to accommodate some variation in conditions.
 - 1.4 Bandana's/colours or significant signs of gang wear is not acceptable attire and the student will be asked to remove inappropriate attire
2. For vocational, industrial education and other similar classes pupils must meet the requirements of the Occupational Health and Safety Regulations of Alberta Labour with particular attention to the general conduct and prevention regulations related to:
 - 2.1 Protective headgear.
 - 2.2 Eye protection.
 - 2.3 Footwear.
 - 2.4 Clothing.
 - 2.5 Head and facial hair.



2.6 Dangling neckwear and jewelry.

2.7 Hand protection.

PROCEDURES

1. The Principal is delegated responsibility for developing, in consultation with students, staff and the school council, appropriate procedures for establishing acceptable standards of dress and grooming in accordance with the above policy and guidelines.
2. The Principal is delegated responsibility for informing students and parents regarding acceptable standards of dress and grooming.
3. The Principal has the authority to require a pupil not meeting acceptable standards of dress and grooming to return home and change before being re-admitted to class.

A handwritten signature in black ink, appearing to be 'JJP', is written over the 'Approved By' text.

Use and Possession of Alcohol and Drugs

BACKGROUND

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

POLICY STATEMENT

The possession and/or use of alcohol and restricted and illicit drugs in the school, on school property or during school related activities are prohibited. The use of tobacco in the school building is expressly forbidden other than in a ceremonial event. Possession of tobacco is permitted.

GUIDELINES

1. Schools shall ensure that the educational programs include components designed to increase students' knowledge of the facts relating to restricted and illicit drug and alcohol.

PROCEDURES

1. Staff members/supervisors observing suspected possession or use of restricted and illicit drugs should document the findings and report the incident to the Principal.
2. After verification of the accuracy of the incident by the school administration, the student(s) will be asked to leave for one day.
3. Subsequent transgressions may result in an expulsion from school.



Interrogation and Searches

BACKGROUND Child Welfare Act 51.3-AR

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

POLICY STATEMENT

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

GUIDELINES

1. The Board strongly encourages investigating officers and officials to conduct their investigation without recourse to interviews with students in school, unless they deem such interviews essential to proper investigation.
 - 1.1 Interviews and searches will be conducted in a manner that ensures students' rights are protected.
 - 1.2 No person except the legal guardian of the student or law enforcement officers shall be permitted to interview a student on school premises. Under some circumstances Child Welfare authorities may interview students in school (51.3)

PROCEDURES

Interrogations: Law Enforcement Officers

1. When authorized persons find it necessary to visit a school to interview a student, they shall report to the office of the Principal, provide appropriate identification of them and make known the purpose of their visit. The Principal will advise the Superintendent or Secretary Treasurer of any such visits.



2. When law enforcement authorities in the course of their duties find it necessary to interview a student during school hours, the following will occur:
 - 2.1 Prior to the interview-taking place, attempts should be made to contact the parents, or guardian, except in cases where the investigation allegedly has to do with child abuse by the parent or guardian. If possible, parents or guardians should be present at the interview.
 - 2.2 If the parent cannot be present, the Principal or designate must sit in on the interview where a child is under 12 years of age. (The Principal or designate does not automatically have the right to be present at interviews, i.e., he/she cannot assume or state that he/she is the student's representative or advocate. The student has the right to select his or her own advocate.)
 - 2.3 The Principal or designate will bring the student to the office where the interview will take place in the presence of the Principal or designate (students under 12 years of age) or in the presence of counsel as selected by the student (students under 18 years of age).
 - 2.3.1 The law enforcement officer is responsible for informing the student (ages 12 to 17) that:
 - 2.3.2 The student is under no obligation to give a statement;
 - 2.3.3 Any statement given by him/her may be used as evidence in proceedings against him/her;
 - 2.3.4 He/she has the right to consult with: counsel or a parent or, in the absence of a parent or adult relative, any other appropriate adult (over 18) of his/her choice.
 - 2.3.5 Any statement made by him/her must be made in the presence of the person consulted unless he/she expressly waives that right in writing.
3. If the student requests the Principal or other staff member to be present during the interview, it is desirable that the individual comply "in loco parentis". However, the staff member is not obligated. Therefore, if the request is refused, the student may select some other adult to be present.
 - 3.1 The Principal or designate can request to "sit in" on the interview, as a silent observer. The police officer would then be responsible to inform the student of the request. If the student does not consent, the Principal or designate may then determine:
 - 3.2 To let the interview go ahead without the Principal or designate in attendance; or
 - 3.3 Request that the interview be removed from the school premises.



- 3.4 Before removing a student from the school the police officer should communicate by phone with the parent/guardian and inform them of the course of action taken.
- 3.5 Any breach of this regulation must be reported immediately to the Secretary Treasurer.

Interview by Child Welfare Workers

When Child Welfare Workers find it necessary to visit a school to interview a student, they shall report to the Principal, provide appropriate identification, make known the nature of the investigation and indicate why the interview must be conducted. If the matter is urgent and there is a need to conduct the interview in school hours, the Principal or designate shall facilitate access to the child. Interviews are to be permitted on school premises in cases of suspected child abuse or neglect when the investigation involves suspected physical/sexual abuse.

1. The Principal is to receive assurance from the Child Welfare Worker that the parents or legal guardian will be informed about the investigation if it involves pupils less than 18 years of age.
2. The responsibility for notifying parents about an investigation rests with the Child Welfare Worker or Police.
3. The Principal should clarify with the Child Welfare Worker or the Police as to when contact with parents will be made.
4. The Principal, following consultation with the pupil and the Child Welfare Worker will determine whether or not it is in the best interest of the child to have a staff member sit in on the interview.
5. Child Welfare authorities have the power to apprehend a child where there is sufficient evidence to suggest the child is in need of protection.
6. Child Welfare Workers are not authorized to take a child from the school unless they have apprehended them or unless the child is under ward ship.



Searches of Student Property

1. Student property may be subject to unannounced searches from time to time as may be considered appropriate.
2. School officials shall attempt at all times to protect the student's right to privacy.
3. Students and their parents shall be informed at the beginning of each school year or semester, regarding any school policy in effect, that student property is subject to periodic searches of a general administrative nature for contraband and rule violations.
4. The grounds for conducting a search shall be recorded in writing by the Principal and kept on file.
5. The student's consent to the search of property shall be sought, wherever possible.
6. The student shall be present during the search, whenever possible.
7. In addition to the searcher, at least one other adult witness shall be present when the search takes place.
8. If the proposed search revolves around a suspicion of criminal activity, the police shall be informed, and they shall conduct the search.
9. Wherever possible, the parents or guardians of the student shall be informed of the search and the reasons for it, prior to it being undertaken.



Student Health Services

Emergency Medical Aid

BACKGROUND

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

POLICY STATEMENT

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

GUIDELINES

1. Doctrine of "In Loco Parentis"
2. In situations relating to the medical treatment of students, the Board recognizes that its employees are subject to the responsibilities and limitations inherent in the common law doctrine of "in loco parentis". Specifically, in loco parentis requires that:
 - 2.1 An employee act, as would a reasonable and prudent parent in the same circumstances and conditions.
 - 2.2 The employee does not have all of the authority that a parent would have, i.e., employees do not have the authority to provide consent for the medical treatment of a student.
 - 2.3 The employee recognizes the limitations of his/her ability to provide direct assistance.
3. Scope of Routine Medical Services

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



- 3.1 The attending physician may indicate upon the enrolment of the student and thereafter as dictated by individual needs, in writing, that:
- 3.1.1 The service requested is of such a simplistic nature that a layperson; i.e. Teacher, Teacher aide, could successfully perform the function.
 - 3.1.2 The service has to be performed during regular school hours and/or approved school activities.
 - 3.1.3 The service is critical to the well being and functioning of the student.
 - 3.1.4 No other reasonable alternative service is available; i.e. through any community agency.
 - 3.1.5 The Principal deems that appropriate resources are available and that the services will not be disruptive to the educational program.

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 as outlined in Section 2 of the Emergency Medical Aid Act.

Furthermore, all employees are protected by the Board's liability insurance when acting within the scope of their approved duties.

PROCEDURES

1. Administration of Prescription Drugs to Students
2. 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.
 - 2.1 Where staff members are designated by the Principal to monitor the administration of medication, it is essential that medical directions be obtained and followed explicitly and that adequate records are kept; e.g.:
 - 2.1.1 Student's name.
 - 2.1.2 Name of medication or preparation.
 - 2.1.3 Prescription number (if available).



- 2.1.4 Physician.
 - 2.1.5 Prescribed dosage during school hours.
 - 2.1.6 Observed dates and times of consumption.
 - 2.1.7 Notes of any related incidents.
 - 2.1.8 Reactions.
 - 2.1.9 Breaks in routine.
 - 2.1.10 Related communication with parents, guardian or physician.
 - 2.1.11 Extenuating circumstances.
3. Instructions on the use of an Epi-Pen for students with life threatening allergies. (Epinephrine: a disposable spring-loaded self-indictable syringe with a concealed needle.)
 4. ***NOTE: Refer to Appendix B as completed for the student.
 5. Principals shall ensure that staff monitoring the administration of any medication is informed in advance concerning possible reactions, which may occur, and the appropriate procedures to follow. Parents or guardians should be consulted as necessary.
 - 5.1 Life-Threatening Medical Conditions
 - 5.2 The Principal, through registration procedures and in consultation with parents or guardians, shall attempt to identify any students who are subject to medical conditions, which may be life threatening and who, therefore, may require specific medical attention.
 - 5.3 Having secured advice in such cases, the Principal shall attempt to ensure that all who may be involved with the student; e.g. school staffs, volunteers, school bus drivers and substitutes, are informed concerning any required emergency procedures.
 6. Specific instruction by medically qualified personnel should be sought for staff members who may be required to apply respiratory equipment or give injections; e.g. severe allergic reactions, etc.

***NOTE: A series of very specific and helpful suggestions have been made to help schools prevent and deal with anaphylaxis or life threatening allergies. There are specific suggestions for staff, parents and students. Please refer to May, 1995 document produced by Life Threatening Allergies Study Group.
 7. Serious Injury or Accident
 - 7.1 In the event of serious injury or accident, the following procedures should be followed:
 - 7.2 The Principal or designate shall make every reasonable effort to assess the seriousness of an emergency medical condition in order to initiate the necessary course of action.



- 7.3 When a student requires emergency medical treatment, the Principal or designate shall ensure that parents/guardians are contacted as soon as possible.
- 7.4 An adult shall supervise the student until medical assistance is available or the parents/guardians arrive.
- 7.5 In the event of an emergency medical condition which renders a student immobile, or when the seriousness of the condition cannot be determined, the student should not be moved, unless at risk of further injury.
- 7.6 The paramedics should be called to arrange for treatment and transportation to the nearest medical facility.
- 7.7 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.
8. First aid kits must be available:
- 8.1 In all School buildings; and
- 8.2 To accompany field trips.
- 8.3 The staff member shall complete appropriate reports on the serious injury or accident.
9. Non-Prescription Drugs
- 9.1 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. Epi-Pens (for emergency use only) are an exception.
10. Legal Consent for Medical Treatment
- 10.1 Under no circumstances will employees of the Board 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:
- 10.1.1 Defer to the opinion of the medical practitioner.
- 10.1.2 Advise the Principal (or designee) of the problem and the recommendation of the medical practitioner.
- 10.1.3 Continue to attempt to contact the parents or legal guardian. These provisions are not intended in any way to prevent an employee from administering Epi-Pen and/or arranging for transfer to the hospital even if a parent or guardian is not available to give consent.



Communicable Diseases – Students

Public Health Act

BACKGROUND

The existence of numerous communicable diseases, including Acquired Immune Deficiency Syndrome, requires Boards to provide policy directives with regard to management of infected students. Such policies must reflect both the preservation of the public interest as well as the protection of individual rights and freedoms.

POLICY STATEMENT

The Board is committed to the humane treatment of students infected with communicable diseases within an environment that protects the health and safety of all students and staff.

GUIDELINES

1. Normally, students with communicable diseases will be dealt with in accordance with the provisions of the Public Health Act.
2. Children with Acquired Immune Deficiency Syndrome (AIDS) shall be allowed to attend school programs in an unrestricted setting unless, in the opinion of the local Medical Health Officer, special circumstances dictate otherwise.
3. Staff, including the confidentiality of records, will respect the right of infected students to privacy.
4. Information about communicable diseases will be provided to students as part of the regular instructional program as specified within the Alberta Program of Studies and related Curriculum Guides.



Child Abuse and Neglect

BACKGROUND Child Welfare Act, Sec. 1(3) a, b, c

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

POLICY STATEMENT

The Board requires all school personnel to report all suspected cases of child abuse and neglect as specified in the Child Welfare Act.

GUIDELINES

1. A child is in need of protective services if there are reasonable and probable grounds to believe that the survival, security or development of the child is endangered because of any of the following:
 - 1.1 The child has been abandoned or lost;
 - 1.2 The guardian of the child is dead and the child has no other guardian;
 - 1.3 The guardian of the child is unable or unwilling to provide the child with necessities of life, including failing to obtain for the child or to permit the child to receive essential medical, surgical or other remedial treatment that has been recommended by a physician;
 - 1.4 The child has been, or there is substantial risk that the child will be, physically injured or sexually abused by the guardian of the child;
 - 1.5 The guardian of the child is unable or unwilling to protect the child from physical injury or sexual abuse;



- 1.6 The child has been emotionally injured by the guardian of the child;
- 1.7 The guardian of the child is unable or unwilling to protect the child from emotional injury;
- 1.8 The guardian of the child has subjected the child to or is unable or unwilling to protect the child from cruel and unusual treatment or punishment;
- 1.9 The condition or behaviour of the child prevents the guardian of the child from providing the child with adequate care appropriate to meet the child's needs.
- 1.10 Appendices #1 and #2, which are direct excerpts from the Child Welfare Act, are attached for information.

PROCEDURES

1. When a staff member suspects that a child has been abused, the staff member should make written note of the reasons for concern and any relevant statements made by the child.
 - 1.11 The staff member should then immediately inform the school Principal. School personnel at this or any other time should carry out no investigation.
 - 1.12 The Principal/designate or staff member should then contact Alberta Social Services. A written note should be made at this time of:
 - 1.13 The name of the person making the call;
 - 1.14 The name of the intake social worker receiving the call;
 - 1.15 The time and date the call was made;
 - 1.16 The action proposed by Alberta Social Services.
2. The school Principal should retain this information.



- 2.1 The Principal should follow up on the case by informing and involving the Youth Services Unit of the Boyle Street Community Services Co-op. Subsequently the Youth Services Unit will follow up by contacting Alberta Social Services to obtain relevant information on the disposition of the case.
- 2.2 At the end of the investigation and disposition of the case the staff member, counsellor, school administrator and a member of the Co-op's Youth Services Unit should meet to discuss the steps they could take to assist the abused child.

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Student Evaluation

BACKGROUND School Act, Sec. 18 (e), 20(h)

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

POLICY STATEMENT

The achievement of all School students shall be evaluated to assist the student in the learning process and to provide reliable information concerning student progress toward the attainment of curricular goals.

GUIDELINES

The primary purposes of the student evaluation program are to:

1. Assist students to build self-confidence and realize their full potential;
 - 1.1 Provide information relative to the degree to which intended learning outcomes have been realized;
 - 1.2 Provide a basis for student placement and promotion decisions;
 - 1.3 Provide information to assess the effectiveness of instructional programs and to provide a basis for program improvement
 - 1.4 Communicate appropriate information to parents and students to help guide their educational decisions;
 - 1.5 Establish comparative standards for student achievement;
 - 1.6 Communicate the quality of education to the public; and
 - 1.7 Provide students with information required by other educational institutions and prospective employees.
2. Student evaluation procedures must be fair, just and valid, reflecting desired curricular outcomes and taking into account individual student needs and abilities.



- 2.1 The evaluation of student achievement should be based on course objectives, which have been disclosed to the student, as defined by Alberta Learning and the School.
- 2.2 Student achievement should be described in terms of performance which is norm-referenced, criterion-referenced and self-referenced.
- 2.3 The evaluation of student achievement shall be formative (on-going and developmental) and cumulative (final and judgmental).
- 2.4 Evaluation shall address the cognitive and affective components of the student's experience within the curriculum.
- 2.5 Confidentiality of information on student evaluation shall be respected and safeguarded.
- 2.6 Evaluation shall include a grading, reporting and record management system, which is designed to provide uniformity and consistency between grade levels and schools within a School.
- 2.7 A variety of evaluation procedures and a minimum number of evaluation items shall be used to assess student achievement throughout the school year.
- 2.8 Teachers and administrators should communicate evaluation policy to students and parents.

PROCEDURES

Roles and Responsibilities: The evaluation of student achievement shall be a shared responsibility of the student Teacher, parents, school administrator Superintendent and Board.

Students are responsible for:

1. Actively participating in the learning process; and
2. Cooperating with the Teacher to develop appropriate work habits and a positive attitude towards education and schooling; and

Parents are responsible for:

1. Actively involving themselves in the child's learning process;



2. Cooperating with the Teacher in developing appropriate work habits and a positive attitude toward education and schooling with their child (ren);

Teachers are responsible for:

1. Working with the student to develop appropriate work habits and a positive attitude towards education and schooling;
2. Providing a clear statement of course or program objectives, content and evaluation procedures;
3. Maintaining confidential, legible and accurate records documenting the student's progress;
4. Using both formative and summative evaluative techniques;
5. Ensuring that evaluation methods reflect provincial course objectives;
6. Communicating results of evaluative procedures to parents and students on a regular, ongoing basis; and
7. Using evaluation results to modify programs in response student needs and abilities.

School administrators are responsible for:

1. Providing assistance to Teachers as required in the following areas -course outlines valuation procedures, record keeping, grading and reporting procedures, appeal procedures.
2. Ensuring that Teachers provide a clear statement of course or program objectives, content and evaluation procedures as required;
3. Developing, designing and implementing appropriate formats and procedures to communicate student achievement to parents and students;
4. Ensuring uniform and consistent evaluation standards within and across grade levels;
5. Storing and filing confidential records accessible to specified personnel, i.e. Legal guardians, professional school staff, probation officers, other agencies as authorized by the legal guardian; and
6. Ensuring that parents and guardians are accurately informed of student progress on an ongoing basis



The Superintendent is responsible for:

1. Assisting the Board in establishing and maintaining appropriate student evaluation policy, guidelines and procedures that address local needs and which satisfy the requirements of Alberta Education;
2. **Monitoring student evaluation practices at the school and system level**
3. Preparing a summary and analysis of student achievement upon the request of the Board;

The Board is responsible for:

1. Requiring that school programs offered meet the condition for continuing accreditation of Alberta Education; and
2. Establishing policy and governing student evaluation practices in schools under their School

Appeal Procedures:

The student, parent or legal guardian may appeal school awarded marks as follows:

1. The initial appeal shall be made to the Teacher.
2. If the concerns of the appeal are not addressed satisfactorily through the initial contact with classroom Teacher, further appeal can be made to the office of the Principal in writing.
3. If the matter is not satisfactorily resolved at the school level, and then further appeal can be made to the Office of the Superintendent in writing.
4. School awarded marks must be appealed within two weeks of the receipt of the mark. Final grades must be appealed within ninety (90) days.



Student Records

BACKGROUND School Act, Sec. 23, 124

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

POLICY STATEMENT

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

GUIDELINES

Types of records kept include:

1. Cumulative record file containing:
 - 1.1 Pupil identification - birth date, legal name, address, phone number, etc.;
 - 1.2 Pupil status - grade, class, program;
 - 1.3 Record of academic progress;
 - 1.4 Scores obtained on standardized tests; and
2. Record of Special Services including:
 - 2.1 Educational assessments/tests administered;
 - 2.2 Individual education plans;
 - 2.3 Consultation/interview reports/notes;
 - 2.4 Case histories; and
 - 2.5 Other relevant documents.
3. Report Cards - Standard School/School format.
4. Community Health Records - A public health record is maintained for each student in the local health unit.

Access to Pupil Records:

The School Act provides for unrestricted access to all student records for:



1. Students 16 years of age or older;
2. Parents or legal guardians; and
3. Individuals with access to the student under an order made under the Divorce Act (Canada).
4. Access to pupil's cumulative file without written permission of parent(s), guardians or adult students is available to:
 - 4.1 Professional staff members as required to meet their professional responsibilities to the student;
 - 4.2 Research personnel approved by the Superintendent subject to guaranteed pupil anonymity; and
 - 4.3 Officers of the Court acting on a duly executed court order.
5. Access to a pupil's cumulative files with the written consent of the parent/guardian or adult student is available to:
 - 5.1 Prospective employers;
 - 5.2 Post secondary educational institutions;
 - 5.3 Courts where a court order has not been provided;
 - 5.4 Social Service Agencies/government departments; and
 - 5.5 Police and probation officers.
6. Access to the record of special services file is restricted to student's over 16 years of age, parents or guardians, or individuals with access to the student under an order made under the Divorce Act (Canada).
7. Access to student records by educational and other agencies:
8. Inquiries for assistance in locating children:
 - 8.1 Information should not be given out without written consent of the parents/guardian or student (independent);
 - 8.2 Inquiries for assistance for locating children should be referred to the Superintendent.
- 8.3 Student records are available only to staff and administrators who have responsibilities related to the student's education;
9. To facilitate transfers, copies of student records and promotion reports may be forwarded to the receiving school Principal upon request, without the written consent of the guardian or independent student; and



10. Standardized test results and reports are to remain confidential to the School administration and staff.
11. A parent, guardian or student may review a student record only in the presence of a staff member. When parents, guardians or students request an opportunity to review a test, assessment or psychological report a qualified professional staff member must be present to interpret the information to them.

Maintenance of Student Records

Student records are the property of the School and are not to be given to the student, parent or guardian. In the event that a parent, guardian or student is of the opinion that the contents of the student records are inaccurate a written request should be made to the Principal to have the record rectified. If the complainant is not satisfied with the action taken, the decision may be appealed through the established appeal procedures.

PROCEDURES

The Principal is responsible for ensuring that accurate, complete records are kept for each student and that these records are updated annually.

- 1 To facilitate transfers between schools within the School, records should be forwarded to the receiving school Principal.
- 2 The school should retain student records for a five year period after the student becomes inactive and then forwarded to the School office for permanent record storage.
- 3 Student health records other than information, which parents wish to have placed on the student's record, are the responsibility of the local health unit. All requests for health related records are to be referred to the health unit.
- 4 Report Cards;
- 5 Alberta Education Transfer Card; and
- 6 Letter to the receiving Principal re: Information Release.



Special Education

BACKGROUND School Act, Sec. 45-48, 124, 125

The diverse nature of students' needs and abilities often dictates the establishment of special programs and/or teaching strategies. These programs are designed to address both ends of the spectrum, from gifted students to students with specific educational disabilities. These students differ from others in that they require special curricula and methods of instruction to fully realize their educational potential.

N.B. A charter school may refuse admission of a special need student if the needs are inconsistent with the Board's Charter.

POLICY STATEMENT

The Board supports the provision of educational programs for exceptional students with special needs including gifted or educationally disabled students.

GUIDELINES

- 1 The Principal shall establish each year the numbers and kinds of special instructional programs needed based upon the following considerations:
 - 1.1 The academic, physical, emotional and social needs of the students.
 - 1.2 The number of students requiring a particular program.
 - 1.3 The availability of appropriate facilities.
 - 1.4 The availability of appropriately qualified staff.
 - 1.5 Program costs.
 - 1.6 Other factors significant to a specific program.
- 2 The needs of exceptional children will be identified through individual assessment and/or classroom observation. Parental input will also be taken into consideration.
- 3 Placement of students in special education programs will be determined by the Principal in consultation with, and with the approval of, the parent. (The Superintendent, Placement Committees, and/or other School staff may be able to resolve conflicts regarding student placement in special education programs



however, formal appeal under Policy 2150 is to the Board. This is also a matter that a parent may request a review by the Minister under Sections 124 of the School Act.)

- 4 Program development, implementation and evaluation will be consistent with Alberta Learning guidelines and/or approved curricula.
- 5 Programs for exceptional students should encourage appropriate integration into the regular school environment wherever appropriate.
- 6 Programs for exceptional students should involve parents in the development and implementation of a student's program.
- 7 Special education programs will be evaluated in accordance with the program evaluation policy, guidelines and procedures.

PROCEDURES

- 1 New students to the school will be tested during intake to assess their grade level and abilities, weakness and strengths
- 2 All special needs students will be tested by a Psychologist for behavioral coding
- 3 Students with potentially exceptional needs, as identified by the counsellor, teachers and/or parents should be referred through the Principal for further assessment.
- 4 All referrals for further assessment must have parental consent.
- 5 Appropriate personnel must inform parents of assessment results and recommendations.
- 6 The school will review placements annually.
- 7 The Teacher, along with appropriate personnel, will develop an individual program plan for each student with exceptional needs, and this plan will be reviewed and signed by parents.
- 8 Individual program plans must be developed within a reasonable length of time.
- 9 Student progress will be regularly evaluated in terms of stated objectives, and reported to parents.



Off Campus Education

BACKGROUND School Act Sec. 37 Employment Standards

Off Campus Education and work study programs offer students unique opportunities to become familiar with the requirements of the working world. Alberta Education is expecting increased emphasis on these kinds of opportunities for students.

POLICY STATEMENT

The Board supports the provision of Off Campus Education opportunities through the establishment of partnerships between the school, community agencies and businesses.

GUIDELINES

- 1 Off Campus Education programs are available to high school students for three (3) to ten (10) credits based upon one (1) credit per 25 hours of Off Campus Education.
- 2 Work study programs are available to junior and senior high students as an integral part of an approved course or program.
- 3 Off Campus Education/work study programs will be supervised by a designated learning facilitator/Off Campus Education coordinator.
- 4 Work study programs will be conducted during regular school hours.
- 5 Off Campus Education programs will include both a classroom instructional component and a practical component. Generally, 90 percent of the program should be practically oriented.
- 6 Parental/Guardian approval is required prior to the student's placement in the program for student below 18 years of age.
- 7 Past or present regular employment of a student shall not be regarded as part of the work study/experience program and will not qualify for credits.
- 8 Transportation to and from a work station is the responsibility of the student.
- 9 Each Off Campus Education station will enter into a signed contractual agreement that clearly stipulates employer, student and school responsibilities and expectations.



- 10 Students in Off Campus Education programs are deemed to be employees of the Government of Alberta and, in the event of accident or injury, are covered by workers compensation and, therefore, are unable to sue the employer.
- 11 Off Campus Education programs must be approved by Alberta Education and conform to Alberta Education policies, guidelines and procedures.

PROCEDURES

The Off Campus Education coordinator is responsible for

- 1 Determining and registering suitable work stations in accordance with Alberta Education requirements.
- 2 Ensuring that the Agreement for Off Campus Education form and other required forms are duly executed by students, parents and work site supervisors as required, and filed with the school Principal.
- 3 Obtaining parental consent of dependent students to participate in the program.
- 4 Establishing, in consultation with each work station and the student, program objectives, expectations for the student and evaluation procedures.
- 5 Maintaining ongoing liaison with work stations and periodically visiting sites to observe programs in action.
- 6 Ensuring that student evaluation schedules are established and adhered to.
- 7 Monitoring the Off Campus Education programs to ensure that instructional objectives are being met.

The employer has the right to terminate a student for reasonable cause. Depending upon the circumstances, an alternate Off Campus Education placement may be found to allow the student to complete the program.

The Principal shall submit to the Superintendent an annual report that documents:

- 1 Student enrolments by grade and sex.
- 2 Program completion statistics.
- 3 Major problems encountered.
- 4 Evaluative feedback from students, parents and employees
- 5 Recommendations for improvement.



Sexually Transmitted Diseases/Aids

The increasing prevalence of Sexually Transmitted Diseases (STD's) and Acquired Immune Deficiency Syndrome (AIDS), and the often life-threatening nature of these diseases is a cause for deep concern. The School and public health officials have a responsibility to protect the health and safety of our youth by providing medically accurate and timely information to students about STD's and AIDS. It is equally important, however, that a complete educational program that addresses the moral and ethical aspects of disease prevention be provided.

POLICY STATEMENT

The Board recognizes the need for schools to provide students with current and medically accurate educational information and instruction on Sexually Transmitted Diseases (STD's) including Acquired Immune Deficiency Syndrome (AIDS).

GUIDELINES

- 1 Formal classroom instruction on STD's and AIDS will be presented at the appropriate grade levels and integrated into Provincial Health Curriculum.
- 2 Given that much of the information about the use of condoms or other methods to avoid STD's is publicly available to students the approved program of the Board will attempt to provide the correct technical information at appropriate grade levels.
- 3 School personnel will explain the rationale of this program to parents and to any other interested stakeholders prior to the introduction of the unit.
- 4 Parents will be encouraged to become familiar with the information being presented to their children at various grade levels.
- 5 Staff in-service sessions will be conducted initially and on an ongoing basis as required.
- 6 Resources used in teaching of units involving STD's\AIDS or related areas must be approved by the School Administration. A list of approved resources will be made available to the school.



2 of 2

- 7 Parents or students may opt to withdraw from instructional classes on STD's/AIDS by oral or written request to the Teacher (see Section 33 the School Act), also refer to page 161 of Junior High School Health & Personal Life Skills Curriculum Guide - Alberta Education 1986 edition.

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Program Evaluation

BACKGROUND

Program evaluation provides reliable insights into the quality and effectiveness of the School's instructional efforts. It also serves to acknowledge the Board's obligation to be accountable to the public for the quality of education provided for students as well as its obligation to ensure that all programs are being offered in accordance with the provincial program of studies.

POLICY STATEMENT

School programs will be periodically evaluated to ensure that program objectives are pursued and achieved in an effective and efficient manner.

GUIDELINES

- 1 The major purposes for program evaluation are to:
 - 1.1 Ensure that program objectives and delivery are consistent with student needs.
 - 1.2 Identify program strengths as well as areas requiring improvement.
 - 1.3 Recommend deletion, modification or continuation of program components as required.
- 2 Criteria used to evaluate program effectiveness include:
 - 2.1 Adherence to Alberta Education curriculum guidelines and Board requirements.
 - 2.2 Appropriateness and availability of resources to support program delivery
 - 2.3 Suitability and variety of learning activities in which students are engaged
 - 2.4 Degree of integration with other programs.
 - 2.5 Quality of long-range, unit and daily plans
 - 2.6 Articulation between and among grades
 - 2.7 Provisions made to accommodate individual student needs
 - 2.8 Suitability of student evaluation procedures
 - 2.9 Quality of in-service and professional development programs offered in support of program development/implementation
 - 2.10 Results achieved by students
- 3 Alberta Education may conduct external program evaluations at the request of the School.



- 4 Program evaluations may be conducted at the school or School level or as part of an overall school evaluation.

POCEDURES

- 1 Each school Principal is responsible for monitoring and evaluating the quality of programs in the school.
- 2 New Programs shall be implemented as required by Alberta Learning and the Teaching Staff will attend seminars, conferences in their subject areas to familiarize themselves with new curriculum requirements.
- 3 New CTS and Option Classes will be implemented to meet the changing needs of the students and reviewed occasionally by the staff and students.
- 4 Off Campus Class students will follow the same policies and guidelines as they do in the school. The employer will work closely with the School Coordinator.

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Instructional Year

BACKGROUND School Act, Sec. 39, 56

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

POLICY STATEMENT

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

GUIDELINES

- 1 The school instructional year will specify:
 - 1.1 School opening date
 - 1.2 Number of operational days
 - 1.3 Length of school day
 - 1.4 Number of minutes of instruction and of school operations each day
 - 1.5 Number of and length of breaks
 - 1.6 Vacation periods including
 - 1.6.1 A winter vacation that extends at least from December 24 to January 2
 - 1.6.2 A school vacation of at least four (4) consecutive weeks duration
- 2 A holiday declared by a municipality does not apply unless the Board declares it to be applicable.

PROCEDURES

- 1 The Superintendent, in consultation with the Principal and school councils shall recommend a school year for Board consideration.
- 2 The Superintendent shall notify the Minister prior to May 31 of each year with regard to the Board-approved opening and closing days and vacation periods for the next school year.



Student Placement and Promotion

BACKGROUND School Act, Sec. 123

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

POLICY STATEMENT

The Board recognizes a student's educational interests are best served if they are placed appropriately within the school's grade\program structure.

GUIDELINES

- 1 In making decisions with regard to student placement, the following criteria will be taken into account:
 - 1.1 Maturity level.
 - 1.2 Academic performance.
 - 1.3 Ability.
 - 1.4 Social factors; e.g. age, peer group, etc.
 - 1.5 Work habits, attitude.
 - 1.6 Health.
- 2 The placement of any student shall be determined after consultation between professional staff and parents (unless the student is an independent student). The Board believes that when educators and parents agree on placement decisions, the potential for student growth is greater. If there is not agreement, however, the decision of the parent/guardian is final.

PROCEDURES

- 1 The Principal is responsible for ensuring that parents are kept informed concerning the progress of their children and problems or concerns that could result in a recommendation for retention or special placement.



Research Policy

Frequently a person or group wishing to do research in the school approaches the School. In view of this it is necessary that we have policy, which protects the rights of students, parents, staff and the School while at the same time recognizing that these same groups and individuals may benefit from the research.

POLICY STATEMENT

The Boyle Street Charter School is committed to research excellence. It will co-operate with research projects aimed at improving knowledge of the educational process generally and more specifically contribute to the improvement of the quality of educational experiences of students and staff at the school. In all cases the research must respect the privacy and well being of all its subjects and adhere to the Freedom of Information and Protection of Privacy Act.

GUIDELINES

- 1 The identity of individuals will be protected.
- 2 The research will be conducted as unobtrusively as possible in order not to disrupt the ongoing educational opportunities presented to students.
- 3 The School will incur no expenses.
- 4 The research proposal must be submitted in writing and approved in writing by the Superintendent.
- 5 The research proposal will outline the methodologies to be used.
- 6 The research proposal will clearly outline the ethical standards that will be adhered to.
- 7 Timelines and expected behaviour of researchers will be clearly understood.
- 8 The researchers will identify one individual as the contact person.
- 9 The researchers will comply with FOIP (freedom of information).
- 10 A reimbursement plan will be developed to offset the time committed to the research project by our staff.



Personal Use of School Equipment

BACKGROUND

Equipment owned by the Board has been purchased with public funds, on a tax-exempt basis. As a result the Board has a responsibility to ensure the equipment is used for the purpose for which it was intended.

POLICY STATEMENT

Equipment and materials purchased by the Board are to be used only for purposes authorized by the Board.

GUIDELINES

Use of School equipment or materials by staff is not permitted unless this use directly supports the staff members' job-related functions.

- 1 Staff members wishing to use school equipment for the preparation of lessons, materials, etc. are permitted to take such equipment home provided:
- 2 Equipment is properly signed out;
- 3 The Principal approves the out-of-school use; and
- 4 The equipment is returned promptly to the school to ensure its availability for use during the instructional day.

PROCEDURES

The Principal is responsible for establishing and communicating procedures regarding the use of school equipment off school premises subject to the above policy and guidelines.



Disaster Plan

Each classroom has a fire escape plan that is to be followed. Students and staff should be familiar with the location of the closest fire extinguisher to their classroom. The safety of the students is always to be considered first. In the event of a fire one teacher will lead the students out of the building and one will leave last ensuring that the doors are closed. Staff closest to the bathroom will check the area before exiting the building. Staff closest to the smudge room and computer room will ensure that all students are out of the area. The principal or administration on duty may close the school should a situation occur that might be harmful to students and staff. Weapons of any sort are not allowed in the school and the teacher will ask the student to hand in the weapon to the office or leave for the day. In the event that a student refuses to relinquish a weapon the principal may take action that is deemed appropriate. Also see Bomb Threat policy 8020



Evacuation Drills

BACKGROUND

The Board recognizes its responsibility to take reasonable measures to ensure the safety and welfare of students. Procedures to ensure that schools will be evacuated with dispatch in the event of an emergency are essential.

POLICY STATEMENT

The Board believes that evacuation drills are an essential component of the school safety program.

GUIDELINES

Each school is responsible for establishing, in accordance with legislative and code requirements and in consultation with the local Fire Department, a program and procedures to ensure prompt and orderly evacuation of the school in the event of an emergency.

1. This program will include as a minimum:
 - 1.1. The development of written school evacuation procedures;
 - 1.2. The posting of primary and secondary evacuation routes for each room;
 - 1.3. Periodic drills to train staff and students on evacuation procedures;
 - 1.4. Periodic reviews with staff and students of the procedure; and
2. Schools will cooperate fully with local fire authorities to ensure that Fire Department requirements and inspection recommendations are implemented in a forthright manner.

PROCEDURES

The Principal is responsible for ensuring that a building evacuation program and procedures is developed and implemented.



Bomb Threats

BACKGROUND

The Board has a responsibility to develop policies and guidelines to handle threats to the safety and lives of students and staff.

POLICY STATEMENT

The Board recognizes the need to place the safety of students and staff above any other consideration with regard to bomb threats or reported similar threats against the school.

GUIDELINES

Principals or their designate are responsible for initiating appropriate procedures in the event of a bomb threat or similar threat against a school.

Procedures (Mandatory)

1. The Principal or designate should notify the City Police first and the Superintendent\designate or Secretary Treasurer, second of the threat.
2. The Police are responsible for:
3. Notifying the Fire Department to stand by;
4. Dispatching a member to the School;
5. Contacting phone company security to request that a trace is put on the threatened school phone;
6. The Police will normally visit the school and interview the person who received the threat. Information will be assessed and the Police will consult with School Officials.
7. If a suspicious object is located, it is not to be moved or examined in any way.
8. After considering all factors the school Principal or designate is responsible for deciding which of the following courses of action:
 - No search; no evacuation.



- Search; no evacuation

Evacuation and Search

- If a search is conducted, consideration should be given to whether or not the Fire Department should attend.
- If no search is conducted, the Fire Department should be notified that they are no longer to stand-by.
- Publicity of the bomb threat should be minimized. No releases should be given to the press.

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Smoke Free Environment

BACKGROUND

The Board recognized the health hazards associated with smoking. In accordance with the Provincial Tobacco use Act for Minors.

POLICY STATEMENT

The Board supports a smoke free environment in all its facilities.

GUIDELINES

Smoking by students in school or on school premises is not permitted.

Smoking by school staff and adult user groups is not permitted in the school.

Schools are encouraged to implement educational programs for students and staff designed to inform participants about the health risks associated with smoking.

PROCEDURES

Principals are responsible for:

1. Implementing and monitoring educational programs designed to discourage smoking.
2. Ensuring that students do not smoke in school facilities
3. Ensuring that staff does not smoke in school facilities.
4. Advising adult user group participants that school facilities are smoke free.



Field Trips and Excursions

BACKGROUND

Participation by students in special events such as field trips can significantly complement the educational program. While field trips and excursions have positive educational value, care must be taken to ensure that trips or excursions are organized in a manner that maximizes educational benefit and ensures the protection and safety of students.

POLICY STATEMENT

The Board supports the practice of conducting co-curricular and extra-curricular educational field trips excursions and exchanges.

GUIDELINES

Excursions that do not directly sponsored by a school or the Board are the total responsibility of the planners, tour agencies and transportation agencies involved. Field trips sponsored by the school or School should:

1. Have sufficient educational value to outweigh the loss of instructional time in the regular program.
2. Be adequately supervised to ensure acceptable levels of student behaviour and safety.
3. All staff and authorized supervisors are protected by the Board's liability insurance when acting within the scope of their duties as approved by the school administration. With respect to liability coverage:
4. Coverage is normally effective only for activities held within Canada or the continental U.S.A. (Contact should be made with the Superintendent or secretary- treasurer for advice concerning insurance coverage beyond these borders.
5. When using a vehicle; e.g. private bus, other than a public or school bus to transport children, the supervisory Teacher must make certain that the vehicle has adequate insurance and the driver is appropriately licensed.



PROCEDURES

Only field trips organized to take place during a school day the following procedures apply:

Approval for the trip is to be obtained by the Teacher from the school Principal, providing:

1. The experience is an integral part or extension of the curricular program;
2. Parents are advised of the nature of the trip, and written permission for the child (ren) to attend is provided.
3. Students who are unable to pay associated fees are not to be excluded.
4. Adequate supervision is provided.
5. Meaningful alternate in school learning experiences are made available or those students not going on the trip.
6. The Principal shall prepare annually by September 30th a plan of field trips for the year.

In terms of supervision:

1. The Teacher is responsible for ensuring an acceptable level of student discipline is maintained.
2. A minimum of one supervisor per school bus must be provided when students are being transported to and from the field trip destination.
3. The Teacher is responsible for being aware of, and providing for, any special health needs of students
4. With respect to student safety, the Principal and staff should take reasonable measures to minimize the risk to students participating in field trips.
 - 4.1 Safety guidelines are as follows:
 - 4.2 Outdoor activities should normally not be conducted when temperatures are below -15 C
 - 4.3 When field trips involve higher risk activities:
 - 4.3.1 The supervising Teacher must ensure that the activity is under the supervision of a person trained in water safety procedures that are appropriate to the activity.
 - 4.3.2 All pupils involved in boating activities must wear an MOT (Ministry of Transport) approved PFD (personal floatation device).
 - 4.3.3 For boating activities involving power, sail or canoe, a Teacher/instructor experienced with the type of craft being used must provide direct supervision.



- 4.3.4 All High risk activities and field trips outside the province are to be approved in advance of the event in writing by the superintendent
5. When field trips are planned for remote wilderness areas, the supervising Teacher should:
- 5.1 Be familiar with the area and have established safety and emergency procedures understood by all participants,
 - 5.2 Inform local authorities such as the RCMP, forestry or park officials about the program, the location and route.
 - 5.3 Be aware of the location of the nearest accessible medical station.
 - 5.4 Establish procedures to contact the school Principal via RCMP, forestry or park officials in the event of an emergency.
 - 5.5 Ensure that required permits, fishing licenses and area use permits have been obtained from appropriate authorities.
 - 5.6 Ensure that one supervisor is qualified in emergency first aid and CPR.
 - 5.7 Ensure that there is adequate supervision to ensure acceptable levels of student behavior and safety.
 - 5.8 Ensure a mode of communication is readily available. E.g. cell phone, walkie/talkies etc.
 - 5.9 Attendance (student counts) must be taken at all departure points.
6. When a field trip involves overnight stays there must be supervision by both female and male facilitators in appropriate numbers given the male female composition of the student group. There should be no accommodations or activities involving only one student and one teacher.
7. All appropriate field trip documents must be completed by the teacher and filed with the principal who will insure that all documentation has been completed and necessary items signed off as being completed. These forms will be kept in a field trip file and maintained for a period of 3 years.



APPENDIX I

1 of 2

Filing and Access to Files

The Boyle Street Education Centre protects the privacy of each student by ensuring their personal information is kept confidential. BSEC has the authority to manage a student's records, including restricting, regulating, and administering its use, disclosure or disposition. Student records should be made easily available to professional and administration employees, whether by electronic or hard copy.

- Only school staffs are allowed access to student incident reports and Individual Program plans. Student incident reports should be kept as objective as possible. Refrain from documenting incidents from a subjective point of view. A copy of a student's records can be located on the network under student record.
- Intake forms are part of the school's student records. Due to the sensitive nature of the intake forms such records are restricted to the administration and professional only. A disclosure form must be signed by the student to disclose the contents held within the intake. A FOIP request must be made to disclose further information.
- All confidential information will only be released if a formal FOIP request has been made. Follow the required procedures as set out in the Guidelines and Procedures Manual.

Calls Concerning Students

In keeping with the protection of students, messages will be taken in the main office for all students receiving phone calls. To ensure the disclosure of information about a student via telephone to a Social worker, Child Welfare Worker, or Probation officer is being given to the proper people, it is strongly recommended that the school have a business card, or a copy of a business card naming the individual requesting personal information

Information about a student's attendance, monthly reviews, or whereabouts of a student is to be kept strictly confidential. Anyone requesting such information over the phone will be asked to leave a message.



If the information to be disclosed is to meet requirements of Child Welfare, School Attendance Board, Young Offenders Act, the requesting party are to leave a message the information gathered and the school will contact the requesting office with the data.

FOIP Consent forms

Students must sign a FOIP School activities consent form before any of their documentation is used for school purposes. Ensure the School activity consent form is signed either by a parent/ guardian/ or independent student, before a video recording, photo with his/her name attached to it is signed.

Before signed art or prose is displayed in and around the school check to make sure the form is signed.

1. Signed FOIP School activity consent forms are made available in the office in the Registrations binder
2. Disclosure forms are made available on the network under Education Centre\ FOIP
3. All other forms pertaining to FOIP are on the network.

Letter of Disclosure

A disclosure letter must be signed by a student to allow staff members to give out personal information to a third party.

- 1 Office staff will make sure the school has on file an identifier, either a business card or fax, indicating the name and company he/she works for.
- 2 Students living in a group home or similar type environment will sign a disclosure letter permitting school staff to disclose attendance to their assigned workers.
- 3 The names and or photos of a student must not be placed on a website without a letter of disclosure
- 4 Any student over the age of 18 is classified as an Independent student and must sign a letter of disclosure, indicating to whom they will be disclosing their information to, the length of time they will be disclosing info to, and their signature. Youth 16 years of age living independently follow the same guidelines as above (Alberta School Act)



Appendix 2

Communicable Disease Policy

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

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

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

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

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

1. Minimizing direct contact with blood and body fluids;
2. Procedures for cleaning up spills and contaminated surfaces;
3. Disinfections and sterilization of equipment;
4. Laundering of the soiled linen and clothing;



5. Infectious waste disposal; and
6. Lists of procedure for the employee should exposure occur.
7. Cross Reference School Act 87, 88, 89, 90,

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APPENDIX 3

Emergency and Medical Aid Act

CHAPTER E-9

1 of 1

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

Definitions

In this Act,

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

RSA 1980 cE-9 SI; RSA 1980 cH-5.1 s34; 1983 cN-14.5 Si 26; 1984 c53 s27

Protection from Action

1. If, in respect of a person who is ill, injured or unconscious as the result of an accident or other emergency,
2. A physician, registered health discipline member, or registered nurse voluntarily and without expectation of compensation or reward renders emergency medical services or first aid assistance and the services or assistance are not rendered at a hospital or other place having adequate medical facilities and equipment, or
3. A person other than a person mentioned in Clause (a) voluntarily renders emergency first aid assistance and that assistance is rendered at the immediate scene of the accident or emergency, the physician, registered health discipline member, registered nurse or other person is not liable for damages for injuries to or the death of that person alleged to have been caused by an act or omission on his part in rendering the medical services or first aid assistance unless it is established that the injuries or death were caused by gross negligence on his part.
4. RSA 1980 cE-9 s2; RSA 1980 cH-5.1 s34; 1984 c53 s27



Repealed RSA 1980 c7 (Supp.) sl.

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APPENDIX 4

Authorization for the Administration of Medication

Student's Name: _____ Birthday _____
Year Month Day

Address: _____

Phone Numbers: (Mother, Res) _____ (Work) _____

(Father, Res) _____ (Work) _____

(Legal Guardian, Res) _____ (Work) _____

School _____ Grade ____ Teacher _____

Alberta Health Care Number _____

Medical Information

Medication (name) _____

Amount of medication sent to school _____

Dosage to be given _____

Frequency (specific time of day) _____

Duration (daily): From _____ to _____

Anticipated reaction (symptoms/side effects) _____

Emergency procedure in event of reaction _____

Locations of phone numbers of attending physician in event of emergency _____

Parent Request and Approval

I hereby request and give my permission to the above school to administer medication (including Epi-Pen, transportation to hospital and medical treatment at hospital for life threatening allergies) prescribed on this form to my child.

I agree to supply the medication in its original container, which identifies the owner and contents. The supply will be replenished when necessary without contact by the school.

Signature of Parent/Guardian: _____ Date Signed: _____



APPENDIX 5

Indemnification and Release

WHEREAS the _____ is, under the provisions of the School Act, Section 156, required to provide such health services as it considers necessary to students in its schools;

AND WHEREAS: _____ is a

(Name of student) student attending a school under the School of the

AND WHEREAS: _____ has made

(Parent/Guardian)

The _____ aware that the above requires special medical care in certain circumstances;

AND WHEREAS the parent/guardian has requested and authorized the servants or agents of the _____ to provide appropriate medical assistance to the said student in such special circumstances, and the School has agreed to provide such special care in emergent circumstances to the best of its ability and the ability of its servants, agents or employees, recognizing that the servants, agents and employees of the School are not trained to provide health or medical services.

THE UNDERSIGNED _____ being the (Parent/Guardian)

parent/guardian of _____

(Name of Student)

Being a student attending a school under the School of the _____

do hereby authorize the servants, agents or employees of the _____ to

administer such medication as may be required to provide necessary medical assistance to

_____ during any situation which the individual

(Name of Student) administering such medication deems to be a sufficiently emergent nature to warrant the

taking of such action and _____ do hereby

indemnify



(Parent/Guardian) and release the _____ and its servants, agents or employees of and from all actions, causes of action, suits, demands and claims of whatsoever nature with respect to the administration of medical treatment to the said

_____ in such circumstances.

(Name of Student)

Without limiting the generality of the indemnification and release hereby created, the undersigned

_____ does

(Parent/Guardian) specifically request that the following treatment be administered to the said

_____ as a result of the student's medical

(Name of Student) condition known as:

_____ namely (set out nature of treatment; i.e. giving an injection, administering aspirin or some other drugs, etc.)

Dated this ____ day of _____, 19

SIGNATURE OF PARENTS/GUARDIANS:

Per: _____

Per: _____

Witness _____

Phone numbers of attending physician in event of emergency _____



APPENDIX 6

Neglect Definition

For the purposes of this Act,

- a) A child is emotionally injured:
 - b) (i) If there is substantial and observable impairment of the child's mental or emotional functioning that is evidenced by a mental or behavioral disorder, including anxiety, depression, withdrawal, aggression or delayed development, and
 - (ii) There are reasonable and probable grounds to believe that the emotional injury is the result of
 - Rejection,
 - Deprivation of affection or cognitive stimulation,
 - Exposure to domestic violence or severe domestic disharmony,
 - Inappropriate criticism, threats, humiliation, accusations or expectations of or towards the child, or
 - The mental or emotional condition of the guardians of the child or chronic alcohol or drug abuse by anyone living in the same residence as the child;
 - c) A child is physically injured if there is substantial and observable injury to any part of the child's body as a result of the non-accidental application of force or an agent to the child's body that is evidenced by a laceration, a contusion, an abrasion, a scar, a fracture or other bony injury, a dislocation, a sprain, hemorrhaging, the rupture of viscous, a burn, a scald, frostbite, the loss or alteration of consciousness or physiological functioning or the loss of hair or teeth;
 - d) A child is sexually abused if the child is inappropriately exposed or subjected to sexual contact, activity or behaviour.



APPENDIX 7

Child Welfare Reporting Requirements

- (1) Any person who has reasonable and probable grounds to believe and believes that a child is in need of protective services shall forthwith report the matter to a director.
- (2) Subsection (1) applies notwithstanding that the information on which the belief is founded is confidential and its disclosure is prohibited under any other Act.
- (3) This section does not apply to information that is privileged as a result of a solicitor-client relationship.
- (4) No action lies against a person reporting pursuant to this section unless the reporting is done maliciously or without reasonable and probable grounds for the belief.
- (5) Notwithstanding and in addition to any other penalty provided by this Act, if a director has reasonable and probable grounds to believe that a person has not complied with subsection (1) and that person is registered under an Act regulating a profession or occupation prescribed in the regulations, the director shall advise the appropriate governing body of that profession or occupation of the failure to comply.
- (6) Any person who fails to comply with subsection (1) is guilty of an offence and liable to a fine of not more than \$2,000.00 and in default of payment to imprisonment for a term of not more than six (6) months.



Boyle Street Education Centre Policy

Manual Table of Revisions and Policy

1 of 2

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4020	Purchasing Procedures	1	08/12/97		
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5043	Roles and Responsibilities Support Staff	1	08/12/97		
5045	Teacher Compensation	1	04/17/2001		
5050	Staff Evaluation – Principal	3	08/12/97	20(i) 39(3)	
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Policy Statement

POLICY STATEMENT

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The Board shall appoint a Secretary Treasurer as an executive officer of the Board.

POLICY STATEMENT

The annual organizational meeting of the Board shall be held in public in March or April.

POLICY STATEMENT

Regular meetings of the Board will be held in public monthly.

POLICY STATEMENT

The Board may hold a meeting or part of a meeting in camera to discuss sensitive issues where the majority of the trustees are of the opinion that it is in the public interest to do so.

POLICY STATEMENT

The Board supports the use of a standard agenda format for all regular Board meetings.

POLICY STATEMENT

The Board will maintain accurate records of all proceedings of the Board required by the School Act.

POLICY STATEMENT

A special meeting of the Board may be called to deal with emergent issues.

SCHOOL BOARD GOVERNANCE AND OPERATIONS

POLICY STATEMENT

In situations where, in the judgment of the Superintendent or designate, immediate administrative response is required and Board policy does not apply, the Superintendent or designate will take the action he\she deems appropriate.

POLICY STATEMENT

The Board supports the operation of the management structure as illustrated below.(see Co-op's organizational structure)

POLICY STATEMENT

The Board provides overall policy direction and leadership for the Division.



POLICY STATEMENT

The power to make decisions regarding the Division's operations is vested in the Board as a collective whole.

POLICY STATEMENT

The Board entrusts to its Chair primary responsibility for providing leadership to the Board and acting as its primary spokesman

POLICY STATEMENT

The Board supports trustee adherence to a Trustee Code of Ethics.

POLICY STATEMENT

The Board appoints the Superintendent of Schools as Chief Executive Officer of the Board and the Chief Education Officer of the Division

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POLICY STATEMENT

The Board believes that its duties can best be carried out if trustees are given opportunity to meet in committees supplemental to Board meetings. It therefore supports the formation of standing committees



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