



BSEC

Boyle Street Education Centre
Established 1996

ADMINISTRATIVE PROCEDURES MANUAL

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Section 1: General Administration

Administrative Procedures Development and Review

BACKGROUND

Boyle Street Education Centre believes when there is a need to develop a new administrative procedure to guide decisions and actions; extensive consultation with appropriate stakeholders may be required, while other procedures deemed by the Superintendent to be routine may be created through discussion with school administration.

The role of the Superintendent requires that the Superintendent develop and keep current an Administrative Procedure Manual and develop and maintain consultative processes for the establishment and review of such procedures. Furthermore, there is a need for an annual review of Administrative Procedures to ensure effective operations within the school system.

PROCEDURES

Administrative procedures will be continually reviewed through the Superintendent's office to ensure procedures are kept current and that they effectively facilitate the Superintendent carrying out the policies and/or directions of the Board, the requirements of the Minister, and all provincial legislation.

The Superintendent will keep the Board informed about all new administrative procedures being developed or about all current administrative procedures being reviewed through information updates in the Board agenda.

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

Where no administrative procedure is in effect, administrators make decisions in the best interests of education in Boyle Street Education Centre School Division. The Superintendent will address the need for such administrative procedure.

The steps that will be taken in considering recommended changes to an administrative procedure are as follows:

- The group most affected by any administrative procedure change would be the first group provided the opportunity to review such recommendations. For example, if a suggestion were made to change a financial, administrative procedure, the Secretary-Treasurer would be the first person to respond to the recommendation. The Secretary Treasurer's input and expertise would be paramount to the Superintendent's decision to effect the recommended change to the manual and would include the identification of any accountability issues, which led to the development of the administrative procedure in question.

- As part of the review process, the group most affected by the recommended change will recommend other groups that should have input into the proposed change, particularly those stakeholders who have the prerequisite background to supply valuable commentary on the suggested change.
- Input into decisions does not always have to be in the form of a face-to-face meeting but can be facilitated through email. The intent is to ensure that the process is expedient yet thorough and recognizes Board, Ministerial or legislative requirements placed on the Superintendent.
- In the event that the recommendation for change does not primarily impact one segment of the organization, the Superintendent will meet the senior administration team and consider who should be invited to have input into the proposed recommendations.
- There will be situations where input into decisions to revise, delete, or add administrative procedures will be limited or non-existent. For example, if there are Board directives, legislative changes, or new directives from Alberta Education, formal consultation may not be initiated.
- Communication to stakeholders about the outcome of a review of administrative procedures will follow as soon as is feasible following the review.
- The annual review of administrative procedures shall solicit input from teachers, support staff and school administration.
- Staff will be responsible for ensuring that Administrative Procedures applicable to their work are reviewed annually.
- The Superintendent and/or a school-based administrator selected by the Superintendent will carry out the development or review.
- A new or revised Administrative Procedure will be reviewed by the Superintendent and the Secretary-Treasurer; and school administrators.
- When revisions are complete, the Superintendent will approve the document, then ensure (if significant changes are made) that it is included on the next Board meeting agenda as an information item.
- The Superintendent will ensure staff in the relevant areas, and school administrators will be informed of the new/revised Administrative Procedures as soon as it is added to the website.

School Management and Authority

BACKGROUND

Principals, under the direction of the Superintendent or designate, are charged with the administration, management, supervision and operation of their schools. It is the Principal's responsibility to ensure that the school functions within the framework of the Education Act and Boyle Street Education Centre administrative procedures.

PROCEDURES

The Principal takes direction only from the Superintendent or designate. Requests for information that is normally not shared, are to be referred to the Superintendent or designate for consideration (i.e. requests by union groups, special interest groups, associations, etc.).

Under no circumstances, other than in emergencies (the involvement of police or fire), or in instances where an agency has legal authority (e.g., Children's Services), is the Principal to act on the direction given by any individual, organization, or institution, other than the Superintendent or designate.

Annual Reports – Education Plan

BACKGROUND

Accountability is the obligation to be answerable for the performance and results of one's assigned responsibilities. The Boyle Street Education Centre recognizes its responsibility to keep stakeholders informed about accomplishments and progress towards goals. The Boyle Street Education Centre will keep its school community and the public informed of the overall results achieved in the Boyle Street Education Centre through its Annual Reports.

In Alberta's K-12 education system, school authorities are accountable organizations. The Department of Education allocates funds to school authorities so they may fulfill their delegated responsibilities of providing education programs for Alberta's K-12 students. This practice creates an accountability relationship between the department and the school authorities which requires transparency and the obligation to answer for and publicly report on the spending of public funds and results achieved by the accountable organization through the discharge of responsibilities. This accountability relationship is established in legislation and regulation.

In addition to the department, school authorities are also responsible for assuring their local stakeholders and the public that they are fulfilling their responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. It is achieved through relationship building, engagement with education partners, and creating and sustaining a culture of continuous improvement and collective responsibility (*Alberta Education, Funding Manual 2021/22, p. 16*).

The Boyle Street Education Centre prepares its education plan to align with the reporting requirements outlined by Alberta Education. This plan is updated annually such that as one year is completed, another is added so that the plan continues in a three-year time frame.

PROCEDURES

Boyle Street Education Centre Planning Guidelines

- The mission, value, and vision statements together with the visionary outcomes approved by the Board, will provide overall direction for Boyle Street Education Centre planning.
- The planning process will recognize identified local priorities.
- Formal processes for the system to develop, revise and extend the Three-Year Education Plan that identifies priorities, outcomes, measures, targets, strategies, and timelines for task completion will be developed each year.
- The actions and endeavours of the Boyle Street Education Centre and its schools must be guided by sound planning processes. The planning process must provide ample opportunity for input and meaningful involvement by stakeholder groups.

Three-Year Education Plan - A Boyle Street Education Centre education plan that meets local desired and specific outcomes and fulfils provincial accountability requirements will be developed and implemented. The plan will be:

- Kept current to ensure focused, efficient, and effective change and improvements.
- Updated annually, as outlined in the School Opening Bulletin.
- Improvement-focused and will identify areas and priorities for improvement each year.
- Include the provincially mandated priority areas with strategies and measures.
- Include strategies and measures reflecting local outcomes.

The Superintendent will:

- Submit the plan to the Board for approval each year;
- Ensure that the Boyle Street Education Centre Three-Year Education Plan is submitted to Alberta Education in a form and at a time that meets requirements; and
- Make provision for distribution of the Three-Year Education Plan and its placement on the Boyle Street Education Centre website.

Progress reports including areas of success and areas for improvement on the Boyle Street Education Centre education plan will be presented to the Board in accordance with the annual Board Work Plan and as deemed necessary.

Annual Reports – Annual Education Results Report

BACKGROUND

Accountability is the obligation to be answerable for the performance and results of one's assigned responsibilities. The Boyle Street Education Centre recognizes its responsibility to keep stakeholders informed about accomplishments and work toward goals. The Boyle Street Education Centre will keep its school community and the public informed of the Boyle Street Education Centre's overall results by publishing and distributing an Annual Education Results Report and an Annual Education Results Report Summary.

School authorities are accountable for results achieved from carrying out their responsibilities to provide education programs to Alberta students. As accountable organizations, school authorities are required to:

- Establish a system of accountability for results that encompasses their schools.
- Interpret and report results to parents, students, the Department of Education, and the public in a manner, and at a time the Minister prescribes as part of ensuring transparency.
- Use results to improve the quality and effectiveness of education programs provided to their students and to improve student learning and achievement.
(Alberta Education, Funding Manual 2021/22, p. 17).

PROCEDURES

The Superintendent, in conjunction with school administration, will develop the Annual Education Results Report per Alberta Education requirements. The Superintendent will submit a draft document to the Board by October 31 and a final document by November 30 for approval. The Board will submit the Report to the Minister by November 30 of each year.

The Annual Education Results Report will contain information regarding progress toward meeting the desired and specific outcomes established by the Boyle Street Education Centre in the Three-Year Education Plan.

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

The Superintendent will determine the format for reporting optional measures and additional information in the Boyle Street Education Centre Annual Education Results Report.

An Annual Education Results Report Summary, of not more than two pages in length, will be produced to provide parents and community members a brief summary about the Boyle Street Education Centre's progress.

The Annual Education Results Report and Annual Education Results Report Summary will be posted on the Boyle Street Education Centre website.

The Boyle Street Education Centre shall use the Annual Education Results Report for information in the planning and policy-making cycle and make adjustments to its desired and specific outcomes as necessary. It is important to note the following:

- Results must be used to create improvement actions.
- Any evaluative approach must be open and easily understandable.
- Any evaluative process is to include the ability to disaggregate results to identify high and low-performing groups, sites, and factors.
- Any long-term evaluative processes are to be stable over time.
- Results will not be used to rank schools, staff, or programs.

Decision Making Process

BACKGROUND

The Boyle Street Education Centre board of directors employs a superintendent to direct the day-to-day decision-making processes of the school. However, there are times when decisions can impact the longer-term direction of the school.

The Boyle Street Education Centre values attitudes and practices that encourage integrity, respect, and trust in all relationships. To this end, the Boyle Street Education Centre expects a cooperative decision-making model to guide the organization. These models are normally collaborative, consultative, or advisory and seek involvement from students, staff, parents, and the community as appropriate. When making such decisions, Boyle Street Education Centre will collaborate, consult, and seek advice from a wide cross-section of the school community, including individuals, groups, and organizations.

PROCEDURES

Collaborative Model (working jointly): There is an inference that this process leads to a mutually agreed-upon final decision. A collaborative committee or working group would expect to make the final decision. Such decisions would have to be consistent with the Education Act and regulations, Ministry orders, Board policy and administrative procedures.

Advisory Model (offering advice or making recommendations): Although not a decision-making group, there is an expectation that significant weight is placed on this advice. If the advice were not acted upon, the person or persons with the decision-making authority would be expected to provide a rationale for the decision.

Consultative Model (taking into consideration): A consultative committee or working group provides expertise but is not a decision-making body. Their input is taken into consideration by a person or persons who have decision-making authority.

Under the Education Act, the Superintendent, appointed by the Board and under the general direction of the Board, is accountable for the operation of the Boyle Street Education Centre; similarly, the Principal and Secretary-Treasurer are responsible for the operation of schools and programs.

To be accountable, as per the *Education Act*, the Superintendent, Principal, and Secretary-Treasurer will normally use the collaborative, consultative, and advisory decision-making models, although all three models will be used where appropriate.

Representatives involved in the decision-making process are expected to represent their organization fairly and report to their organization on a timely basis. The organization's responsibility is to provide clear direction to its representative and make sure its representative is informed in the areas under review.

It is equally important that the Boyle Street Education Centre clearly define the mandate

of every committee. Terms of reference, representative expectations, and the cooperative decision-making model being used need to be clearly articulated to all parties involved in and affected by the process.

The Boyle Street Education Centre derives its strength and integrity from mutually supportive student, parent, staff, and community relationships. These positive partnerships result in responsible and accountable decisions that serve to ensure quality learning opportunities for students.

School Calendar

BACKGROUND

School Administration is responsible for preparing a draft school calendar for each year. Administration may seek guidance, recommendations and advice from the school community, including students, staff members, parents, and legal guardians. The school year calendar must align with the requirements of the Education Act and other relevant legislation, regulations, policies, and agreements. With these parameters in mind, the school will strive to ensure that the calendar optimizes student access to learning and support throughout the entire year.

PROCEDURES

The school calendars for the coming school year are drafted in the spring to align with all relevant legislation, regulations, policies, and agreements. The Board of Directors may approve or require revisions of the draft calendar during the spring meeting times.

Should circumstances arise at a school where the draft or approved calendar does not meet the school's needs, the Superintendent is authorized to modify the school calendar.

Once the calendar is approved, the Superintendent or designate will notify Alberta Education regarding the Board-approved calendars for the upcoming school year prior to May 31 of the current school year.

Indigenous Education

BACKGROUND

Boyle Street Education Centre is committed to providing high quality instructional programs and educational services for Indigenous students and to increasing understanding and acceptance of Indigenous cultures for all students.

A key priority is the improvement of educational achievement among First Nations, Métis and Inuit students through meaningful educational opportunities.

PROCEDURES

Boyle Street Education Centre shall provide instructional programs designed to address the academic, cultural, and spiritual needs of Indigenous students. All instructional programs will be learner-centred and culturally respectful.

We shall set and maintain high standards for Indigenous student achievement and shall support students in accomplishing such success. Through the provision of school-based and in-house resources including consultation and collaboration, instructional programming for Indigenous students, wherever possible, will reflect their culture and provide access to culturally sensitive information.

In order to increase high school completion and successful post-secondary transition for Indigenous students, Boyle Street Education Centre shall provide school-based resources and supports to facilitate student access into a post-secondary diploma or degree program, apprenticeship training or employment. School-based resources for Indigenous students shall be provided to encourage Indigenous students to access career planning programs and services.

In the context of educational programming, Boyle Street Education Centre shall provide opportunities for Indigenous students to study and experience their own culture. In addition, we will encourage Indigenous parents/legal guardians and leaders in the school community to contribute their expertise to the education of Indigenous students. In achieving optimal learning environments for its Indigenous students, Boyle Street Education Centre shall provide programs for First Nations, Métis and Inuit learners that reinforce and recognize cultural identity, enhance character development and develop life management skills.

The Truth and Reconciliation (TRC) Call to Action document outlines 94 recommendations that support the practice of reconciliation. Within the context of a Indigenous learning environment, Boyle Street Education Centre shall provide (in accordance with TRC recommendation #64) opportunities for students to plan for and participate in spiritual activities that emphasize an Indigenous context.

Aligned with the school's respect for all parents/legal guardians as the primary educators of their children, First Nations, Métis and Inuit parents/legal guardians will have meaningful opportunities to participate actively in decisions that directly impact their

children's education. In addition, our Leadership team shall ensure that, as with all students, Indigenous parents/legal guardians are aware of and have easy access to information concerning their children's education.

Consistent with Alberta Education's expectations, and with Boyle Street Education Centre's commitment to quality professional development, teachers, administrators, and support staff shall have access to resources and in-services supportive of best practices related to teaching and learning for Indigenous students.

Boyle Street Education Centre shall bring to its non-Indigenous student population opportunities to develop recognition of and appreciation for traditional and contemporary Indigenous life and the diversity among Indigenous cultures. Included in these opportunities, shall be recognition of and respect for the role of elders and community resource people.

Smudging/Pipe Ceremonies

BACKGROUND

Boyle Street Education Centre recognizes the spiritual practices of the Indigenous community. Smudging and the use of herbs and tobacco are a part of the Indigenous traditional way of life and are, therefore, permitted in our school, subject to proper safety measures.

Smudging is an Indigenous tradition which involves the burning of sage, sweetgrass, cedar and/or additional substances used for this purpose. A smudge is burned to cleanse the body, mind and spirit of negative thoughts, or negative energy - cleansing both physically and spiritually.

PROCEDURES

Principals/supervisors must ensure staff understand the associated protocols and importance of smudging and pipe ceremonies as part of the Indigenous traditional way of life.

Smudging and Pipe ceremonies will be in a designated area and will be organized and supervised by Indigenous staff or those designated to fulfil this role.

Any areas designated as smudging areas are to be in a well-ventilated area.

Designated smudging areas must contain a fully charged fire extinguisher.

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

When smudging ceremonies are completed the materials must be fully extinguished and disposed of in an appropriate manner as follows:

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

Tobacco is used in pipe ceremonies and only by a pipe carrier. The same safety protocols above are to be followed.

Emergency School Closures

BACKGROUND

The Superintendent or designate is authorized to temporarily close the school, where an emergency has arisen and presents a danger to students and staff or where classroom conditions become intolerable due to mechanical failure or inclement weather. The Minister of Education may also regulate the temporary closure of schools due to unforeseen circumstances.

PROCEDURES

If the school has been closed due to inclement weather conditions, students will not be in attendance, but teachers are expected to attend, if feasible.

The Superintendent shall decide to close the school as early as possible to give students and parents as much notice as possible if the closure is due to inclement weather.

Closure announcements shall be made through the school website and other means of social media as early as possible.

The Principal and Teachers shall ensure that students who are not aware that the school has been closed due to inclement weather have access to the school building.

The Principal shall arrange with school staff to supervise students who arrive at school when the school has been closed until arrangements can be made for them to return home safely.

After being informed of a school closure, the Principal and Secretary Treasure will begin a fan-out procedure utilizing texting and phoning to notify the staff.

The Superintendent shall ensure that the Board chair is advised of emergency school closures.

In consultation with the Principal and Secretary-Treasurer, the Superintendent may close a school or a portion of it if classrooms conditions are intolerable or unsafe.

The Superintendent shall take immediate steps to ensure the appropriate corrective action is taken.

Communication

BACKGROUND

The Boyle Street Education Centre is committed to the principle of open, two-way communication with its stakeholders. In accordance with this commitment and the current System Assurance Framework from Alberta Education, the Superintendent will establish and maintain an ongoing communications program.

PROCEDURES

Each employee is responsible for encouraging and maintaining effective communication as called for by the scope of his or her respective duties and areas of responsibility.

In particular, as per the prevailing Ministerial Order on Student Learning, teaching staff share the responsibility to work with parents and guardians wherever possible, as they are closest to the students and their learning.

The Boyle Street Education Centre will incorporate strategies that ensure all education stakeholders like the parent/guardian council can participate meaningfully in shaping education directions and initiatives of the Boyle Street Education Centre.

The Boyle Street Education Centre will maintain a unified corporate image in its style, presentation and direction as outlined in the Administrative Procedure - Graphic and Textual Standards for Corporate Identity. This unified approach will serve as the basis of communication activities to be planned and implemented at the school and community levels.

All Boyle Street Education Centre staff are to be familiar with the Boyle Street Education Centre's communications efforts and play a role in building awareness, understanding and support of the Boyle Street Education Centre's goals, objectives, and activities.

The Boyle Street Education Centre will ensure sufficient resources are allocated to permit effective two-way communication with stakeholders.

Regular evaluations will be conducted to assess the effectiveness of the Boyle Street Education Centre's communications to provide directions for continuing improvements.

Channels of Communication

BACKGROUND

It is important for board, administrative staff, teachers, support staff and stakeholders to understand the formal lines of communication within the Boyle Street Education Centre. This facilitates effective resolution of problems and prevents various levels of organization from giving mixed messages or working at cross-purposes.

The Boyle Street Education Centre supports the maintenance of a communication system that maintains open channels and recognizes the following chain of command:

- Staff member > Principal > Superintendent > Board

PROCEDURES

1. Staff members wishing to inform Board members about significant activities and events in the school will normally do so through the Principal and Superintendent.
2. Board of Directors or administrators receiving complaints from parents, groups or community members will respect lines of communication as above.
3. Board of Directors, administrators and staff will respect the established lines of communication associated with the work of Board appointed committees.
4. The Superintendent is responsible for ensuring that staff are aware of and follow established channels of communication.

Graphic and Textual Standards for Corporate Identity

BACKGROUND

It is essential that the Boyle Street Education Centre's visual identity, as presented to the public, is always clear and consistent. Graphical and textual standards regarding the use of the Boyle Street Education Centre's logo and other means of identification are a means of ensuring that identity.

PROCEDURES

The Boyle Street Education Centre logo, including its typestyle, size, and colour, shall appear on all documents generated in schools and departments that are intended for public circulation and on all Boyle Street Education Centre means of communication and other items, including but not limited to: Letterheads, Pamphlets, Newsletters, Public Notices, Advertisements, Calendars, Locally produced videos, Copyrighted publications, Certificates and diplomas, Student Progress Reports, Boyle Street Education Centre websites and Boyle Street Education Centre owned vehicles.

The following elements are to be considered in determining the appropriate use of graphic and textual standards for corporate identity:

- **Logo Design:** The logo is comprised of three components, including the logo, the colour, and the typestyle. The logo is to be used in its entirety (logo, colour, and typestyle together) for all applications.
- **Logo Use:** The Boyle Street Education Centre's logo, including typestyle, size, and colour shall not be altered for any purpose unless explicitly approved by the Board. The Boyle Street Education Centre's logo shall not be used on any publication with other organizations, agencies, etc. without the Superintendent's prior written approval.

Under no circumstance shall any staff members use the Boyle Street Education Centre's logo and letterhead to issue any experience or employment letter for a colleague or ex-colleague. All such requests should be forwarded to the school administration.

The organization's full legal name is Boyle Street Education Centre. The Boyle Street Education Centre authorizes the abbreviated BSEC in lieu of the full legal name. No other abbreviations of the legal name are to be used.

Advertising Solicitations in Schools

BACKGROUND

Boyle Street Education Centre receives requests each year from external agencies and organizations wanting to disseminate their information or sell their products, programs or services to our students and their families and staff.

Senior School Administration in conjunction with School Administration evaluates solicitations in our school, of informational materials from private, public, and non-profit sources that tend to strengthen the curriculum and benefit students, and on the other hand, to protect students and their families from exploitation by commercial, organizational, and cultural interests.

PROCEDURES

Facilities, staff, and students of the Boyle Street Education Centre must not be used in any manner to advertise or promote commercial, cultural, political, organizational, or other non-school interests, except when, in the judgement of the Superintendent, special circumstances prevail.

The school's participation at the request of any outside agency or individual in any community, city, provincial or national campaign for any purpose whatsoever will require the express permission of the Superintendent. Initial approval may be given in principle, but the final authorization of any campaign will require that its details are accepted and approved by the Superintendent.

As a support and service to Boyle Street Education Centre, the Superintendent, Principal and Secretary Treasurer and School Administration centrally review materials that agencies would like to distribute to schools through our internal mail system and assesses these materials according to established criteria.

The Principal and Secretary-Treasurer have the authority to use their discretion and have the final say regarding presentations, concerts, etc., providing they are aligned with the mission of the school and the school plan.

Principals have the authority to use their own discretion and have final say regarding presentations, concerts, etc. providing they are aligned with the mission of the school and the school plan.

External groups, agencies and organizations must submit a written request, along with a copy of the actual letter, poster or brochure they wish to distribute to schools, for review and approval. Note the following:

- The request can be sent via email to info@bsec.ab.ca, or via mail to the following address: Boyle Street Education Centre, 10312 105 Street, Edmonton, AB T5J 1E6

- Requests that pertain to curriculum-based information are forwarded to Instructional staff for review and assessment. Once the staff makes a decision, the staff member is then responsible for informing the school administration, who communicates the decision to the organization.
- External agencies are warned that Principals have the authority to use their discretion and have the final say regarding the circulation of any materials or information at the school level. As such, the organization's information or materials may not be circulated, even if approved for distribution by school staff.
- School Administration reserves the right to refuse distribution of approved materials that do not meet third-party mail guidelines.

Materials are assessed according to the following criteria and may be approved for internal distribution if they:

- Are curriculum-related.
- Have an educational focus (learning potential → curriculum fit).
- Have a social value to students, their families or school staff.

Materials not approved include anything that:

- Is contrary to School administrative procedures (e.g., pertaining to field trips, etc.).
- Contains fundraising initiatives, activities, or proposals (e.g., selling items on behalf of another organization, such as selling chocolate bars, etc.).
- Offers or provides coupons or programs which offer something "free" to students but require them to go to a business (outside an educational experience) to redeem the coupon (e.g., restaurants, sports venues, entertainment, etc.).
- Features or includes advertising in which commercial interests predominate or are prominent.
- Is a commercial venture or catalogue.
- Competes with School programs.

Boyle Street Education Centre does not want to appear to endorse certain organizations when there is no way to verify the level of service the organization in question provides or the credibility of the programs they offer.

Boyle Street Education Centre reserves the right to approve opportunities that may fall outside these guidelines if they have an educational focus or curricular fit.

If a request is not approved for internal distribution, then the external agency may be advised: of their option to send their materials directly to the school via Canada Post; and that School fundraising proposals, ideas or initiatives could be considered by the school if sent directly via Canada Post, as school staff may be interested in exploring fundraising options they receive directly.

Questions regarding the general process for approving materials for distribution through internal mail or regarding a decision made about a specific request can be directed to the Principal.

Election Campaigning and Schools

BACKGROUND

Elections provide an ideal opportunity for students to observe, discuss and engage in the democratic process. According to the Alberta Education Program of Studies, classroom efforts focus on incorporating issues and electoral procedures into learning experiences that help students 'make sense of elections.

Although the Boyle Street Education Centre recognizes the desirability of students having a knowledge of and interest in the election process, it is important that teachers not be seen by students, parents, and others to promote a particular candidate or political party in an election.

PROCEDURES

Student participation in a political campaign may provide them with a direct experience of the process; however, the provincially mandated Program of Studies does not support electioneering as part of the learning process. With this in mind, teachers must refrain from planning this activity. Specifically, the Boyle Street Education Centre prohibits staff and students involving directly in any campaigning during a civic, provincial or federal election.

This Administrative Procedure does not prevent schools from inviting candidates for alderman, municipal councillor, mayor, Member of Legislative Assembly or Member of Parliament to a school-based, all candidates forum. Note the following:

- It is a critical part of the democratic process that all candidates receive an invitation and that the forum occurs only if all candidates have been given the opportunity to participate.
- In planning the forum, clear procedures must be in place to ensure that the event is conducted appropriately and that it does not become a stage for political opportunism.
- Candidates must be made aware of the rules governing the forum, and these rules must be enforced to ensure fairness to all.
- Principals planning political forums must work closely with the School's Instructional staff well in advance of the date planned for the forum to establish and communicate appropriate forum protocols and procedures.

Boyle Street Education Centre teachers are permitted to participate in programs such as those sponsored by Elections Canada that provide schools with resources to conduct a school-based vote during an election.

This Administrative Procedure forbids the use of the school's funds, facilities, or other assets, in a politically partisan way, in support of, or in opposition to, any candidate or party running for elected office.

Election campaigning, of any kind, including the distribution of campaign materials, can have a disruptive effect on the organizational and educational operation of a school. All

campaigning by candidates for school trustee, alderman, municipal councillor, mayor, Member of Legislative Assembly or Member of Parliament in Boyle Street Education Centre is prohibited. The only exception that would be permitted is the case of a school building being used during after-hours to accommodate a forum for candidates.

Events

BACKGROUND

Every effort is to be made to have at least one Board of Directors in attendance at significant Boyle Street Education Centre events. It is expected that the school administration will extend an invitation to the Board to attend such events through the Secretary of the Board. In some instances, it is desirable to invite special guests and representatives from other levels of government to participate in significant Boyle Street Education Centre events.

PROCEDURES

All requests for the Board to attend a Boyle Street Education Centre organized event shall be made through the Board Secretary. The contact person is the Secretary to the Board. Note the following:

- The school administration shall notify the Secretary of event details once they are finalized, including the purpose, date, time, location, audience, and other essential information. If a Board of Director is requested to bring greetings or make a presentation, the school administration is to provide information on the desired presentation topic, other speakers and the time allotted for the presentation.
- The Secretary of the Board will notify the appropriate Board of Directors with an RSVP request.
- The Secretary of the Board will confirm Board of Director attendance with the Superintendent and School Administration, providing names and titles of attendees.
- The school administration is to provide details of the finalized event program and any subsequent changes to the program to the Secretary of the Board for confirmed attendees and speakers.

Protocol for invitations to other special guests, including elected officials or dignitaries:

- The school administration or designate is responsible for inviting all special guests. In instances where requests are made from other parties for guests to attend events at the school, the school administration will work with the superintendent to determine the appropriateness of the request.
- The school administration shall notify the Secretary of the Board if an invitation to a special guest has been made or accepted.
- If a special guest is requested to bring greetings or make a presentation, the school administration shall provide information on the desired presentation topic, other speakers and the time allotted for the presentation.

At events organized or sponsored by the Boyle Street Education Centre, it is appropriate to introduce and recognize the Board of Directors before introducing and recognizing other elected officials or dignitaries who may be present. The Master of Ceremonies is to use the following order of introduction of Board of Directors and other dignitaries:

- Board Chair
- Board Vice-Chair

- Board of Directors in attendance
- “Greetings” or “Regrets” from the Board of Directors not in attendance
- Superintendent
- Principal, Vice-Principals
- Other elected officials and dignitaries attending (highest to lowest rank):
 - Members of the Senate representing Alberta
 - Members of Parliament (Cabinet Ministers first)
 - Members of the Legislative Assembly of Alberta (Cabinet Ministers first, MLA for the local jurisdiction next, representatives of the sitting government last)
 - Mayor
 - Other municipal representatives
 - Other dignitaries (Board of Directors from other jurisdictions, special guests).

The most appropriate order of speakers will vary based on the type of event, number and nature of speakers, the keynote speaker, or the ceremony to be performed (if any). However, the following speaking order is suggested if a Board of Director is asked to bring greetings to an event sponsored by the Boyle Street Education Centre:

- Introductory remarks by Master of Ceremonies, including recognition of Board of Directors and other dignitaries in attendance.
- Blessing and/or Prayer (as appropriate).
- Remarks from Board Chair, Board Vice-Chair or Board of Directors representing the Board.

Speaking order is as follows. Greetings from the representative of:

- Federal government.
- Provincial government (if more than one MLA is present, the MLA for the local riding speaks first, ministry representative second).
- Municipal government.
- Superintendent or Principal (or both as appropriate).
- Keynote speaker or ceremony.
- Closing remarks by Master of Ceremonies.

In instances where ceremonial presentations or gifts are to be made to students or the school, efforts should be made to include participation from all dignitaries and special guests. In addition, gifts should either be directed to the school itself via the Principal or to each student individually.

Seating is to be arranged so that the most senior dignitary is closest to the podium.

Provision is to be made for Board of Directors and other important guests to be greeted by staff or students

As audience members, dignitaries are to be provided with reserved seating in the front row.

Provision for parking is to be made for Board of Directors and other dignitaries.

Identification and Security

BACKGROUND

The Boyle Street Education Centre encourages and welcomes parents, legal guardians and other individuals with legitimate school business to visit and be a part of school events.

In order to protect students and staff from unauthorized persons or illegal activity, one effective procedure is to ensure a safe and caring environment is to limit and control public access to the school, administrative offices and other venues where school activities are occurring.

PROCEDURES

To protect the safety of students from unauthorized persons or illegal activity, all visitors to the school must report to the school's front desk office immediately upon entry and must, sign a log-in sheet and wear a visible school-issued identification badge.

Signs shall be posted at the entryway in the school building requiring all visitors to report to the school front desk office during school hours. Individuals who fail to comply with this procedure may be questioned, asked to leave, denied further access or referred to the appropriate law enforcement agency and the school placed in lockdown. The Boyle Street Education Centre views these visits as constructive; however, no such visit shall be permitted to interfere with the educational process.

Student visitors from other schools, unless they have a specific reason and prior approval of the administration, shall not be given permission to enter school buildings. This expectation applies to all events, including athletics events, fine arts events, fundraisers, graduations, school council meetings, social activities, special events and special occasions.

In the case of parents, legal guardians, members of the public or students, specific screening and sign-in procedures for a particular event will be developed to put reasonable processes in place to maintain safety and security.

Political Neutrality and Controversial Issues

BACKGROUND

Alberta Education's Teacher Quality Standard applies to a teacher's stance concerning political neutrality and controversial issues in the classroom. Competency 3 stipulates that a teacher should build their student's critical thinking capacities, including accessing, interpreting, and evaluating information from diverse sources. Competency 4 stipulates teachers should establish, promote, and sustain an inclusive learning environment by fostering equality and respect.

To enact these competencies, Alberta Education's Guide to Education (2019) indicates that when facing controversial issues that involve individuals' values and personal beliefs that may become topics of discussion online, in schools, and in classrooms, teachers must respond sensitively and with respect for multiple perspectives. Teachers, administrators, and school staff are in positions of both authority and trust with students, and it is essential they are politically neutral and respond to controversial issues as per this procedure.

PROCEDURES

Teachers should develop students' critical thinking skills by sensitively presenting accurate and balanced information on political issues and/or controversial issues while respecting multiple perspectives.

Teachers should represent political issues and/or controversial issues neutrally, avoid expressing personal opinions, and present competing perspectives and the values and beliefs upon which those perspectives are based.

To inspire critical thinking when discussing political issues and/or controversial issues, the information presented should:

- Represent alternative points of view.
- Reflect the requirements of the course as stated in the program of studies.
- Reflect the community in which the school is located but not to the exclusion of provincial, national, and international contexts.
- Consider the age and maturity of the students.

When students express strong opinions on political issues and/or controversial issues, teachers may endeavour to provide reasonable information that effectively represents both positions while adhering to this administrative procedure.

Occupational Health and Safety

BACKGROUND

Boyle Street Education Centre believes in creating a safe working environment for all parties at the school site and recognizes that this can only be accomplished through a joint responsibility between management and staff. Clear expectations of specific responsibilities are necessary to ensure that everyone is aware of their rights and obligations.

Boyle Street Education Centre is responsible for providing its employees, students, volunteers, contractors, visitors, and others present on Boyle Street Education Centre property with safe working conditions, equipment, and materials. The Boyle Street Education Centre will take all reasonable precautions to provide safe working conditions in accordance with the *Alberta Occupational Health and Safety Act, Regulation and Code*, the *Building Standards Branch regulations*, the *Provincial Fire Commissioner's regulations*, the *local Fire Department regulations*, Occupational Health and Safety Handbook, administrative procedures and other applicable codes or regulations.

With regards to health and safety, all employees have the following rights:

- Right to refuse unsafe work,
- Right to participate in the workplace health and safety activities through collaboration and the Health and Safety Committee (HSC) and as a worker safety representative,
- Right to know, or the right to be informed about, actual and potential dangers in the workplace.

With regards to health and safety, all employees have the following responsibilities:

- Work safely and protect yourself and others from danger.
- Follow all applicable Alberta OH&S legislation and industry best practice standards.
- Report workplace hazards, near misses, and all incidents.
- Know and follow emergency procedures.
- Use all applicable hazard controls, including PPE (personal protective equipment), as required.
- Participate in the health and safety program initiated by the Boyle Street Education Centre.
- Refrain from causing or participating in harassment or violence.
- Cooperate with and follow the direction of those in leadership pertaining to safety and anyone else exercising a duty imposed by the *Alberta OHS Act, Regulation or Code*.

PROCEDURES

Boyle Street Education Centre has created and implemented a safety management program in keeping with legislated requirements and industry best practices. This program is outlined in the Occupational Health and Safety Handbook, which outlines

different systems and processes that are in place to ensure health and safety. The superintendent ensures the effective administration of health and safety responsibilities required under the *Alberta Occupational Health and Safety Act, Regulation and Code (OHS)*, with a primary focus on ensuring Boyle Street Education Centre and OHS safety standards are met within the areas of construction, operations, maintenance, buildings, and grounds. The Occupational Health and Safety Committee and school administration shall also be accountable to provide support, as necessary.

Employee responsibilities within the Boyle Street Education Centre's safety systems are outlined in the handbook. These will be reviewed annually by the staff OHS committee to ensure alignment with current legislation.

These responsibilities are communicated through safety orientations, training and regular communication.

Pandemic Procedures

BACKGROUND

During times of widespread pandemic, the Boyle Street Education Centre is dedicated to providing a safe, healthy, caring and respectful environment for staff, students, parents and the wider school community. Boyle Street Education Centre will be directed by Alberta Health Services and Alberta Education to address issues of safety in the school. The school will adjust our procedures to be in compliance with the information from these two agencies. At times the school may develop procedures that exceed the recommended action.

PROCEDURES

All school community members will refrain from coming to the school if they have any symptoms of COVID –19.

All school community members will take the self-assessment tool provided by the school to assess their health daily prior to entering the building and will come to school only if they are healthy to do so. Members of the community will utilize all of the tools supplied by the school to assess their well-being prior to coming to school.

Visitors will follow the visitor protocol for entering the building and for engaging with people within the school building. Visitors will not enter the facility if they have symptoms of COVID –19 or if they know that they have been in close contact with anyone who may have a suspected or confirmed case of COVID –19.

Our school is dedicated to supporting our students and staff to be in a safe and supportive environment. While there may be restrictions that we must support, we do so in a compassionate manner, taking into consideration issues that may impact individual decision-making.

As the pandemic rules and regulations change, the school will adopt new strategies and procedures for staff and students to follow. These will be developed with the school OHS committee and senior and school administration. Procedures will be communicated quickly and efficiently through our regular methods of communication.

Our decisions will be made as much as possible in a consensual manner, listening to all points of view.

The school has developed a pandemic hazard assessment, and this will be conducted twice per year.

Our OHS committee will address any identified hazards, and mitigation of the issues will be carried out promptly.

The OHS pandemic response committee is open to membership from our school staff.

Notifiable Communicable Diseases

BACKGROUND

The Boyle Street Education Centre and Alberta Health Services share the responsibility to provide appropriate education and procedures related to the spread of communicable diseases in the school. In fulfilling this responsibility, it is accepted that universal preventive measures undertaken by all staff, students and parents/legal guardians are necessary to prevent serious infectious diseases.

At Boyle Street Education Centre, all students and staff will be treated with dignity and compassion. The school recognizes its responsibility to be protective of individual rights and freedoms in the management of infected students and staff by maintaining confidentiality. Appropriate procedures are critical in ensuring the safety of students and staff when anyone has been identified as having an infectious disease, as determined in consultation with the appropriate health authority.

The school relies on direction and guidance from Alberta Health Services and medical professionals in health-related matters. In addition, staff and administration are expected to consistently follow preventative measures when dealing with the potential transmission of any communicable disease.

“Communicable disease means an illness in humans that is caused by an organism or micro-organism or its toxic products and is transmitted directly or indirectly from an infected person or animal or the environment.”

PROCEDURES

In circumstances where students and staff have communicable diseases, the school will manage the supports, procedures and privacy issues in accordance with the Public Health Act and the Freedom of Information and Protection of Privacy Act (FOIP). Alberta Health Services determines when protection of the individual or the public is required.

In any dispute as to the diagnosis of a disease in respect of which action may be taken under section 29 (1) of the Public Health Act, the Medical Officer of Health’s decision as to the diagnosis of the disease is final, subject only to a review by the Chief Medical Officer.

The Public Health Act and FOIP require confidentiality. Health authorities cannot divulge any specific information about individuals with communicable diseases. This same standard of care about privacy applies to school personnel.

If the infected student or staff member does not present a risk to others, there is no need to inform any school authorities. Notifiable communicable diseases are listed in schedules 1, 2, and 3 of the Communicable Disease Regulation of the Public Health Act. All sources of information will follow the reporting requirements as outlined in Alberta Regulation 238/85: Communicable Diseases Regulation.

Unless the physical condition of the staff or student poses a health risk, the employee may continue to fulfill their duties, and the student may continue to attend classes.

The parents/legal guardians and health professionals will diagnose infectious diseases in most cases. However, when school personnel suspect a student has an infectious disease, they are to inform the Principal, who will then contact the parents/legal guardians and seek medical advice. In cases where knowledge of the child's health status is necessary for proper care procedures, school authorities must be notified by the parents/legal guardians and modifications to the learning environment must be made following the resources available within the school and reasonable expectations for success.

The Principal is responsible for developing a plan with the superintendent and advising staff and parents of students with susceptibility to infectious diseases. When circumstances arise, that might compromise their child's health.

All staff are expected to follow routine hygiene practices and to support students to do the same through curriculum implementation and day-to-day procedures. Because proper handwashing and, in some instances, mask-wearing is significant preventative measures for many infectious diseases, all individuals must play an active role and be responsible for staying healthy and preventing the spread of infection. In addition to washing hands frequently, all students and staff must cover up when coughing or sneezing. Staff are responsible for keeping shared surfaces clean.

When meeting blood or other body fluids, all staff and students must follow universal and precautionary hygienic procedures as outlined in the occupational health and safety manual. School personnel are to be aware of first aid procedures.

Proper equipment, including disposable gloves, must be worn for any direct contact with blood and must be part of first aid kits.

If school personnel or volunteers are exposed to a communicable disease, the Principal or designate will advise the staff member that they have been exposed to a risk of contracting a communicable disease.

School administration is required to complete an Occupational Health and Safety Orientation with all staff at the beginning of each school year and with all new staff as they are hired throughout the school year. It is required all staff sign off that they have attended this orientation.

Boyle Street Education Centre administration will regularly review the procedures regarding communicable diseases to ensure occupational health and safety procedures are kept current.

The Principal must notify communicable diseases at the regional office of the Alberta Health Services to inform of any human or animal bite if it breaks the skin. An Incident Report Form must be completed.

In cases where staff or students are at risk from the spread of a disease from an infected individual, an appropriate plan for alternate instruction for the infected person must be developed in consultation with the parents/legal guardians and students, where appropriate. The limitations of existing resources within the Boyle Street Education Centre and reasonable expectations must be considered in developing the plan.

Principals must consult with the superintendent to determine if a communicable disease situation is severe enough to warrant an alternative instructional plan.

In the case of students being involved, the Principal must ensure the parents/legal guardians are informed. Principals must follow the step-by-step instructions defined by Alberta Education and Alberta Health Services.

Decisions regarding the type of educational and care settings are based on the student's behaviour, neurological development, and physical condition. These decisions will be made using a cross-disciplinary/cross-sector team approach, including, as appropriate, the child's physician, public health personnel, child and family services, the student's parents/legal guardians and school personnel. In each case, potential risks and benefits to both the infected student and others in the educational setting will be weighed. When appropriate, cross-department consultation with school personnel as well as Alberta Education may be required.

Lice Procedures

BACKGROUND

Boyle Street Education Centre strives to provide a safe environment for both students and staff. To this end, the school has developed a procedure to direct staff if there are lice detected at the school.

Head lice are tiny insects that live close to the scalp, laying and attaching their eggs. Lice can live a month on the head, but they can only survive 1 to 2 days without the warmth of a person's head. They cannot hop or jump. It is common to get lice from direct contact with someone's head. It is not common to get lice from a bed, pillow, couch, or carpet. Getting lice can be inconvenient, but lice are not dangerous, and they do not spread disease or have anything to do with cleanliness.

The first sign of head lice may be an itchy feeling on the scalp, but not everyone has itching, and not all itching means you have lice. A health professional or school staff can check for lice and their eggs (called nits).

To check for lice, use a fine-toothed comb. Part small sections of hair in a place with good light. If you have a magnifying glass, it can help you see the lice and nits in the hair.

Nits look like tiny yellow or white dots attached to the hair, close to the scalp. They are often easier to see than live lice. Nits can look like dandruff. However, you cannot pick them off with your fingernail or brush them away.

Live lice are tan to greyish white. They are about the size of a sesame seed. It may be easiest to find them at the base of the scalp, the bottom of the neck, and behind the ears.

PROCEDURES

The school will purchase lice treatment kits to be able to give to students if necessary.

If a student or staff becomes aware that a person may have lice, they would be directed by a staff person to the Cosmetology teacher for further discussion and inspection.

The Student Services team would identify one female and one male person (depending on availability of staff and who the student would be most comfortable with) who would do an inspection of the person's hair and if it was determined that the symptoms indicated the presence of lice the following would be enacted:

- If the student is in the COS class, a short change in timetable may be needed to remove them from that class during the time of treatment.
- The Student Services team member would inform the Principal and the staff by email that a student had lice in the school.
- The student would be given a treatment for the condition to administer in the home and sent home for the day to address the issue. The student would be encouraged to check other people in their home for lice as they may all be infected. If

necessary, the school could provide additional treatment supplies to the home if they are unable to access these supplies themselves.

- The student would have to stay in the home until all people of the home had been treated and the situation was resolved.
- Upon return to the school, the student's hair would be checked once again by the Student Services team member, and if the situation was resolved, they would return to normal classes.
- Follow-up checking should occur with the student at a one-week interval.
- Depending on the severity of the situation, the Principal may send a letter home to families of students of the school, informing them of an incidence of lice in the school and requesting that parents/guardians be vigilant in checking for lice in their child's hair.

Bed Bug Procedures

BACKGROUND

Boyle Street Education Centre works towards keeping staff and students safe and well informed. The following procedure is intended to guide staff in addressing issues of bed bugs within the school environment or situations that students must address in their homes.

PROCEDURES

Suggested supplies: disposable gloves, trash bags, plastic tarps, sealable plastic storage bins, and masking/adhesive tape to secure and move (if necessary) any infested items such as clothing, backpacks, desks and other equipment.

Designate at least one room/area where potentially infested items can be held temporarily (several days, if necessary). Large items such as desks or equipment can be moved to a storage room. However, you must be able to keep these items isolated to minimize the risk of bed bugs moving and infesting other items in the room. Use sealable clear plastic bins to hold personal items, such as backpacks, books, and clothing. Label the bins or items to prevent people from unknowingly handling these infested items without taking proper precautions.

Initiate a policy of keeping all “Lost and Found” clothing, backpacks, books, etc. in sealable plastic storage bins (rather than in cardboard boxes), preferably in a central location.

Maintain a list of designated school personnel from the OHS committee who need to be immediately aware of a bed bug problem to address the issue and deal with questions from parents, staff, and potentially the news media. This list would include the Principal the OHS Coordinator. It would be useful to have individuals within a school trained to identify bed bugs accurately.

In the event that bed bugs (or what are presumed to be bed bugs) are reported in a school building or on other school property (e.g., school/activity bus), the priorities should be to:

- Address the problem as quickly as possible in order to limit potential spread and to cause minimal disruption to the learning environment.
- Avoid bringing undue attention to any individuals directly involved.
- Verify that the problem is due to bed bugs. Misidentification of bed bugs can cause unnecessary concerns and problems as well as cost money for unnecessary Reports of “bites” or bite-like sensations or marks, should be taken seriously. However, unsubstantiated claims of “being bitten” or even a medical diagnosis of bed bug bites should not be considered sufficiently reliable for declaring that there is actually a bed bug infestation in the school.
- Try to determine the source:
- Where were the bed bugs found in the school (classroom, lockers, office, gym or another facility, or transportation, etc.)?

- Were they found associated with one person or more than one?
- If more than one person is involved, are those individuals related or have something in common, such as neighbours, classmates, or using the same bus or car to travel to/from school, etc.
- Does the individual (student or staff) have bed bugs at home?
- Determine the extent of any infestation in the school facility.
- Take appropriate corrective measures bearing in mind the safety of all concerned.
- Educate parents and staff as to precautions they need to take to reduce the likelihood of accidentally moving bed bugs between the school and their homes or other places.
- If the affected individual has bed bugs at home, it is critical to address this problem quickly. These situations can be very complicated, particularly if the individual does not have the financial resources to address the problem.
- Engage other community resources such as Alberta Health Services, social service agencies, school health services, etc.

Administrators should make an effort to educate the school community about being proactive and reactive to bed bug problems. Information is available from Alberta Health Services regarding bed bugs, and the school has prepared a PowerPoint presentation on bed bugs which is available on our network.

The school administration should use its discretion in determining who needs to be notified based on the specific circumstances of the problem. However, it is in the best interest of all concerned parties that at least the parent of any child identified as having bed bugs on them (or their personal property) should be made aware of any problem that involves their child and potentially their home.

As with any pest control procedures, bed bug treatments should follow the school's Pest Control protocols. The OHS Coordinator or a designate should contact the school's pest control service.

When bed bugs are found in a school, steps need to be taken as soon as possible to contain and eliminate the problem. The Pest Control service will inform the Principal and/or OHS committee members if the school needs to be vacated due to the use of pesticides to control the bed bugs. The OHS Coordinator should consult with the pest control service to determine what type of treatment will be done and what preparation the school needs to make prior to any further inspection and/or treatment.

If directed, the custodian will use vacuum cleaners to remove bed bugs. HEPA vacuums are the best choice. When finished, place the vacuum cleaner bag into a trash bag before leaving the area and then discard the bag immediately. Never use the vacuum cleaner in an uninfested area without first replacing the bag. Custodial staff need to follow this policy at least until any infestation has been eliminated.

Vinyl or other non-fabric items such as floor mats, desks, and chairs in classrooms can be wiped down with alcohol or a similar product. Make sure that seams, stitching, etc. are

inspected and cleaned. Allow surfaces to dry thoroughly before stacking items or allowing students/staff to use them.

Reduce clutter, particularly in storage areas (closets, cubbies, lockers) that will impede any further inspection and/or planned treatment.

Remove (preferably) or cover any food items from areas that may be exposed to pesticides during an application.

Ensure that the athletes' equipment (helmets, skates, etc.) are not exposed to pesticides in the gym. These items can be disinfected with alcohol or another appropriate product.

Only essential employees should remain in affected areas during any treatment. Follow all label precautions regarding personal protective equipment and/or restrictions or requirements concerning re-entry to the rooms and cleaning any potentially contaminated surfaces.

Given bed bugs' life cycle and behaviour, post-treatment evaluation of your program's success is essential. The isolation-containment procedures outlined above need to continue until you are certain that the bed bug infestation has been eliminated. For that reason, repeated weekly (minimum) inspections and monitoring are important. We recommend monitoring the sites in question for at least two months following treatment.

When a bed bug problem continues despite treatment, you need to look at possible reasons and take steps to correct the current problem and prevent another failure.

Currently, there are no recommended preventive pesticide treatments for bed bugs. Given the size and diverse environmental conditions in a typical school, such preventive treatments are not effective or economically sound. Even after bed bugs are eliminated, there will always be the possibility of a re-infestation from another source. Educating your key audiences (parents, students, teachers and staff) is essential to minimize the likelihood of a new infestation and improve cooperation in remedying any problems that arise in the future. Note the following:

- Reduce the clutter in all classrooms, offices, and storage areas.
- Be careful with bringing used items into classrooms and offices. This includes furniture, carpets, books, cardboard boxes and particularly items that are purchased at yard sales or online.
- Inspect any items carefully before they are allowed into a classroom.
- Remind teachers and staff to be observant of students. Check your classrooms daily for signs of bed bugs, particularly around desks or other student activity areas, including where they may store personal items. Remember – “bites” are not necessarily signs of bed bug activity, but they signal that we need to be observant.
- Report anything suspicious (that looks like a bed bug or signs of bed bug activity) to your OHS Coordinator as soon as possible. The sooner a problem is investigated, the less likely it will become serious.

Anaphylaxis

BACKGROUND

Boyle Street Education Centre believes that ensuring the safety of students with medical conditions such as anaphylaxis is a shared responsibility with the school and parents. In accordance with the Protection of Students with Life-Threatening Allergies Act, Boyle Street Education Centre maintains an Administrative Procedure in order to protect these students.

PROCEDURES

It is the responsibility of the parent/s/guardian/s of a student who has severe allergies, asthma or anaphylactic reactions to bring this to the attention of the School Administrator/s.

The parent/s/guardian/s of a student/s with anaphylactic allergies must provide the School Administrator/s with a Medication Administration Request and Authorization (Administrative Handbook/FORMS) each school year. This document, which a physician shall sign, outlines sufficient information to ensure the student's safety. Parents/guardians ensure that student information in all files and individualized plans is kept current.

School Administrator/s are responsible for reviewing all student registration forms for medical information.

School Administrator/s must ensure that all school staff are aware of students' medical conditions.

The School Administrator/s shall discuss with all school employees strategies that reduce the risk of exposure to anaphylactic causative agents in the classrooms and school common areas (see the following strategies).

School Administrator/s shall ensure that there will be regular communication and training of school employees on dealing with life-threatening allergies. One of the tools administrators can use as training is a course by AllergyAware.ca (www.allergyaware.ca).

Students are to be informed that the school kitchen staff cannot guarantee nut-free or allergen-free food because of possible cross-contamination. If students or staff consume the food prepared by our kitchen, they do so at their own risk. Students with other allergies (eg: pineapple) will need to check with our FODS teacher regarding foods that will be 100% free of the allergen and so possible for that student to eat.

School Student Services team shall develop an individual safety plan for each student who has an identified anaphylactic allergy. All employees need to be informed of the student/s with anaphylaxis and the plan that has been put in place for each student. Safety plans shall be kept in the student's file, be readily accessible and shall include:

- Written diagnosis, current treatment, and emergency procedures.

- Emergency contact information.
- Appropriately signed consent form for the administration of medication.
- Details informing employees who are in contact with the individual regularly of the type of allergy, symptoms, monitoring, avoidance strategies, the standard treatment for the kind of allergy, emergency response plan.
- The parent's written agreement with the plan.

School Administrator/s shall ensure that one epinephrine auto-injector is maintained on each floor at the school per the regulations located on the injector.

An employee may administer an epinephrine auto-injector or other medication prescribed for the student to treat an anaphylactic reaction if the employee has reason to believe that the student is experiencing an anaphylactic reaction.

The School Administrator/s are responsible for communicating with parent/s/guardian/s, assigning responsibility for tasks, and ensuring adequate planning and measures are in place to address student needs with respect to the administration of medication to students in accordance with this procedure.

Concussion Procedures

BACKGROUND

Boyle Street Education Centre is committed to the health, safety and overall well-being of its students and staff. Students and staff who are supported in a healthy environment are better able to fulfill the Boyle Street Education Centre's education goals.

Research demonstrates that a concussion can significantly impact a student – cognitively, physically, emotionally, and socially. A concussion may be caused by a blow to the head, face or neck that causes the brain to move rapidly within the skull. A concussion can occur even if there has been no loss of consciousness. Awareness of the signs and symptoms of concussion and knowledge of how to properly manage a diagnosed concussion is critical in a student's recovery and is essential in helping to prevent the student from returning to learning or physical activities too soon, risking further complications.

The components of this concussion protocol include:

- Strategies to develop an awareness of the seriousness of concussions;
- Strategies for the prevention and identification of concussions;
- Management procedures for diagnosed concussions; and
- Training for school staff.

Concussion:

- Brain injury that causes changes in how the brain functions, leading to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioural (e.g. depression, irritability) and/or related to sleep (e.g. drowsiness, difficulty falling asleep);
- May be caused either by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- Can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness); and,
- Cannot normally be seen on X-rays, standard CT scans or MRIs.

If an individual suffers a second concussion before they are free from symptoms sustained from the first concussion, it may lead to "Second Impact Syndrome." "Second Impact Syndrome" is a rare condition that causes rapid and severe brain swelling and possibly death.

PROCEDURES

All staff and volunteers will take a preventative approach when dealing with concussions.

Before any activity, school staff and volunteers must meet with participants to teach strategies for preventing and minimizing the risk of sustaining a concussion and other head injuries.

The Superintendent must ensure that the concussion procedure is available to the school and distribute concussion prevention, identification and management information to schools.

The Principal must ensure staff, volunteers, parents/guardians, and students know the concussion procedures and understand their roles and responsibilities and ensure that concussion procedure are followed by all school staff (including substitute staff/support staff, recess supervisors), parents/guardians, students, and volunteers.

In the event of an incident involving head trauma, ensure that all incidents are recorded, reported and filed as required by this procedure.

Before the students return to school, ensure completion and collection of the following documentation:

- Documentation of Concussion Monitoring/Medical Examination
- Documentation for a Diagnosed Concussion - Return to Learn / Return to Physical Activity Plan.
- Monitor to ensure each step is completed and signed by Parents/Medical Doctor as needed.
- File the above documents in the student's file and provide copy to the appropriate school staff.
- Alert appropriate staff about students with a suspected or diagnosed concussion.
- Work as closely as possible with students, parents/guardians, staff, volunteers, and health professionals to support concussed students with their recovery and academic success.
- For students who are experiencing difficulty in their learning environment as a result of a concussion, coordinate the development of an Individual Learning Plan.
- Attempt to obtain parental/guardian cooperation in reporting all non-school-related concussions.

School staff must understand and follow this procedure for concussion.

- Attend and complete concussion training (e.g. staff meeting, online, workshop, read Procedure for Concussion)
- Ensure that the OHS Manual is followed and implement risk management and injury prevention strategies specific to each sport/activity.
- Be able to recognize signs symptoms and respond appropriately in the event of a suspected concussion.
- If a concussion is suspected, refer the incident to the Principal/Designated Admin, who will document the incident, inform parents, and follow up with the return to school protocols.

Parents and guardians must reinforce concussion prevention strategies with their child (e.g. following rules of fair play, playground safety rules, wearing properly fitted helmets, using equipment safely) and do the following:

- Understand and follow parent/guardian roles and responsibilities in this AP.
- Ensure medical doctor assesses child as soon as possible.

- Be responsible for the completion of all required documentation.
- Collaborate with the school to manage suspected or diagnosed concussions.
- Follow physician recommendations to promote recovery.
- Cooperate with the school to facilitate concussion diagnosis and treatment and support their child's progress through Documentation for Diagnosed Concussion – Return to Learn /Return to Physical Activity Plan.
- Report non-school-related concussion to the Principal through Documentation for Diagnosed Concussion Return to Learn/Return to Physical Activity Plan.

Students must do the following:

- Learn about concussions, including prevention strategies, signs and symptoms, concussion management and student roles and responsibilities, through applicable curriculum, coaches' modules, and safety lessons connected to personal safety and injury prevention.
- Immediately inform school staff of suspected or diagnosed concussions occurring during or outside of school.
- Inform school staff if they experience any concussion-related symptoms (immediate, delayed or reoccurring).
- Remain on school premises until parent/guardian arrives if a concussion is suspected.
- Follow concussion management strategies as per medical doctor direction and Diagnosed Concussion Return to Learn / Return to Physical Activity Plan.
- Communicate concerns and challenges during the recovery process with school lead, school staff, parents/guardians, and health care providers.

Facilities Rentals/Use

BACKGROUND

The primary purpose of the school is the education of school-age children. Community use results in additional operation and maintenance costs. Community user groups are expected to contribute to some of the additional operation and maintenance costs.

PROCEDURES

School-sponsored activities will take priority over community use in all cases. The following are other priorities:

- Instructional activities
- School-related non-instructional activities
- Non-profit community groups
- Commercial and/or private groups

The Principal or designate is responsible for approving and scheduling school use and administering this administrative procedure. School facilities may be available for use during the regular school term.

A Boyle Street Education Centre staff member must be willing to supervise any facility rental. If no staff member is available or wishes to supervise the requested activity, then there will be no rental or outside use of the school building.

Requests for use outside the regular school term will be at the Principal's discretion and will need a Boyle Street Education Centre staff member in a supervisory role before being considered.

There will be no alcohol, drug or tobacco products sold, consumed or otherwise used in the school facilities.

The school reserves the right to revoke any agreement and preclude the use of the facilities and/or equipment at any time.

This procedure applies to rental requests of less than one year. Rental requests of one year or longer are to be directed to the Superintendent.

Approval shall be completed in writing prior to use commencing. Said approval must be presented upon request by any School Administrator/s, caretaker or designate.

Bookings must be at least one week in advance and are to be on a first-come, first-served basis. The Principal is responsible for fee collection in the school.

Payment shall be made at the time of application before the facility is rented. If payment is made by cheque, the advance payment will not be considered to have been made until the bank has honoured the cheque.

Unless prior arrangements are made with the Principal or designate, all activities must be finished and users/participants out of the school by 10:00 p.m.

The user/user group will be responsible for any costs incurred should a false alarm set off the security system. If triggered, a security call-out fee will be levied.

Notwithstanding any supplemental fees that may or may not be charged, where extra janitorial services are required, the user/user group shall be responsible for making payment for janitorial services through the school office.

Individuals from the user group shall be confined to the areas booked.

Where a user/user group fails to meet the criteria expectations for supervision, cleanup, etc; The Principal shall discuss the matter with the user/user group and issue a written warning.

In extreme cases, the Principal may ban, without prior notice, a user/user group from using the facilities.

If a user/user group wishes to use a particular area, e.g. the music room, the Boyle Street Education Centre supervising staff must have approval and set parameters for the use of equipment with the staff member in charge of the area along with the Principal's permission.

For our insurance information details regarding fee disbursement for all occurrences, please contact Secretary-Treasurer/Administration.

Participants will not bring personal equipment into the facility unless approved by the Boyle Street Education Centre staff supervisor and the Principal.

Use of any school equipment is permitted only with the prior approval of the Principal or designate, who will determine if a fee is to be charged.

School equipment is to be taken down and returned to the proper storage location.

If school equipment is lost or damaged, the user/user group will be responsible for all costs resulting in repair or replacement.

The user/user group shall indemnify the school, its employees and caretakers against all losses, claims, suits, expenses, damages, and demands arising from injury, death, or damage to any person or property during the users' occupation or use of the school's facilities and/or equipment.

The Principal or designate shall evaluate the activities of the user/user groups allowed in the facility. There will be no high-risk activities approved. A list of high-risk activities is

included in the insurance information. The Principal will review activities of medium risk, and if approved, a copy of the proof of insurance must be submitted to the Principal.

All safety precautions and protective equipment recommended by any governing body for any sport will be adhered to.

The Supervising staff member is responsible for the school's security during the event. This person is responsible for setting the alarm and will be the last person leaving the school after the event.

Facility User Group Insurance and Form

BACKGROUND

Schools are committed to community use of their facilities. Obtaining individual coverage in the insurance marketplace can be cost-prohibitive. Facility User Group Insurance is for those facility users who do not have access to an insurance program to obtain coverage in an affordable, simple format.

General liability insurance is designed to protect a person against any legal responsibility arising out of a negligent act or failure to act as a prudent person would have acted, which results in bodily injury or property damage to another party.

This policy is intended to protect Boyle Street Education Centre from legal defence costs and any compensatory damages that may be awarded subject to the limits and conditions of the policy. It is essential to consider that any individual involved in an activity can claim damages due to an injury; Even though you may not be negligent in your actions, defence costs alone can be financially devastating.

Any group using the school's facilities that does not have access to other insurance.

Only the activities disclosed on our permit application are covered for the time and date referenced on the permit. The coverage is only in effect while using the school's facilities. If a user group intends to change an activity, the school must be notified.

All members of the rental group collectively, including executives, managers, coaches, trainers, officials, event organizers and volunteers, while acting within the scope of their duties on your behalf.

For full coverage details, see the Secretary-Treasurer for a printed form. The general liability insurance limit is \$2,000,000 and includes the following extensions:

- Premises, Property and Operations
- Products and Completed Operations
- Blanket Contractual
- Personal Injury (libel and slander)
- Employees as Additional Insureds
- Cross Liability
- Non-Owned Automobile (in most cases)
- Tenants Legal Liability (\$250,000)
- Medical Expense
- Premium determined by the type of activity
- A deductible of \$500 applies to bodily injury, property damage and legal expenses.
- Medical Expense (any one person) (Limit \$1,000)

The Facility User Group Insurance Form is available at Annexure B.

Review and Approval of External Programs, Speakers and Distribution of Materials

BACKGROUND

Boyle Street Education Centre recognizes the value of external agencies and organizations to provide resource personnel, programs and materials that enhance the curriculum and benefit students' learning.

In determining the appropriate fit of external resources prior to their use, Boyle Street Education Centre staff consider alignment with Indigenous doctrine and beliefs, direct curriculum fit, clear educational focus, social value to students and their families, age level appropriateness, cost, the impact on instructional time and support for the school's mission and vision.

Boyle Street Education Centre adheres to the principle that schools, staff and students are not to be used in any manner to advertise or promote commercial, special interest, and non-educational endeavours.

PROCEDURES

The following individuals and groups have different roles in the process of bringing external group programs, speakers, and materials into schools:

- Principal/Administrator/s;
- Teachers;
- External Organization.

For class presentations, teachers will inform the Principal in advance and obtain approval to invite guests to the classroom.

Teachers are expected to preview the materials, preview the full content, advise the resource person/s of the criteria and parameters of their presentation, advise the students and parents/legal guardians ahead of time and be present in the room during the presentation. In addition, teachers are to encourage meaningful follow-up activities for the students and formally evaluate the presentation.

In using external resources not approved by Alberta Education, teachers are responsible for ensuring curricular fit, age level appropriateness, consistency with the doctrines and beliefs of the Indigenous culture and that the materials are not related to commercial promotion of services or materials.

The Principal is encouraged to invite private, public, and non-profit sources of information to present programs that strengthen the curriculum. The Principal has the authority to use his own discretion regarding the circulation of any approved materials or information at the school level.

School or community-based requests for the distribution of materials are at the Principal's discretion.

The Principal will have the authority to use his own discretion and have the final decision regarding presentations, concerts, etc., provided they are aligned with the school plans.

In a case where media coverage is anticipated, the Principal will inform the superintendent in advance so that appropriate coordination can be arranged.

The Principal is responsible for all persons in the school building and on the grounds.

Promotion of community services and programs offered to students outside of school or school hours are to reflect the same criteria. In the event of questions or concerns, Principal and their staff are to contact the Superintendent.

Any information presented to students or staff must comply with all Board policies and School administrative procedures. The program presented must be accurate, relate to the subject area only and not go beyond what has been approved. All speakers, working with school administration and teachers, must ensure there is adequate time for student preparation, engagement, and curriculum follow-up. Visitors are all persons who are not students or employees of the local school. Visitors' services or activities must have a clear educational purpose, add value and relevance to student learning, and complement the whole school program. Note the following:

- The Principal determines right of access to the school. Principals may restrict or refuse permission for an individual or group to visit the school.
- All visitors will report to the school office upon arrival at the school. All visitors to a school are expected to make their presence known to the Principal or designate, and display visitor identification at all times.
- No visitor is permitted to enter a classroom without express prior permission from the Principal.
- Former students and staff visitors must also restrict their visits to Fridays during lunch hour only.

The criteria used to assess each request for external involvement in the school are:

- Instructional Focus - addressing/enhancing specific Alberta Education/school learning objectives and outcomes.
- Accountability - adheres to provincial and Board-mandated policies and procedures.
- Fiscal Responsibility - provides explicit information on the sources and expected expenditure of resources.

Materials that will not be approved include resources that:

- Are contrary to Board's administrative procedures;
- Offer or provide coupons or programs which offer something "free" to students but require them to visit/patronize a business—beyond curriculum expectations to redeem the coupon (e.g., restaurants, sports venues, entertainment venues, etc.);

- Feature or include advertising in which commercial interests predominate or are prominent;
- Seek to promote an individual or group through the provision of free materials as a commercial advertising strategy;
- Contain fundraising initiatives, activities, or proposals (e.g., selling item/s on behalf of another organization, such as selling chocolate bars, etc.);
- Reflect promotional perspectives, commercial interests, or individual business interests.
- Boyle Street Education Centre does not want to appear to endorse certain organizations when there is no way to verify the level of service the organization in question provides or the credibility of the program/s they offer.

The Superintendent reserves the right to approve opportunities that may fall outside these procedures if they have an educational focus or curricular fit.

Boyle Street Education Centre cannot recommend external services parents/legal guardians may have a vested interest in as it is not in a position to evaluate or supervise the quality of the services provided (e.g., tutoring).

At the Principal's discretion, information may be posted on a bulletin board specifically for parents/legal guardians with the disclaimer that such information is not endorsed by the Principal or school staff and is presented as a service to parents/legal guardians. This statement also indicates that it is the full responsibility of the parents/legal guardians to investigate the value of the information before pursuing the service.

Locally Developed Complementary Courses

BACKGROUND

The Board and Alberta Education support the local development and authorization of senior high school complementary courses. Boyle Street Education Centre is of the firm belief that these courses can promote students' unique interests and abilities and encourage educational improvement and excellence through innovation. The Board will respond to local and individual changing needs by developing and endorsing interrelated courses.

PROCEDURES

The locally developed/acquired courses will not duplicate provincially approved courses. Instead, they will provide instructional opportunities that complement Alberta Education's authorized courses and may differ in content, methodology, and/or organization. Each locally developed course will have an instructional focus. Locally developed/acquired courses must align with the vision of the school.

The courses will be developed when sufficient human and learning resources are available and when there is a reasonable expectation that a sufficient number of students will enroll in the course. The Principal decides whether or not a locally developed/acquired course will be offered. The course must be formally approved in writing by the Principal. All locally developed courses shall be approved by the Board.

All courses and learning resources will recognize diversity and promote respect for individuals. Note the following:

- The courses must be consistent with the mission and vision of the Board.
- Evaluation and assessment procedures will be built into the course.
- Learning outcomes must develop the competencies described in the Ministerial Order on Student Learning.

The Principal will be responsible for obtaining clearance of any copyright issues related to the development of these courses.

The Principal oversees the procedures to be followed in creating and monitoring locally developed courses. All courses must adhere to Alberta Education procedures. A timeline is set each year, and the course description must be submitted to comply with the timeline for submission to Alberta Education.

The proposed course description will include:

- The name of the school/district where the course will be offered;
- The title of the course;
- The senior high level at which the course is to be offered;
- The credit allocations;
- The implementation date;
- The philosophy and rationale for the course;

- A statement of general learner outcomes;
- Special facilities or equipment required;
- Identification of controversial or sensitive course components;
- A list of learning resources;
- A statement that overlap with provincially developed courses does not exist;
- The assessment standards;
- A plan for course evaluation and monitoring by the Board.

All requests to create a locally developed course or to acquire or adapt a course from another institution must be made to the Principal who oversees and monitors these courses. The Principal maintains an up-to-date list of locally developed courses that have received Board approval.

The courses will be approved by Board motion and will be reviewed for reauthorization every four years. Only those courses authorized by the Board will be taught in the school.

Freedom Of Information and Protection of Privacy

BACKGROUND

The Boyle Street Education Centre is committed to ensure that it complies with the Alberta Freedom of Information and Protection of Privacy Act (the FOIP Act). The basic objectives of the FOIP Act are:

- To ensure that public bodies are open and accountable to the public by providing a right of access to records; and
- To protect the privacy of individuals by controlling the manner in which public bodies collect, use, and disclose personal information (FOIP Guidelines and Practices, 2009, Service Alberta).

The Boyle Street Education Centre acknowledges the public's general right of access to information in school records, which is subject to specific limitations under the FOIP Act. The Boyle Street Education Centre also acknowledges its obligations to safeguard the confidentiality of personal information in its records and to protect personal information from unauthorized access, collection, use, disclosure, and destruction.

The FOIP Coordinator is primarily responsible to respond to formal requests to access school records, but each school employee is responsible to ensure that he or she collects, uses, and discloses personal information only in accordance with the FOIP Act.

Animals in Schools

BACKGROUND

Animals are only to be in schools for specific educational purposes. Animals may be in the classroom for observation only, not for experimentation. The purpose for keeping the animals needs to include, but not be limited to, the Alberta Program of Studies. An animal's life expectancy is to be considered before committing to the long-term care of an animal.

Animals may cause allergic or asthmatic reactions. Animals can carry and pass harmful organisms via touching or biting, which may cause illness to humans. Animals may adversely affect indoor air quality and possibly impact school resources due to required veterinary care due to illness. Animals may not be appropriate for all learning environments.

Responsibility for the humane and proper care of animals is the legal obligation and moral responsibility of those who have assumed stewardship of the animals. The teacher accepts full responsibility for and must closely supervise and monitor the care and use of animals in the classroom. The keeping of animals is governed by various pieces of legislation, including the *Alberta Wildlife Act*, *Alberta Animal Protection Act* and *The Criminal Code of Canada*. Student caregivers must be supervised and are to be taught proper methods of animals' care and handling. It is against the law to hold indigenous wild animals captive (e.g., gophers, crows).

PROCEDURES

The Principal must approve the entry of all animals on either a temporary or permanent basis into the school.

Teachers in classrooms with individuals with compromised health status, asthma, or allergies are not permitted to allow animals. Parents/legal guardians must be informed before they enroll their child that there are animals in the school. Animals may need to be removed to address health concerns.

All animals are to be in good health, show no evidence of disease and be friendly towards students and staff.

Reptiles and amphibians can carry salmonella bacteria. Also, exotic animals such as ferrets or wild animals such as bats and skunks are to be avoided.

Animals are not to be allowed to roam free in the classroom.

Staff and students are to wash hands thoroughly with soap and water after handling animals or animal items and before eating.

Students are to be taught how to behave around an animal. Animals are not to be provoked or teased.

Students are to be taught to keep their faces away from an animal's mouth, beak or claws and never to kiss an animal. Unsupervised handling of animals by any students is not to be permitted.

Persons with open cuts or sores are not to handle animals. If a person is scratched or bitten, immediately wash the wounds well with soap and water.

Animals are to be housed in appropriate cages or aquariums, etc.

A tray or drop sheet is to be kept under animal cages to capture animal wastes and to prevent these materials from spilling onto floors and furnishings.

Animal living areas are to be cleaned at least once a week or as required to minimize odour and ensure appropriate sanitation.

All animal waste is to be disposed of immediately.

Animal waste boxes are not to be accessible to students. Feces and waste are to be placed in a plastic bag and then disposed of in the outside trash bin.

Cages are never to be cleaned in kitchens or anywhere where food is prepared or eaten. Sinks, bathtubs, or shower stalls for cleaning animal cages must be thoroughly disinfected before being used again.

Non-latex gloves must be worn when cleaning aquariums or animal cages, and hands washed thoroughly when finished.

In the case of an animal bite, isolate the animal and do the following:

- Immediately inform the Principal of the incident
- An Accident/Injury/Illness Report form must be completed and submitted to the Principal.
- The Principal must inform Alberta Health Services and Animal Control if a bite from a canine, feline, or ferret breaks the skin. If the Principal contacts Alberta Health Services, the Principal must contact the Superintendent.

In the event of an animal illness, if possible, identify the cause of animal illness. Do not allow individuals other than the primary care teacher to handle the animal. If possible, remove from classroom to a quiet, secure area. If an animal has an apparent health issue or if an animal is in distress, contact a veterinarian for diagnosis and treatment.

In the event of the death of an animal kept in the classroom, the animal must be disposed of safely and in a manner that is sensitive to student emotions and as per local bylaws.

Youth Criminal Justice Act or Criminal Code (Canada) Involvement

BACKGROUND

The Boyle Street Education Centre is committed to assisting the rehabilitation of students who have youth criminal justice status or Criminal Code status through cooperative and collaborative action among the various service agencies, including Child and Family Services Authority (CFSA) of Alberta, Edmonton Police Service, the Royal Canadian Mounted Police (RCMP) and Alberta Justice.

In order to ensure the safety and security of all students and staff, regarding students who have either youth criminal justice or criminal code status, the school has developed a protocol within this administrative procedure for sharing of information between official agency personnel having statutory responsibility and relevant staff.

PROCEDURES

The school Superintendent should be informed regarding the acceptance of a student who has been charged or sentenced for a serious indictable offence under Sec. 231 or 235 (first or second-degree murder), 232, 234, or 236 (manslaughter), 239 (attempt to commit murder), or 273 (aggravated sexual assault) of the Youth Criminal Justice Act or Criminal Code (Canada). Information regarding students who have been charged or sentenced usually comes to the school either via the school intake procedure or from the registration process.

If information comes via the intake process, the intake person will refer the information to the youth worker and/or senior student services personnel, who will inform the Principal. If the information is relayed through the registration process, this would be referred to the Principal, which would involve student services. This team would then gather relevant information about a specific student regarding the following types of information:

- Any offences or prior record of offences that may lead to concerns about the safety of students and staff;
- Recommendations for reducing the risk of violence and increasing the level of safety;
- Patterns of behaviour that may signal the onset of activity that could affect safety, and;
- Individuals or groups of persons who may be at risk from the student.
- This information will be relayed to the school administration. Together with student services, a safety plan will be developed. This plan will then be communicated to all staff, and staff shall bear in mind that the student's confidentiality must be maintained.

School Administration shall arrange for the appropriate management of student offence records in alignment with Alberta Education requirements.

To transfer a student to a school outside of the Boyle Street Education Centre district, note the following:

- The Principal must inform personnel of the receiving jurisdiction of safety concerns and/or the relevant court order.
- The Principal shall ensure the destruction of the records of the student offences in compliance with Alberta Education requirements.

Upon request from an agency to provide information for a report ordered by a Judge, the Principal shall arrange for the release of information from the student's records upon receipt of the following information from the agency:

- Name.
- Age.
- The nature of the report to be provided and the section of the Youth Criminal Justice Act or Criminal Code (Canada) under which such a report is authorized.
- Timelines with respect to providing this information.

A specific description of the type of information required such as:

- Attendance records of the student.
- The program or courses in which the student is enrolled.
- The academic progress of the student.
- The nature of incidents giving rise to discipline as well as the type of discipline imposed.
- The number of years for which the information is required (i.e., for the current school year or the student's entire career in school).
- Unless by order or subpoena, before any information is released, the Principal must obtain the parent/legal guardian's written consent or the student if the student is 16 years of age or older.

The Principal may request the solicitor or attorney general or designate to apply to a court relative to:

- Disclosing information to the Principal when they believe that a student poses a risk to the safety of school staff;
- Disclosing court-ordered psychological assessments;
- Disclosing information that will assist school staff in providing an educational program for the student as well as creating an appropriate environment for that program.

The Principal may consider alternative non-school-based placements for students considered to pose undue risk to themselves or others through their enrolment in the school setting. The Principal shall liaise with the Superintendent whenever a resolution cannot be reached between the school and a student at risk.

The following processes are intended to provide direction for staff in dealing with students with Youth Criminal Justice Act or Criminal Code (Canada) status:

- The Principal or Student Services personnel from the school coordinate with the Edmonton Young Offender Centre (EYOC) to collect and disseminate youth offender information to determine the best school placement.
- Student Services personnel and/or appropriate school staff will collaboratively work with relevant agencies to facilitate placement regarding students with Youth Criminal Justice Act or Criminal Code (Canada) status.
- Any concerns with the information contained in correspondence from a youth worker or probation officer should be directed to the Principal and/or Student Services personnel.
- Upon receipt of confidential student criminal offence information, the Principal and/or Student Services personnel shall verify that the student is a resident of the city, and the Principal shall be responsible for the use and security of this information.

In determining the person/s to whom the information is to be released, the Principal shall bear in mind that:

- Inappropriate disclosure could result in a fine or imprisonment.
- The right of the student offender to confidentiality must be maintained.
- The information must be stored in compliance with Alberta Education requirements.

The Youth Criminal Justice Act or Criminal Code (Canada) access to information shall be restricted to those:

- Who require access to meet the educational needs of the student; or
- Who are responsible for ensuring the safety of students and staff.

The Youth Criminal Justice Act or Criminal Code (Canada) records shall occur only after prior consultation with the appropriate youth worker/probation officer when:

- The youth worker/probation officer advises the Principal of the expiry of the court order.
- A student transfers, and the youth worker/probation officer has informed the previous Principal of the student move;
- When notification has been received from the youth worker/probation officer, the Principal shall ensure that the file (e.g. print, electronic) is destroyed.
- If the court order date expires with no contact from the youth worker/probation officer. In that case, the Principal shall contact the youth worker/probation officer to confirm the status of the file and then act appropriately.

Legal Custody and Access to Children

BACKGROUND

Custody disputes between parents/legal guardians or other family members arise from time to time for schools administrators to address. Where there are claims for the custody of a student or claims to access contact with a student, a Principal must, under normal circumstances, recognize the custody of a student as being with the parent/legal guardian with whom the student presently resides.

In all cases where there is uncertainty surrounding a claim for the custody of or access to a student, a Principal must act in the best interests of the student and must refer the matter to their respective school legal counsel for review.

Under no circumstances shall a Principal release a child or a student to a person claiming custody or claiming access to a child or a student without first obtaining legal advice.

PROCEDURES

All claims for custody or access to children/students must be referred to the Principal.

Where there is a demand for custody of or access to a child/student, and legal custody is uncertain, the Principal shall:

- Ask the claimant to identify him or herself and produce a legal order for custody.
- Inform the claimant that the demand will be reviewed and that the parent/legal guardian with whom the student resides will be informed that the claim for custody or access has been made.
- Notify the parent/legal guardian with whom the child/student lives that the claim for custody or access has been made and bring all court orders and agreements that indicate who has custody rights and access rights to the student.
- Upon being provided with and assessing all court orders and agreements, or upon not receiving any such documents, if matters are not made clear, then forward all documents to the Superintendent along with a synopsis of the demands being made by the claimant.
- Await the decision from the Superintendent as to how the claimant's demands are to be addressed.

A record shall be kept in the school of any custody or access claims, which may be received, including dates, times, names and demeanour of persons involved, and as much of their actual statements as it may be possible to record.

When deemed necessary, the Superintendent shall be informed by the Principal of all demands for custody which they may receive.

Principals are to use their discretion in dealing with custody or access requests, bearing in mind that a court order restricting the access of a parent/legal guardian to their child applies while the child is in school or on school property.

The School's legal counsel may be consulted for advice and assistance in dealing with such requests.

Any request for information (e.g., student progress reports, etc.) about a child/student from a parent/legal guardian with whom the child/student does not reside shall be referred to the Principal.

Parents/legal guardians normally have the right to access child/student progress report/s, attendance records and to be present (at different times) at parent-teacher conference/s; However, Boyle Street Education Centre procedures are subject to what is contained in a separation agreement or order of a court.

If there is a question about the legal rights of either party, the parent or legal guardian must present a copy of the separation agreement or an order of a court.

Any requests made to teachers by parents/legal guardians or other outside agencies for verbal or written statements regarding student progress, welfare, behaviour, etc., must be referred to the Principal.

Subject to what is stated in the most recent applicable court order, school administrators and teachers must normally receive instructions from and provide direction to the primary custodial parent/legal guardian with whom the student resides.

Where matters are unclear, advice should be obtained from the Superintendent.

Registration and Management of Records

BACKGROUND

Boyle Street Education Centre must follow Alberta Education's guidelines for school registration and management of student records.

PROCEDURES

Students may be screened for program fit. The independent student or their parent/guardian will meet with a staff member and discuss program needs and fit before the intake interview for a preliminary screening.

Acceptance to Boyle Street Education Centre is conditional based on the determination of what educational needs a student may have. During the intake interview or learning assessment, alternative options may be discussed should a staff determine that the school may not be the best fit for the student.

Prospective student registration forms will be checked thoroughly for accuracy and signatures confirming the veracity of the registration form, the consent for activity and risk, and consent for assessment.

Front desk staff and administration will ensure that valid identification is provided by the independent student or their parent or guardian in order to complete their registration. If no identification is available at the time of registration. In that case, the administrative assistant will flag this registration and inform the school administration, the independent student, or the student's parent or guardian.

Prior to finalizing registration, an application for an Alberta Health Care Insurance Plan card is to be initiated, and an anecdotal note should be made at this time by the administrative staff.

Upon registration, a Student Record folder is created on the network, and the Registration Form and valid identification should be digitized immediately for the PASI Digital Student Record. The Registration Form and valid identification should be scanned into the Student Record folder and uploaded using PowerSchool's Document Upload tool at the administrative assistant's earliest convenience.

Using PASI, a quality control check should be performed for the Registration Form and identification should be verified by the Administration.

A registered student's cumulative record is to be requested from previous schools upon their registration. The administrative assistant will input requests for transfer of the PASI Digital Student Record and contact the student's school authority responsible for the Student Record to request prior academic information or assessments to ensure the most updated records are available to school staff.

After registration, a student will begin the Intake Process, where an intake interview takes place where the information is recorded using a local record-keeping system. The intake process may be updated and adapted as proposed by school staff and may include changes to this process. Any changes to the intake or registration process must first be approved by the Superintendent.

Using information from this intake, a student's information is summarized into the anecdotal note-taking system and referrals are shared with staff.

The Inclusive Education Coordinator will then assign the student to an Engagement Teacher. After a student is assigned an Engagement Teacher, the Course Planning team will be informed, and the student's timetable will be developed.

During the intake process, the Engagement Teacher will start a Learning Preferences profile to gather information about the student's learning preferences and needs.

Academic records are updated and uploaded to the PASI Digital Student Record at the end of each semester.

While the school has four reporting periods, there are only two semesters and periods in which credits are submitted.

Upon the completion of each semester and the administration has reviewed the progress reports, each student's report card should be uploaded to the PASI Digital Student Record by the administrative team, and the quality control is to be reviewed by the administration.

In compliance with the PASI Digital Student Record, administrative staff will ensure that relevant psychological assessments, individualized program plans, student success plans and other documents which may provide information regarding a student's programming or learning needs should be uploaded to the Digital Student Record in a timely manner.

The administration will confirm prior to a student's withdrawal OR at the end of each school year that all relevant documents have been converted to the appropriate file type and uploaded to the PASI Digital Student Record and that the quality control process is completed.

Anecdotal Record Guidelines

BACKGROUND

An anecdote is an account of an event. The record of this event can be detailed or brief. There are various ways to collect anecdotal records, which include, but are not limited to:

- Freehand accounts, checklists, charts, etc.
- Anecdotal reporting allows for the measurements of academic performance and antecedent, frequency, and severity of concerning behaviours.
- Ideally, an anecdotal record should be recorded for accuracy as it occurs or immediately after. However, anecdotal records usually have to be written later or at the end of the day. Jotting brief notes or words during the event or immediately after to help you remember comments or events is recommended.
- Anecdotal records should be as objective as possible. Personal bias is always a concern. Therefore, when making more subjective observations, it is essential to detail the evidence on which those subjective observations were based upon. For example: “_____ arrived upset as evidenced by a loud voice, use of profanity (provide quotes), slammed the door, banging their fist on the front counter.”

Professional recording of anecdotal notes:

- Are recorded chronologically.
- Are the result of direct observation.
- Are accurate, specific and professional.
- Provide the context of behaviour and, when possible, should include preceding event or trigger.
- Are as objective as possible or subjective with qualifying evidence. “As evidenced by...”
- Are not made based on assumptions and do not use ambiguous/vague words.
- Include what happened before (antecedent), the details of the incident (behaviour), and the events that occurred after (consequences).

Records of a student’s learning, accumulated over time, enhance understanding of the individual student as patterns or a learning profile emerge. Performance can be tracked and documented, resulting in suggestions for learning goals, curriculum differentiation, assessment planning and student/parent conferences.

Behavioural Anecdotal Records can capture the richness and complexity of the moment. These records of a student’s behaviour accumulated over time enhance understanding of the individual student as behavioural patterns emerge. Behaviours can be tracked and documented, increasing the opportunities for prevention and behaviour modification, making the environment safer for the student and greater the school community.

PROCEDURES

All staff members are responsible for recording notable observations using the available behavior data management recording system. Collecting this information allows for:

- Patterns to be observed, considered profiles, and consistent support and services.

- Understanding of the underlying reason/motivation of behaviour or to contribute to the learner profile.
- The creation of an effective behaviour support plan, document performance goals, or develop a differentiation plan.

Data must be collected when:

- A student has a severe code (behavioural/emotional) or concerning behaviours and mental health needs.
- An incident takes place that makes you take notice.
- Behaviour or incidents cause concern.
- Curricular outcomes are not being achieved.

Academic records are kept for two years; the year the student is in the grade and the following year.

Counselling notes and records created with academic and vocational objectives in mind should be placed on a student record, as *Student Record Regulation Section 2(1)* requires a student record to contain all information affecting the decisions made about the student's education. However, counselling records of a personal, sensitive or embarrassing nature are excluded. School Counsellors' confidential notes are not considered anecdotal.

Any psychologist at Boyle Street Education Centre should be aware that Boyle Street Education Centre owns all psychological files. This means that files, in either hard or soft copy form, cannot be removed or taken by the psychologist when they leave employment, and student psychological files must be kept on school premises. Ownership of psychological files does not imply access to the files, and the psychologist, while not being the owner of the information, is responsible for managing access to it. Any psychologist should be mindful that in some special situations information obtained from the student can be requested by the Principal or designate. It is considered a breach of the student's confidentiality and privacy for a psychologist to disclose confidential information to other school staff, including administration, unless the conditions for an exception are met. The management of the information collected and the privacy of the student remain the responsibility of the psychologist.

For a Principal or a delegated staff member to access or read a confidential file is a breach of student confidentiality. In all situations, Boyle Street Education Centre has a legal responsibility and duty of care to respect the confidential nature of the psychological relationship or therapeutic intervention and a request to be provided with information about a student should only be made within the confines of privacy, health records, and health profession legislation.

Behavioural anecdotal notes are not placed in the student record file unless needed for submission to Alberta Education regarding severe coding. They are kept in the behavior data management recording system.

Graduation Requirements

BACKGROUND

Alberta Education issues the Alberta High School Diploma, the High School Equivalency Diploma or the Certificate of Achievement to students who meet the graduation requirements. The diploma or certificate certifies that the holder has successfully completed a prescribed program of instruction.

The Boyle Street Education Centre programs focus on supporting a strong liberal arts education that will allow its students to succeed and to graduate with the life skills, attitudes, knowledge, and abilities to pursue their careers and life goals as individuals, parents/legal guardians and/or members of the broader community.

PROCEDURES

For students to attain one of the above diplomas or certificates, students must follow the senior high school graduation requirements as set out in the current Alberta Education Guide to Education.

According to the Alberta Education Guide to Education, “Post-secondary courses taken at an institution either inside or outside Alberta are not typically equated to credits for the Alberta High School Diploma but may be evaluated for and applied toward the High School Equivalency Diploma.”

Acknowledging the distinctive characteristics of Boyle Street Education Centre graduates, the school recognizes the importance of Indigenous Studies courses. Following the development of our Indigenous Studies program, the expectation is that all students will complete three credits per grade in this area.

Students who complete five credits as registered students will be allowed to participate in our graduation ceremony. If they do not achieve an Alberta Education awarded certificate, they will be given a certificate of attendance in the school.

Working Alone

BACKGROUND

Employees who are directed to work alone are to be protected in accordance with the Occupational Health and Safety Act.

Working alone means to work alone by administrative direction at a work site in circumstances where assistance is not readily available in the event of an injury, illness or emergency.

PROCEDURES

In situations where employees are directed to work alone, Principals and school administration shall ensure that all of the protocols outlined in the school's OHS handbook under Rules, Guidelines and Procedures for situations where a staff person may be working alone are adhered to.

Working Remotely

BACKGROUND

Due to the extenuating learning needs and behavioural accommodations of working with high-risk youth, Boyle Street Education Centre employees who provide learning or support services directly to students must work in person at the Boyle Street Education Centre worksite. That said, the Boyle Street Education Centre recognizes that it is possible in some specific situations for an employee to work remotely with little or no detrimental effect on their ability to meet all their supervisors' work expectations.

An employee's usual Boyle Street Education Centre worksite may be closed or otherwise not operating normally in extraordinary circumstances. In such cases, the Principal may direct employees to work remotely in accordance with this Administrative Procedure and within the guidance of Alberta Health Services and Alberta Education.

For this Administrative Procedure, "remote work" means work an employee conducts in accordance with this Administrative Procedure off Boyle Street Education Centre property during the employee's regular work hours and does not include work an employee chooses to conduct off Boyle Street Education Centre property outside the employee's regular work hours.

PROCEDURES

After Receiving Approval from the Superintendent, the Principal may direct an employee to work remotely if all the following apply:

- Extraordinary circumstances warrant the direction;
- The employee's usual worksite is closed or otherwise not operating normally;
- The employee's work duties can be performed remotely; and
- The employee is fit to work remotely.

If the Principal directs an employee to work remotely, the Principal must communicate the following expectations to the employee in writing:

- The dates and times the employee will work remotely;
- The Boyle Street Education Centre-owned property that the employee may transport to the remote worksite and use while working remotely;
- The ways the employee must be available to communicate with the Principal, other employees, and non-employee contacts while working remotely; and
- The kind and frequency of communications to the Principal that the employee must initiate while working remotely.

An employee may request to work from home if unusual or extenuating circumstances warrant this accommodation. An employee who wishes to request to work remotely must make the request to the Principal in writing. If the Principal receives a request to work remotely from an employee, then the Principal must consider the following factors and make a decision, which is reasonable in the circumstances, about whether to approve the employee's request:

- Whether the employee's work duties can be performed remotely;
- Whether the employee is fit to work remotely;
- Whether the employee's request conflicts with the best interests of students, parents, other employees, school community members, or the Boyle Street Education Centre; and
- No employee is entitled to work remotely at any time.

The Principal is responsible for setting the parameters of the remote working situation and monitoring the work and other issues that may arise.

An employee who is working remotely must do all the following:

- Take reasonable care to protect their own health and safety and other persons at or in the vicinity of the employee's remote worksite while the employee is working (Boyle Street Education Centre is not responsible for the safety of the employee or others in the employee's remote worksite while employees are working remotely).
- Complete the Working Remotely Hazard Assessment and submit it to the Principal.
- Be able to respond to the Principal, other employees, and non-employee contacts within the same timeframe as if the employee were working at the employee's usual worksite.
- Comply with the Boyle Street Education Centre's dress code that applies to the employee.
- Take reasonable steps to avoid interruptions to work-related telephone or video calls.
- Be able to attend in-person at the employee's usual worksite within one hour from whenever the Principal requests unless otherwise approved.

An employee who is working remotely must not do any of the following:

- Work in an area accessible to the public (for example, a coffee shop or a public library).
- Work using an unsecured internet connection (for example, public WIFI).
- Conduct an in-person, work-related meeting inside the employee's personal residence.

If an employee who is working remotely requires the remote use of hardcopies of Boyle Street Education Centre records, that contain personal or confidential information, the employee must make additional reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure, or destruction, to or of the records and information.

The employee must communicate to the Principal, in writing, the additional security arrangements the employee has made.

School Equipment – Personal Use and Ownership

BACKGROUND

Equipment owned by the Boyle Street Education Centre has been purchased with public funds and is intended to be used for the educational requirements of staff and students currently attending the school.

PROCEDURES

The personal use of School equipment or materials by staff is not permitted unless this use directly supports the staff members' job-related functions or unless otherwise approved by School Administration.

Staff members are not allowed to take school equipment home unless the equipment is needed for the preparation of student-related materials, lessons etc. unless otherwise approved by School Administration. School equipment must be signed out with the Principal approval.

The equipment must be returned to the school once it is no longer needed for school related purposes.

The personal use of school equipment in the school must be requested and approved by the Principal and/or administration team. The administration team will consult with the staff member to discuss parameters of use. Any costs incurred as the result of use or damage to the equipment would be the responsibility of the staff person requesting this use.

There is to be no use of any school equipment by school staff for commercial purposes where the staff person would be in a position to gain financially from such use.

All equipment utilized by staff in the school is to be owned by the School. Due to insurance policies, all equipment, furniture etc. must be the property of Boyle Street Education Centre.

There should be no personal furniture, equipment or items that are not school property used in the school.

Use of School Cell Phones

BACKGROUND

The use of cell phones increases the access to Boyle Street Education Centre employees who are expected to be available in emergency or critical situations or when in transit. Cell phones are not provided as a replacement for regular devices and, therefore, cell phones must be used in a fiscally responsible and accountable manner.

PROCEDURES

Boyle Street Education Centre employees shall not incur additional costs to the school to use Boyle Street Education Centre cell phones for personal use. Boyle Street Education Centre employees shall submit monthly reimbursement to the Boyle Street Education Centre for any incremental personal costs incurred.

Where approved by the Superintendent, a Boyle Street Education Centre cell phone may be provided for emergency backup use.

No Boyle Street Education Centre employee shall approve their own cell phone use costs, whether it be their personal cell phone or a school's cell phone. All such costs are to be approved by the Principal, and in the case of the Superintendent, by the Secretary-Treasurer.

Communications Between Staff and Board

BACKGROUND

The Board of Directors, convened at a legal meeting of the Board, has the authority to give direction to the Boyle Street Education Centre Division through its Superintendent. Individual board members have no authority unless specifically authorized to complete a particular task by the board's resolution.

The Board, through its policies, has delegated to the Superintendent with responsibility for all labour and employee relations. Boyle Street Education Centre staff and members of the Board share a strong interest in education in general and in this school in particular. It is expected that from time-to-time staff and the Board of Directors will meet at school, school functions, outside community events and social functions. It is accepted that these are opportunities to discuss innovations, trends, and general issues facing education. However, communication between Boyle Street Education Centre staff and individual board members is considered unethical if its purpose is to seek, offer, provide, or in any way respond to personal observations related to incidents, situations or personnel matters.

PROCEDURES

All decisions of the Board that directly affect employees will be communicated to appropriate staff members by the Superintendent or designate.

Any employee with an issue, concern, personal observation, or suggestion has the option of bringing the matter to the attention of their immediate supervisor.

If an issue or concern has not been dealt with adequately by the supervisor, the employee may bring the matter to the attention of the administrative superior of their immediate supervisor and up the administrative chain to the Superintendent.

Members of unions and associations are entitled, as well, to pursue issues with appropriate Boyle Street Education Centre administrative staff through procedures as outlined in their respective collective agreements or applicable legislation.

To ensure consistency and avoid confusion, representatives of unions and associations wishing to address issues and concerns, including questions related to Board policies, administrative procedures or Boyle Street Education Centre practices, are to address these through school administration by contacting the Superintendent.

Exempt staff members, who do not have the support of a union or association, do have the protection of appropriate legislation. In addition, an exempt employee may formally approach the Board with an issue, but only after internal grievance procedures have been exhausted and the person alleges:

- That a Board Policy has been violated to their detriment.
- That a Board Policy does not adequately protect their human rights.

Employees who are also parents/legal guardians of Boyle Street Education Centre school students must also follow this administrative procedure.

Issues and concerns related to their children, or their children's school must be pursued with the teacher, Principal, and Superintendent before these matters are referred to the Board.

Principals are encouraged to invite the Board of Directors to visit the school, especially for celebrations, student performances and special events. Individual Board of Directors wishing to initiate a visit to a school will make a request through the board secretary, who will arrange a visitation time suitable to both parties. Such visits will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory purposes.

Employee Consulting Activities

BACKGROUND

The Boyle Street Education Centre may approve the release of employees from their regular roles, duties, and responsibilities, who, because of some exceptional knowledge or expertise, are requested to act as a speaker or consultant outside of the Boyle Street Education Centre.

PROCEDURES

Employee consulting activities must be compatible with the philosophy and procedures of the Boyle Street Education Centre.

The Superintendent may approve limited leaves of absence without pay for this purpose of up to a maximum of three days per school year per employee. These activities must be at no cost to the Boyle Street Education Centre and must not interfere with the employee's regular duties and responsibilities.

Request for leaves for this purpose must be forwarded to the Superintendent at least six weeks before the requested release date and must include all relevant details regarding the request. The request must be accompanied by a letter of support from the Principal.

The Secretary-Treasurer must be informed if the employee is to receive additional compensation or benefits for their services, other than the cost of expenses/substitutes.

Every year, insurers ask the Boyle Street Education Centre to declare if any of the staff is working as a consultant, if they work at another job, and whether they have their own insurance to cover the liabilities of that job. The Boyle Street Education Centre expects that such staff have appropriate professional liability insurance coverage for their own areas of operation.

Temporary School-Based Administrative Arrangements

BACKGROUND

The Boyle Street Education Centre must clearly establish the responsibility for decision-making in the event of the temporary absence of the Principal.

PROCEDURES

In the temporary absence of less than one week of a Principal, the Principal's responsibilities are assumed by the Vice-Principal where one exists; otherwise, they will be temporarily assumed by a designated staff member as agreed upon by the Principal or the Superintendent or designate.

Temporary Covid-19 Harm Reduction Procedures

BACKGROUND

COVID-19 represents an identifiable workplace hazard. COVID-19 is an acute respiratory illness caused by the severe acute respiratory syndrome coronavirus 2 (SARS-COV-2). Exposure to the virus typically occurs through (1) inhalation of fine respiratory droplets and aerosol particles; (2) deposit of respirator droplets and particles on exposed mucous membranes in the mouth, nose, or eye by a direct splash or spray; or (3) touching mucous membranes with hands that have been soiled by virus-containing respiratory fluids (or touching surfaces with the virus on them).

This administrative procedure applies to all employees. It also applies to all persons carrying out duties or activities on school property and volunteers of the school.

PROCEDURES

This procedure is in addition to other employee requirements mandated by government authorities and the board regarding COVID-19 (e.g., mask-wearing requirements) and does not supersede or replace any other measures or policies in place to address the hazard posed by COVID-19. The procedure imposes two alternatives for compliance, vaccination against COVID-19 or semi-weekly rapid testing:

- All employees are required to become immunized against COVID-19 or comply with the semi-weekly rapid testing requirement.
- Employees must update their vaccination status with the Secretary-Treasurer if changes occur.
- Employees who cannot comply with this procedure must inform the Secretary-Treasurer.

All employees are required to meet the following obligations:

- The employee must be fully vaccinated with a vaccine recommended by Health Canada or Alberta Health Services no later than November 30, 2021.
- Employees shall disclose to the Secretary-Treasurer, their vaccination status as Fully Vaccinated, Partially Vaccinated or Unvaccinated by October 18, 2021.

Proof of Vaccination Includes:

- The employee's vaccination record received post-vaccination; or
- The record of vaccinations/immunizations from Alberta Health Services (including My Health Records) and/or a QR code once it is available; or
- Such other valid and legitimate proof as the school may deem sufficient acting reasonably.
- Secretary-Treasurer will view the proof of vaccination but will not retain any document (electronic or physical) from the employee, except as may be required.

Employees providing proof of vaccination are confirming that they have read, acknowledged, and accepted the information found in Appendix A.

All employees are entitled to paid leave to obtain a COVID-19 vaccination to the extent provided under s. 53.982 of the Employment Standards Code (Alberta).

An employee who does not provide proof of vaccination may comply with this Procedure by providing proof of rapid testing on a semi-weekly basis, beginning on October 18; This will be at the employer's expense up to November 30, 2021. This will become at the employee's expense unless otherwise determined by the Secretary-Treasurer in accordance with the Alberta Human Rights Act after November 30, 2021.

To comply with this alternative, the employee must:

- Obtain a valid rapid test which demonstrates a negative result for COVID-19 infection. Proof of rapid testing remains valid for 72 hours from the time and date of the test unless otherwise determined by the Secretary Treasurer in accordance with the Alberta Human Rights Act.
- Provide Secretary Treasurer with proof of a negative COVID-19 rapid test result on a semi-weekly basis – Mondays and Thursdays.
- Secretary Treasurer will view the proof of rapid testing but will not retain any document (electronic or physical) from the employee, except as may be required.
- Secretary Treasurer will approve the employee to work for a period of 72 hours dated from the time of the rapid test unless otherwise determined by the Secretary Treasurer in accordance with the Alberta Human Rights Act.
- The employee will repeat these steps for the duration of this procedure.

The Boyle Street Education Centre board will ensure that the information gathered under this procedure is only used for the purpose of ensuring compliance with this procedure. Such information will not be shared with any other person except when required to manage the employee's employment relationship with the school board or as otherwise permitted under the Freedom of Information and Protection of Privacy Act.

The Secretary-Treasurer will destroy any notation or record in their possession gathered from the proof of vaccination.

The Secretary-Treasurer will answer employees' questions with respect to the use, collection, and storage of information gathered under this procedure.

Any Employee who is unable, or believes that they may be unable, to comply with this procedure must disclose that inability (or perceived inability) to Secretary-Treasurer before breaching this procedure or as soon as possible.

Secretary-Treasurer will treat any such disclosure in confidence and will only share the information as is reasonably necessary to:

- Determine the validity of the claimed inability to comply;
- Determine the obligation of the Boyle Street Education Centre board to respond to, or accommodate, the inability to comply; and,
- Determine the ability of the Boyle Street Education Centre board to accommodate the individual.

The Boyle Street Education Centre board will meet its legal obligation under the Alberta Human Rights Act to modify the requirements or expectations of this procedure.

No employee will be disciplined for disclosing an inability, or perceived inability, to comply with this procedure. This protection, however, shall not shield the employee from discipline from any breach of the procedure which occurred before the disclosure (although no discipline is appropriate where prior disclosure was not reasonably possible).

If the Secretary-Treasurer is unable to determine the authenticity or veracity of proof of rapid testing or proof of vaccination, then the Secretary-Treasurer shall retain the proof of rapid testing or proof of vaccination (as the case may be) until the record has been verified. Once verified, the Secretary-Treasurer shall immediately destroy all copies of this information in their possession

Contractors must ensure their workers who carry out duties or activities on school property comply with this procedure by meeting the same requirements as staff listed above. Contractors must produce proof of compliance upon the request of the school administration. Volunteers of the school are required to follow the same process as employees.

Compliance with this procedure is mandatory. Any employee in breach of this procedure is subject to discipline, up to and including termination of employment.

All persons scheduled or required to carry out duties or activities on school property, who do not comply with this procedure, will not be permitted on school property.

Reference: Alberta Human Rights Act, RSA 2000, c. A-25.5

Volunteers in Schools

BACKGROUND

Schools value volunteer participation, which utilizes community expertise to support student learning.

PROCEDURES

The Principal has the responsibility, in consultation with staff, parents, and the community to determine who will volunteer in the school and what form each school's volunteer program will take. The Principal is guided in all decisions related to volunteers by the *Education Act* and Boyle Street Education Centre administrative procedures.

In the interest of diligence related to student safety and security, the Boyle Street Education Centre requires all volunteers to have a police security clearance and intervention record check.

Contracted Consulting and Other Services

BACKGROUND

Contracting consulting and other services may be necessary when specialized expertise is required; the services required are of a short-term or fluctuating nature; existing employees are unavailable to undertake the additional or specialized work required; or other temporary or unique circumstances arise. The selection of consulting or other services must be made in an accountable and fiscally responsible manner.

PROCEDURES

The Superintendent delegates to the Secretary-Treasurer the responsibility to engage consulting and contracted services. The Secretary-Treasurer determines whether a formal contract is required, with consideration for:

- Total amount to be expended;
- Duration of the work;
- Nature and extent of the work to be conducted;
- Financial risk and liability to the Boyle Street Education Centre; and
- Other circumstances as applicable.

Contracts are required to be authorized, approved, and signed by the Secretary-Treasurer prior to any services being engaged, unless otherwise approved in advance by the Secretary-Treasurer. Ensuring that contractual agreements with consulting or other service providers meet legal requirements is the responsibility of the Secretary-Treasurer.

If the Principal desires to contract services, a request should be approved by the Superintendent. Then, a written request to the Secretary-Treasurer must be made with details including:

- A description of the services or work to be performed;
- The price or cost to be paid for the performance of the work or service;
- The duration or term of the contract;
- The cancellation terms;
- Confidentiality requirements;
- An explanation as to why Boyle Street Education Centre staff cannot undertake the work;
- An evaluation of the risk and insurance implications relative to the requirements associated with the activity;
- The budgetary source and the total projected cost of the contract; and
- The Superintendent's recommendation of support.

The Secretary-Treasurer is responsible for ensuring that there are sufficient budgetary resources to cover any services contracted.

Principals do not require contracts for professional development workshops with a cost less than \$1,000 or for individual honoraria of \$200 or less when paid to personnel not employed by the Boyle Street Education Centre. At no time can family members of Boyle

Street Education Centre employees be engaged for such services without prior approval of the Superintendent.

Honoraria payments or other payments for services by Boyle Street Education Centre employees require the prior approval of the Superintendent and Secretary-Treasurer.

Expense Authorization and Reimbursement

BACKGROUND

Boyle Street Education Centre has employees attend conferences and meetings and engage in other activities where they incur expenses while conducting business on behalf of the Boyle Street Education Centre. It is necessary to reimburse employees for appropriate expenses incurred while conducting Boyle Street Education Centre business on a fair and consistent basis.

PROCEDURES

The Superintendent delegates to the Secretary-Treasurer authority regarding the reimbursement of expenses to Boyle Street Education Centre employees (and Board Members, where applicable, in compliance with Board Policy).

All travel expense claims shall adhere to Boyle Street Education Centre administrative procedures and are for only school-approved business as determined by the Principal or, where applicable, the Superintendent and the Secretary-Treasurer. All claims shall be supported by original receipts, unless where otherwise allowed by this Administrative Procedure or by the Secretary-Treasurer. Employees are responsible to keep a copy of receipts for warranty or other purposes.

If expenses are claimed by one employee for other employees, details need to be provided, including the names of the other employees, the reason for including other expenses, explanation of the expenses, and the relationship to the claimant. These expenses require the approval of the Principal and, where needed, approval by the Superintendent.

Whenever an expense claim is submitted with expenses that require the approval of the Secretary-Treasurer, written supporting rationale, an explanation of the circumstances, and recommendation of the superintendent shall be included with the claim.

The Secretary-Treasurer has the authority to determine “reasonableness” of all extraordinary claims and may approve exceptions to Boyle Street Education Centre administrative procedures for expense claims resulting from extraordinary circumstances. If any claims for extraordinary circumstances are made by the Secretary-Treasurer for reimbursement, the Superintendent shall decide the reasonableness of the request.

The Superintendent and Principal shall not authorize or recommend expense reimbursement of claims that are not within their approved budget limits or within the scope of responsibilities for which the budget was provided without prior approval of the Secretary-Treasurer.

The Principal shall not authorize or recommend expense claims for school-based employees, regardless of the source of funds for reimbursement, without adhering to the Boyle Street Education Centre administrative procedures, including levels of approvals required.

The following procedures must be followed for submitting claims:

- Expense claims must be submitted for reimbursement no later than two months after incurring the expenses. All claims shall be made in the fiscal year they were incurred. On August 31 year-end, the claims for the ending fiscal year shall be made by September 15.
- Late claims will only be considered for extraordinary reasons and shall require written explanation and approval by the Superintendent and the Secretary-Treasurer. Extraordinary reasons may include the unavailability of a receipt beyond the employee's control.
- Expense claims shall be submitted on the prescribed forms with required receipts, documentation, and the necessary approvals.
- All claims must be submitted in full (with receipts), itemizing all expenses incurred, regardless of whether other sources have reimbursed some expenses (e.g., Professional Growth Plans) or other means.
- Any claims that need to be redone or changed after their initial submission (due to missing receipts or other changes) shall be completed within 21 days unless there are acceptable reasons and shall require approval by the Superintendent and the Secretary-Treasurer.
- If an employee has earned points using their personal credit card/s for their expenses and they convert their points to cash, it is their responsibility to declare the cash value of the points on their tax return/s.
- The Principal is accountable for ensuring they only authorize or recommend reimbursement of claims when allowed by this Administrative Procedure and in the required format.
- The Secretary-Treasurer's approval is required for expense claims from the Superintendent and Board of Directors.
- The Secretary-Treasurer's claims require approval by the Superintendent.
- The Secretary-Treasurer shall not process any expense claims that are contrary to administrative procedures or do not have the required approvals.

Disposition of Surplus Equipment and Materials (Non-Hazardous)

BACKGROUND

School equipment and materials (non hazardous) including all furniture, equipment, materials, books, and supplies, when no longer utilized by the Boyle Street Education Centre, will be declared surplus in accordance with this Administrative Procedure. Disposing of surplus items minimizes cost and may allow the Boyle Street Education Centre a recovery on its initial investment. A surplus disposal process ensures that when school equipment and materials are obsolete, beyond economical repair, unsafe, or of no further value to school, they are sold at the best possible price where there is a resale value.

PROCEDURES

All equipment and materials in schools and departments are school property regardless of the source of funds involved in the purchase or whether the item was donated.

The re-use of Boyle Street Education Centre equipment and materials shall be attempted where appropriate.

The Superintendent delegates to the Secretary-Treasurer the responsibility for establishing requirements for the disposal of surplus school equipment and materials (non-hazardous) with an original value of more than \$100 at the best possible price. Equipment and materials (non-hazardous) include all furniture, equipment, materials, books, and supplies purchased or donated to the Boyle Street Education Centre.

School shall not trade or sell surplus furniture, equipment, materials, books, or supplies (non-hazardous) unless items have an original value of \$100 or less and such items are determined to be "beyond economical repair" by the Principal. Such disposal may include selling for fund-raisers where appropriate (e.g., book fairs), donating, or scrapping.

The Secretary Treasurer shall dispose of declared surpluses by any of the following two methods:

- Advertising;
- Holding a public auction;
- Negotiating trade-ins on new purchases;
- Disposal of items of insignificant or no value; and
- Other methods as approved by the Secretary-Treasurer.

Donations and Gifts

BACKGROUND

Gifts, donations, and contributions that assist with the education of students or that benefit the Boyle Street Education Centre are supported. Requiring all gifts and donations to comply with Boyle Street Education Centre standards addresses concerns of safety, ongoing maintenance costs, and accountability.

PROCEDURES

The Superintendent delegates to the Secretary-Treasurer the responsibility to ensure that acceptance of gifts, donations, and contributions to the school comply with Boyle Street Education Centre standards.

Gifts and donations, including those made directly to schools and departments, become the property of the Boyle Street Education Centre and are subject to the same controls and procedures that govern school-owned property.

Gifts intended to support the employment of full-time or part-time personnel shall not be accepted by the Boyle Street Education Centre.

Any donation to the Boyle Street Education Centre may be refused if, in the opinion of the Secretary-Treasurer, it would not be in the best interests of the Boyle Street Education Centre to accept it. Examples include:

- Gifts that involve significant installation or maintenance costs;
- Gifts that involve a continuing financial commitment;
- Gifts that involve significant disposal costs; and
- Gifts of materials or equipment that do not meet school standards.

The school shall not accept any gifts or donations involving the preceding examples unless the Secretary-Treasurer has prior written approval.

Where a donation entails a continued financial commitment from a society, group, individual donor, or another school Division, the terms and conditions of acceptance must be specified in advance of receipt of the donation in a contract approved by the Secretary-Treasurer.

All school staff wishing to pursue donations of materials, etc., from Boyle Street Education Centre suppliers shall do so through the Secretary-Treasurer.

The Principal or designate may acknowledge a particular donation in an appropriate manner. Such acknowledgement shall not, however, constitute an official receipt for tax purposes.

All accepted donations shall become the property of the Boyle Street Education Centre to dispose of as it sees fit. Notwithstanding this right, it is understood that the Boyle Street Education Centre will not normally remove the donated item from the school.

The Boyle Street Education Centre may authorize the maintenance, servicing, and repair of equipment accepted as donations, provided that such equipment conforms to the same standards as other school equipment. Written appraisals shall be obtained, where necessary, from independent authorities.

The acceptance of donated books and media materials on behalf of the Boyle Street Education Centre and school shall be subject to approval by the Superintendent.

Donations are expected to meet the criteria that are applied to commercial materials considered for inclusion on the Program Resources Suggested Titles Lists or on the Recommended Curriculum Lists or for centralized circulation by staff.

Vehicle Safety Program

BACKGROUND

The Boyle Street Education Centre is committed to providing safe transportation for its students. Consequently, certain safety measures must be carried out in the provision of transportation of students.

PROCEDURES

The Boyle Street Education Centre-owned vehicle will have insurance arranged by the Secretary-Treasurer.

The Superintendent and the Secretary-Treasurer must authorize the vehicle purchase.

Authorization to drive the school-owned van operated by the school is to be monitored by the Principal. All staff who access the use of the school van must ensure that they are an authorized driver as authorized by the Principal of the school for the van registered to Boyle Street Education Centre. Drivers must have a Class 5 license and have no more than six demerit points. School van/vehicles must be inspected as per Alberta's Vehicle Inspection Regulation (AR 211/2006), Traffic Safety Act, and other regulatory requirements.

The Principal and/or the Secretary-Treasurer must ensure that an employee is designated to all the following:

- Oversee repairs and all required inspections on the vehicles;
- Ensure that the current insurance pink slip and Operating Authority Certificate are carried in the vehicle at all times;
- Ensure that all authorized drivers do a walk around check prior to using the vehicle and notify the individual responsible regarding any mechanical concerns or other areas that require attention; and
- Ensure that drivers are aware of authorized load counts.
- All passengers must have a seat, and there must be no passenger standing.

All vans rented must conform to the provincial inspection regulations and must be driven by qualified drivers under the Alberta Traffic Safety Act. There must be proof of adequate insurance.

All regular charter service must be subject to a contract or other arrangement approved by the Principal and the Secretary-Treasurer.

All charter arrangements for school-based field trips must be booked with charter operators normally accessed by Boyle Street Education Centre.

Staff/Volunteer Driver Qualifications and Vehicles Authorized for Transporting Students to Off-Site Activities

BACKGROUND

The Boyle Street Education Centre recognizes the value of off-site curricular, co-curricular and extra-curricular school activities for students but also recognizes the many safety factors inherent in transporting students to activities held off school property. Consequently, the Boyle Street Education Centre has established expectations for employees, students, parents, and volunteers in order to enhance the safe transportation of students to off-site activities. Safety measures to promote the safe transportation of students are related to driver qualifications and training, type of vehicle driven, distance travelled, and vehicle ownership and the registration, insurance, and maintenance of school-owned vehicle/s.

PROCEDURES

Vehicles permitted for transporting Boyle Street Education Centre students to school-related activities involving ground travel include:

- Twelve and seven passenger vans or smaller vehicles, driven by Boyle Street Education Centre staff and/or parent volunteers, and either rented or owned by them.
- All other transportation services for students must be provided by Boyle Street Education Centre-authorized carriers (Cunningham etc.), including charter bus services.
- The Boyle Street Education Centre does not permit the use of 15-passenger vans to transport students due to publicly known safety concerns with this type of van.

Individuals with fewer than five years of driving experience are not eligible to act as volunteer drivers and are not to be allowed to transport students to or from school-related activities. Students, in particular, are not permitted to drive other students to any school-related activities.

The Boyle Street Education Centre has specific qualification requirements for categories of drivers and the type of vehicle utilized to transport Boyle Street Education Centre students to school-related activities.

Parents, other volunteers, contractors, and students are not permitted to drive the school van. The Superintendent will consider exceptions.

In order to avoid situations of driver fatigue, the following procedures shall apply to the use of school-owned van:

- For travel Within the province of Alberta, travel using a school-owned van up to a distance of 150 km one way (starting from the City of Edmonton boundary) requires

at least one qualified designated Boyle Street Education Centre employee driver, and the round trip must be completed in the same day by 9 pm;

- Travel in excess of a distance of 150 km, with or without same-day return, requires two Boyle Street Education Centre employees; one being the exclusive, qualified and designated driver who has met all of the Boyle Street Education Centre driver qualifications, while the other employee is the Trip Leader. The other option is to use a Boyle Street Education Centre-approved charter service, in which case the carrier supplies a qualified driver.
- For travel outside of Alberta, only the following modes of transportation shall be used to transport students on approved field trips outside of Alberta:
 - Charter bus service; or
 - Flight with ground transportation provided by charter bus service.

The Principal/Secretary-Treasurer shall assign one designated school staff to oversee the travel arrangements for the school involving the school-owned van. The duties shall include:

- Responsibility for overall monitoring of the van;
- Arranging appropriate on-site parking for the van;
- Arranging for scheduled semi-annual inspections and regular maintenance as required by the Boyle Street Education Centre, the costs of which shall be covered by the school;
- Ensuring that the appropriate documentation for insurance (i.e., pink slip) and that a copy of the Operating Authority Certificate is on file in the school office, as well as in the vehicle;
- Monitoring the list of Boyle Street Education Centre-authorized drivers from the school;
- Monitoring and recording travel arrangements and maintaining a travel log.

Authorized staff drivers on each approved travel outing for which the van is used shall:

- Book travel arrangements online and check with the Secretary-Treasurer who has the overall responsibility for monitoring the van.
- Ensure that all student passengers use seat belts on each outing.
- Ensure that the bus is never filled to overcapacity.
- Do a walk-around check prior to taking the vehicle out on the road.
- Maintain a travel log and submit it to the designated school administrator following the trip (i.e., take mileage prior to departure, record trip details and the return mileage).
- Notify the Secretary-Treasurer in writing of any concerns with the vehicle.
- Report any accidents or injuries to the school Principal or Secretary-Treasurer
- Process accident claims.

The Boyle Street Education Centre's "Comprehensive General Liability" policy covers volunteer drivers for potential risk at a level required by the school. The initial insurance coverage would be met by the automobile owner's liability coverage, with the Boyle Street Education Centre's coverage being secondary.

Only staff members who have their Alberta Class 5 Driver's Licence with no more than six demerit points, including no dangerous driving or alcohol-related offences, may drive their own vehicle, as a volunteer driver, to transport students to school-related activities only.

Students are not authorized to transport other students en route to an off-site activity. All students on school-approved field trips or attending off-site activities shall use the transportation that has been arranged for the trip. For before and after-hour activities where students are required to arrange their own transportation; this becomes a parental responsibility.

Boyle Street Education Centre-approved charter bus service may be used to transport students to off-site activities within the city and locations within and outside of the province. All student trips require approval following the Field Trip Administrative Procedure.

Only authorized staff members may rent and drive vehicles such as the passenger vans in the Boyle Street Education Centre's name to transport students to school-related activities.

To rent seven-passenger vans or smaller vehicles, staff members must be 25 years old or older, have five years driving experience and have a current Alberta Class 5 Licence with no more than six demerit points, including no dangerous driving or alcohol-related offences.

All vehicle rentals for student transportation are to be rented in the Boyle Street Education Centre's name, with a school-approved car rental agency according to procedures provided to schools by Boyle Street Education Centre administration. The full rental company insurance coverage option shall be taken. The size and load capacity of the vehicle must be appropriate to the number of students and the amount of equipment being transported.

Travel in a rental vehicle up to a distance of 150 km one way (starting from the City of Edmonton boundary) requires at least one qualified designated school employee driver, and the trip must be completed on the same day by 9 pm.

Travel using a rental vehicle in excess of a distance of 150 km, with or without same-day return, requires two Boyle Street Education Centre employees, one being the exclusive, qualified and designated driver who has met all of the Boyle Street Education Centre driver qualifications and the other being the Trip Leader.

No vehicle shall be rented and driven for the purposes of a student field trip, athletic event, or other activity to destinations outside of Alberta unless authorized by the Superintendent.

Section 2: Staff

Fit for Duty – Record Checks and Wellness

BACKGROUND

Boyle Street Education Centre is committed to ensuring the health and safety of its employees, teachers, students and the public. The School Board recognizes and accepts the responsibility to provide school staff with a safe, healthy, and productive work environment. Staff have the responsibility to report to work fit for duty.

“Fit for Duty or Fitness for Duty” means the ability to perform essential job functions and interact safely and effectively with others.

PROCEDURES

During a staff person’s working hours, whether on the School’s premises or while conducting employment-related activities off the School’s premises, including during meal periods, scheduled breaks, and field trips, the staff person must be Fit for Duty.

Staff will supply the Secretary-Treasurer with updated Criminal Record Checks and Child Welfare Checks at the beginning of employment and once per three-year period of employment following their initial job placement.

Staff must supply the Secretary-Treasurer information regarding the inability to be “Fit for Duty” for the upcoming school year if they are aware of this situation by July 31 to enable the School Administration to function effectively for the opening of the new school year.

Fit for Duty

BACKGROUND

Boyle Street Education Centre is committed to ensuring the health and safety of its employees, teachers, students and the public. Boyle Street Education Centre recognizes and accepts the responsibility to provide its teachers with a safe, healthy, and productive work environment. Staff have the responsibility to report to work fit for duty. The use of drugs, including illegal drugs, the improper use of prescription or non-prescription medication, and the use of alcohol, cannabis, or other intoxicants can have serious adverse effects on the safety and effectiveness of the workplace for employees, teachers, students and the public.

“Drugs” means any substance, inclusive of illicit drugs, restricted drugs, and medication, as defined by this Administrative Procedure, the use of which has the potential to cause impairment or intoxication, changing or affecting the way a person thinks, feels, or acts. For the purposes of the AP, drugs are those that inhibit a staff person’s ability to perform their job safely.

“Illicit Drug” means any drug or substance which is not legally obtainable and whose use, sale, possession, purchase, or transfer is prohibited by law (such as heroin or cocaine).

“Restricted Drug” means any drug or substance other than alcohol that is capable of causing intoxication and that is legally obtainable for recreational use and whose sale, purchase, possession, or transfer are restricted by law.

“Medication” means any drug obtained legally by a staff person and used as indicated or directed, including but not limited to those obtained by the staff person and with a doctor’s prescription or authorization, and non-prescription or over-the-counter drugs.

“Fit for Duty or Fitness for Duty” means the ability to perform essential job functions and interact safely and effectively with others.

“Drug or Alcohol Dependence” means a mental, physical, or psychological dependence on drugs or alcohol that interferes with a staff person’s Fitness for Duty and that is considered by a physician to be a medical condition/disability.

PROCEDURES

During a staff person’s working hours, whether on the School’s premises or while conducting employment-related activities off the School’s premises, including during meal periods, scheduled breaks and on field trips, the staff person must be Fit for Duty and no staff person shall:

- Use, consume, possess, distribute, or sell, illicit drugs.
- Use, consume, possess, distribute, or sell, restricted drugs.
- Use, consume, possess, distribute, or sell alcohol.

A teacher may not use, consume, or possess alcohol at social events during work hours.

A staff person shall not, under any circumstances, consume alcohol or use, consume, ingest or inhale Illicit drugs or restricted drugs while in the care and control of or responsible for any Boyle Street Education Centre vehicle or equipment or while using the staff person's personal vehicle for work-related purposes.

The use of medication in compliance with a physician's or pharmacist's directions is permitted at work so long as it does not cause a staff person to not be Fit for Duty.

If a staff person's use of Medication can reasonably be expected to make the staff person not Fit for Duty, the staff person must disclose their medication use to the Principal. The Board will accommodate a staff person's use of medication to the point of undue hardship.

If a staff person possesses medications on school property, the medication must be monitored vigilantly and kept in a secure place that students cannot access.

If a staff person is suffering from a drug or alcohol dependence, which may reasonably be expected to interfere with their Fitness for Duty, they must disclose the Drug or Alcohol Dependence to the Principal.

A staff person who discloses that they are suffering from a Drug or Alcohol Dependence will not be subject to discipline.

Boyle Street Education Centre will assist and accommodate staff persons suffering from a Drug or Alcohol Dependence to the point of undue hardship, including by providing access to the Benefit Plan and sick leave.

The School views the rules contained in this Administrative Procedure to be of the utmost importance. Any and all disciplinary action under this Administrative Procedure that the School Board takes against a teacher or staff person will comply with the *Education Act* and the terms of any applicable collective agreements then in place.

If a staff person fails to disclose that they are suffering from a Drug or Alcohol Dependence, the staff person may be subject to discipline, unless their reason for non-disclosure arises wholly or in part from the Drug or Alcohol Dependence.

Seeking voluntary assistance for a Drug or Alcohol Dependence will not jeopardize a staff person's employment with the Boyle Street Education Centre, so long as the teacher cooperates and seeks appropriate treatment for the Drug and Alcohol Dependence. After violating this Administrative Procedure, any staff person who is subsequently authorized to return to the workplace shall enter into a Return-to-Work agreement with the school. The terms of the agreement may include the following as determined through negotiation between the staff person, the School Board, and their collective agreements:

- A requirement to continue treatment, counselling and assistance programs or procedures recommended by the staff person's treating physician, psychologist, or counsellor.
- An express obligation to immediately cease performance of duties and notify the Principal if the staff person is not Fit for Duty at any time during work hours following a return to the workplace.'
- A requirement to provide written medical confirmation that the staff person is presently Fit for Duty and can safely return to the workplace without danger to the staff person or others.
- A requirement to provide updates from the staff person's treating physician, psychologist or counsellor confirming that the teacher continues to follow recommended treatment programs and continues to be Fit for Duty when reasonably requested to do so; and
- An express warning to the teacher that future violations of the Administrative Procedure may lead to discipline.

The board will take all precautions to protect the staff person's confidentiality regarding any information collected under the Administrative Procedure, such as information concerning a staff person's use of medication or that a staff person may be suffering from Drug or Alcohol Dependence.

Staff Attendance Monitoring Guidelines

BACKGROUND

All employees contribute to Boyle Street Education Centre's mission and their attendance is essential to maintaining quality of services, consistency of support to students, staff, and the community, as well as ensuring a fair distribution of work among colleagues.

The Attendance Monitoring Guidelines are to assist school administration to approach attendance monitoring for staff from a positive, proactive, and preventive perspective and in doing so, achieve acceptable and/or improved attendance. The purpose of these procedures is to:

- Create a positive work culture that encourages being at work
- Support the value that Boyle Street Education Centre places on attendance
- Emphasize to employees the importance of their work
- Clearly define roles and responsibilities of all involved parties
- Create a work environment that encourages optimal attendance through guidance, support, and opportunities for employees to improve attendance
- Set out the protocols and strategies to be taken when employees do not meet acceptable attendance expectations

Absence is an incidence of non-attendance at work.

Culpable Absenteeism is an unapproved absence that is in the control of the employee and is subject to progressive discipline. Culpable Absenteeism would include fraudulent use of sick time, excessive lates, failure to report for work or failure to notify the administration in advance.

Excessive Absenteeism is where an employee's absenteeism is considered excessive when it does not meet the acceptable attendance average for employees in the Boyle Street Education Centre. In attendance monitoring, the number of absences, or frequency of absences, or the pattern of absences, or the circumstances surrounding absences is more significant and has greater operational impact than the length of absences. Examples would include employees who miss Mondays and/or Fridays or every Tuesday after a long weekend.

Monitoring Period is a six month period of time following which a review of the employee's attendance will occur if a review has not occurred sooner.

Non-culpable (innocent) Absenteeism is an approved absence, arising from circumstances beyond the control of the employee and is addressed through the Attendance Monitoring Guidelines.

Innocent Absenteeism would include accident, illness, disability, necessary medical or dental appointments and emergency family responsibilities.

Absences due to Long-Term Disability (LTD), Short-Term Disability (STD), Workers' Compensation Benefits (WCB), Maternity and Parental Leaves relating to the employee's accident, illness or medical emergency will be excluded.

Sick leave absences, which are part of a continuous absence of more than twenty days in duration will also be excluded, provided the employee has provided a School Leave Absence Form, and adequate medical evidence justifying the absence.

Absences due to a chronic medical condition and/or "disability" as defined by the Human Rights Act are excluded if satisfactory medical evidence is provided by the employee, on a School Absence Form, confirming that the absence/s are due to that disability or those disabilities, unless the employee is not receiving treatment or is not cooperating with prescribed treatment.

PROCEDURES

An employee shall report an absence to the school administration by sending text, email, phone call or by leaving a voice mail message so that the school administration can arrange for the substitute placement, if required. If absence is for part of a day, identify hours to be absent.

Responsibilities of employees:

- Attend work on a regular and normal basis as scheduled
- Maintain a record of optimal attendance, good health, and fitness
- Follow appropriate notification procedures when an absence occurs or will occur, including providing reasons for non-attendance
- Seek solutions to issues that may impede their ability to maintain optimal attendance
- Participate in a plan to improve attendance with the school administration

Responsibilities of school administration:

- Review attendance records and determine appropriate attendance levels for each employee, considering circumstances and acceptable attendance averages
- Ensure appropriate notification procedures are communicated to all employees
- Provide a safe working environment, strive to create a positive work culture, and offer help and support to every employee in meeting attendance and performance expectations
- Set an optimum attendance example for employees
- Meet with employees concerning their absences and communicate expectations for attendance at work

The Attendance Monitoring Guidelines provide a process to consistently monitor attendance in the school. The focus of these protocols is to address effectively and consistently any culpable absenteeism.

The Attendance Monitoring Guidelines involve four phases of attendance, and all employees fall within these phases.

It is expected that all staff will have exemplary attendance unless there is an explained reason as to why this is not possible. Phase 1 of this program is to identify employees having excessive absenteeism. Phases 3 and 4 are utilized to address employee absences, each phase having a three month monitoring period.

If the employee is in Phase 1, 2 or 3 of the guidelines and the employee's absences fall below the Boyle Street Education Centre threshold for two consecutive monitoring periods, the employee would be deemed to have resolved the situation.

If an employee's absences fall below the acceptable attendance average for one monitoring period but the employee is unable to sustain it and exceeds the acceptable attendance average during the next monitoring period, the employee would remain in the same phase and would not go back to an earlier phase.

If an employee's absences continue to be above the acceptable attendance average over the next monitoring period, the employee will continue on to the next phase.

A successful program involves the cooperation of the employee and the active participation of school administration, their Union/Association representative, and healthcare professionals as appropriate.

Phases in Attendance Improvement:

- Phase 1: Identify employees having excessive absenteeism. The concern is with the frequency of the absences not the validity of the absences. The administration meets with the employee, review attendance record with the employee and inform employee of the operational issues resulting from their absences. Seek to determine from the employee any underlying causes for their absences. Request the employee to supply assurances that their attendance will improve.
- Phase 2: If the attendance does not improve, following consultation with school administration, the administration informs Superintendent to review attendance record with employee. Superintendent can meet with the employee and inform employee of the operational issues resulting from their absences. Seek to determine from the employee any underlying causes for their absences. Request the employee to supply assurances that their attendance will improve. Advise that the employee's attendance record will be monitored. Confirm by written letter, the information gathered at the review with the employee. Provide letter to the employee with a copy to Secretary Treasurer for personnel file.
- Phase 3: Failure to improve over a reasonable period of time conduct a second interview and counselling session with the employee, School Administration and Superintendent. Prior to the interview, consider options (in consultation with superintendent, Secretary Treasurer, School Administration, and any professional organizations connected to the employee) of further attendance monitoring, demotion, final letter, possible termination.
- Review attendance record with employee and the lack of improvement. Reinforce with the employee the operational issues resulting from their absences. Seek to determine from the employee any underlying causes for their absences, if none

then, request the employee supply assurances (medical and personal) of ability to attend work regularly in the future. Advise that the employee's attendance record will be monitored. Confirm by written letter, the information gathered at the interview with the Employee. Provide letter to the employee with a copy to the Secretary Treasurer for personnel file.

- Phase 4: Failure to improve over a reasonable period of time, Superintendent will conduct an interview with the employee. Prior to the interview, Superintendent will consult with the Secretary Treasurer and any applicable professional organization and will perform a thorough review of the employee's file. Advise the employee of the termination of their employment. Confirm by written letter. Provide letter to the employee with a copy to the Secretary Treasurer for personnel file and further action.

Personal and Professional Conduct

BACKGROUND

Boyle Street Education Centre believes that in the area of personal and professional conduct, that all employees must conduct themselves in a manner that not only reflects credit to our school, but that sets forth a model worthy of emulation by students.

PROCEDURES

All employees have a responsibility to ensure they are familiar with, and abide by provincial laws, acts, and other legal documents that affect their work.

All employees have a responsibility to ensure they are familiar with Board policies, administrative procedures, practices, applicable collective agreements, and terms of employment and benefit plans that affect their work or employment.

All employees shall conduct their employment responsibilities in an honest, faithful and diligent manner.

All employees are to treat fellow workers in a fair and respectful manner.

All employees are expected to show respect and cooperation when given direction or correction to ensure a productive work environment for employees.

Private endeavours must not provide the appearance of an opportunity for wrongdoing or unethical conduct. Private endeavours include aspects of an employee's activity outside those connected with official school duties. These may include financial interest paid and unpaid activities beyond official duty and relationships with third parties who may be:

- Employed by the Board;
- Doing business with the Board;
- Seeking employment or benefits from the Board.

All employees shall disclose to their supervisor/Principal any financial, business, or commercial interest, which may conflict with their duty to the school or the proper execution of their duties. Where potential conflict is identified by the supervisor/Principal, the matter will be forwarded to the Superintendent or designate for review.

These principles are intended to complement any Code of Ethics that an employee would follow because of his or her professional affiliation (e.g., the ATA Code of Professional Conduct or a professional association code of conduct).

Teacher Ethical Conduct

BACKGROUND

Boyle Street Education Centre believes that teachers must conduct themselves in an ethical manner in relation to all aspects of their work in our school. To that end we have adopted much of the ATA ethical code of conduct for teachers.

In relation to pupils

The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, gender expression, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.

The teacher is responsible for diagnosing educational needs, prescribing and implementing instructional programs, and evaluating progress of pupils.

The teacher may not delegate these responsibilities to any person who is not a teacher.

The teacher may delegate specific and limited aspects of instructional activity to non-certified personnel, provided that the teacher supervises and directs such activity.

The teacher treats pupils with dignity and respect and is considerate of their circumstances.

The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgement of the teacher, to do so is in the best interest of the pupil.

The teacher may not accept pay for tutoring a pupil in any subjects in which the teacher is responsible for giving classroom instruction to that pupil.

The teacher may not take advantage of a professional position to profit from the sale of goods or services to or for pupils in the teacher's charge.

In relation to school authorities

The teacher protests the assignment of duties for which the teacher is not qualified or conditions which make it difficult to render professional service.

The teacher fulfills contractual obligations to the employer until released by mutual consent or according to law.

The teacher provides as much notice as possible of a decision to terminate employment.

The teacher adheres to negotiated agreements.

In relation to colleagues

The teacher does not undermine the confidence of pupils in other teachers.

The teacher criticizes the professional competence or professional reputation of another teacher or staff member only in confidence to school administration and after the other person has been informed of the criticism, subject only to section 24 of the Teaching Profession Act. If the staff person does not feel safe in bringing this information to the person indicated, they could bring this information directly to school administration who then can advise or support the action needed to mediate the situation.

The teacher, when making a report on the professional performance of another teacher, does so in good faith.

The teacher does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another teacher.

The teacher recognizes the duty to protest through proper channels, administrative policies and practices which the teacher cannot in conscience accept; and further recognizes that if administration by consent fails, the administrator must adopt a position of authority.

The teacher as an administrator provides opportunities for staff members to express their opinions and to bring forth suggestions regarding the administration of the school.

In relation to the profession

The teacher acts in a manner which maintains the honour and dignity of the profession.

The teacher does not engage in activities which adversely affect the quality of the teacher's professional service. The teacher uses professional discernment regarding social media posts which could damage the school's reputation, morale, or pose potential liability issues for the school.

A teacher does not sign or issue, in their professional capacity, reference or recommendation letters for a colleague without first consulting with the school administration.

Teacher Evaluation

BACKGROUND

Boyle Street Education Centre believes that as part of an accountable and open education system, teachers are required to focus on the core purpose of the school – providing all students with the best possible opportunities to learn. Teachers must have a deep and thorough knowledge of teaching and learning so that they are able to serve as exemplary leaders in their classrooms.

The purpose of the teacher evaluation program is to:

- Communicate performance expectations
- Facilitate improved instructional performance
- Identify strengths as well as areas where effectiveness could be improved
- Assist the teacher to assess critically her/his own performance
- Serve as a basis for decisions relating to contract status, promotion, transfer, or termination.

An evaluation may be conducted:

- Upon the written request of the teacher;
- For purposes of assessing the growth of the teacher in specific areas of practice, or
- When, on the basis of information received through supervision, the Principal has reason to believe that the teaching of the teacher may not meet the TQS.

The evaluation process and subsequent judgements rendered must be fair and just, which requires:

- Elimination, to the extent possible, of personal bias, interest and prejudice on the part of the evaluators;
- Provision of reasonable time to improve areas identified as requiring improvement
- Use of multiple data collection sources relative to teacher performance on established criteria;
- Opportunities to discuss the evaluation with the evaluators; and
- The right to appeal the evaluation.

Evaluation reports will be treated as confidential documents and kept on file in the Office personnel file. Access to evaluation reports is restricted to the teacher, Principal, the Superintendent, and the Secretary Treasurer.

The evaluation of teachers will be based upon the Teacher Quality Standard within which are six competencies and indicators. “Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.”

The Teaching Quality Standard is described by the following competencies and indicators:

- Fostering Effective Relationships
- Engaging in Career Long Learning
- Demonstrating a Professional Body of Knowledge
- Establish Inclusive Learning Environments
- Applying Foundational Knowledge about First Nations, Metis, and Inuit
- Adhering to Legal Frameworks and Policies

PROCEDURES

Ongoing supervision is comprised of those actions of Principals designed to maintain a general awareness of instructional programs, teaching practices, and student performance.

Supervision procedures provide for a range of practices and may include growth-oriented teacher conferences that focus on a specific area/s of practice.

Supervision of teachers by the Principal must include:

- Providing professional support and guidance to the teachers;
- Observing and receiving information from any source about the quality of teaching a teacher provides to students; and
- Identifying the behaviors or practices of a teacher that for any reason may require an evaluation.
- The Principal shall ensure that teachers in their schools have each completed an annual individualized professional learning plan.
- Early in the school year, the Principal shall inform staff members of the nature of informal classroom visits.
- The Principal is to share observations and perceptions with teachers in an informal yet professional manner. The feedback provided is to be designed to encourage reflection, with professional growth being the intended outcome.

Where the Principal determines the information at hand warrants an evaluation of a teacher's performance, the Principal shall inform the teacher and the Superintendent or designate/s. The Superintendent or designate/s, and/or the Principal will meet, forthwith, with the teacher to advise the teacher of the behavior/s or practice/s in question and its relationship to the TQS. The Superintendent, designate or Principal will prepare and deliver to the teacher a written account of the meeting.

Where the Superintendent or designate/s, through information provided to him/her from any source, determines the information at hand warrants an evaluation of a teacher's performance, he/she shall inform the teacher and the Principal. The Superintendent or designate/s, and/or Principal will meet, forthwith, with the teacher to advise the teacher of the behavior/s or practice/s in question and its relationship to the TQS. The Superintendent, designate or Principal will prepare and deliver to the teacher a written account of the meeting.

The teacher evaluation process shall follow the rules of natural justice. Evaluations are to be carried out in a spirit of empathy, understanding, trust, cooperation, and common sense.

On initiating an evaluation, the Principal must communicate explicitly to the teacher the reasons for and purposes of the evaluation.

The Principal shall use the appropriate process, criteria and standards for the evaluation considering both the contractual status of the teacher being evaluated and the purpose of the evaluation.

Evaluation of teachers who do not possess a permanent professional certificate and/or a continuing contract of employment:

- Evaluations will focus on judging the degree to which the teachers possess and apply the appropriate knowledge, skills and attributes outlined in Teaching Quality Standard
- After conducting a minimum of two classroom visits (including one visit prior to November 30), the Principal shall complete a formal report.
- The teacher shall receive a minimum of two written evaluations.

Evaluation of teachers holding a permanent professional teaching certificate employed under a continuing contract and who are deemed to be meeting or exceeding the TQS:

- These evaluations will be initiated by a written request from the teacher.
- Situations in which such an evaluation may be initiated include the following:
 - When a teacher wants feedback on a new teaching approach or program;
 - When a teacher is considering a change of position or wants an employment reference.
- The teacher and the evaluator shall meet in a pre-observation conference to jointly develop the evaluation plan and to establish the procedures for gathering the data required for the report.
- The final responsibility for any judgments made in the culminating written evaluation report lies with the author.

Evaluation of teachers whose performance may not meet the TQS:

- In the event that observations made during the course of ongoing supervision warrant an evaluation of a teacher's performance, the Superintendent, designate and/or Principal shall conduct an evaluation and shall determine if all aspects of the teacher's teaching meet the TQS.
- Within 30 calendar days of the completion of the evaluation, the Principal or Superintendent or designate shall prepare a report and shall include recommendations pertaining to the need for the teacher to remediate his or her teaching practices (if applicable).
- The Principal and/or Superintendent or designate and the teacher shall meet to discuss the evaluation and the teacher shall be given an opportunity to append any written comments to the report. The evaluation, together with the teacher's comments, shall be placed in the teacher's personnel file.

- When the Principal or Superintendent or designate determines that a teacher's teaching does not meet the TQS, the Principal or Superintendent or designate shall issue a Notice of Remediation to the teacher.
- The Principal and Superintendent or designate may provide assistance and/or resources as requested by the teacher.
- After no more than 100 school days, a subsequent evaluation is undertaken.
- If the Principal and/or Superintendent or designate concludes that the teacher's teaching now meets or exceeds the TQS, the regular supervision cycle will resume.
- If the Principal and/or Superintendent or designate concludes that the teacher's teaching does not meet or exceed the TQS, then the Superintendent or designate will:
 - Offer an additional period of remediation to the teacher, and/or
 - Change the teacher's assignment, or
 - Recommend to the Board to terminate the teacher's contract of employment.

This administrative procedure does not restrict:

- A Principal from taking disciplinary or other action, as appropriate, where the Principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the Board, or
- The Board, or Superintendent or designate, from taking any action or exercising any right or power under the Education Act.

Appeals of teacher evaluations:

- The teacher shall have an opportunity to discuss the evaluation with the evaluator and to append additional information to an evaluation report.
- The teacher may appeal the evaluation process, in writing, to the Superintendent.
- The teacher shall have the right to request of the Superintendent that an additional evaluator be assigned.
- On the first occasion in which a teacher requests that an additional evaluator be assigned, the Superintendent shall assign a person to conduct a re-evaluation.
- On any other occasion, the Superintendent may assign a person to conduct a re-evaluation.

Support Staff Ethical Conduct

BACKGROUND

Boyle Street Education Centre believes that all support staff, regardless of their role, must conduct themselves in an ethical manner in relation to all aspects of their work in our school.

In relation to pupils

Support staff conduct themselves in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, gender expression, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.

Support staff treat students with dignity and respect and are considerate of their circumstances.

Support staff may not divulge information about a student received in confidence or in the course of professional duties except as required by law or where, in the judgment of the worker, to do so is in the best interest of the student. Support staff should consult with senior counselling personnel as to the best action to be taken and if necessary consult with school principal and administration team.

Support staff may not take advantage of a professional position to profit from the sale of goods or services to or for students in the school.

In relation to school authorities

Support staff are responsible for their roles as set out in the workplace job descriptions.

Support staff fulfills contractual obligations to the employer until released by mutual consent or according to law.

Support staff provide as much notice as possible of a decision to terminate employment.

Support staff adhere to negotiated agreements.

In relation to colleagues

Support staff do not criticize the professional competence or professional reputation of other staff. If there is any reason to be critical of another's work in the school, this is conducted only in confidence to school administration and after the other staff person has been informed of the criticism. If support staff person do not feel safe in bringing this information to the person indicated, they could bring this information directly to school administration who then can advise or support the action needed to mediate the situation.

Support staff do not undermine the confidence of students in other support staff, administration staff or teachers.

Support staff, if making a report on the professional performance of another staff person, do so in good faith. If support staff do not feel safe in addressing this directly with the staff member they could also refer the issue to their supervisor.

Support staff do not take, because of animosity or for personal advantage, any steps to secure the dismissal of another staff member.

Support staff recognize the duty to protest through proper channels administrative policies and practices which the support staff cannot in conscience accept; and further recognizes that if administration by consent fails, the administrator must adopt a position of authority.

In relation to the professional aspects of the support staff position

Support staff act in a manner which maintains the honour and dignity of their professions.

Support staff do not engage in activities which adversely affects the quality of their professional service. Support staff use professional discernment regarding social media posts which could damage the school's reputation, morale, or pose potential liability issues for the school.

Support staff submits to their principal, disputes arising from professional relationships with other staff which cannot be resolved by personal discussion.

Support Staff Evaluation

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.

The purpose of evaluation is to:

- Provide a basis for making decisions with regard to probationary contracts, promotion, or separation;
- Ensure clear understanding of duties and responsibilities associated with all jobs;
- Establish the criteria to be used to measure the employee's effectiveness; and
- Identify employee training and development needs.

Support staff will be formally evaluated:

- Near the end of their probationary period;
- If the quality of their work performance is being questioned by a supervisor;
- If the employee or the supervisor requests a performance appraisal.

PROCEDURES

The Principal and Administration team are responsible for ensuring that all support staff are evaluated on a regular basis either informally or formally.

Year-end interviews with support staff and the Administration team will serve as an opportunity for staff to share ideas, goals and address any issues, which may have occurred during the school year but are not considered evaluative in nature.

A formal evaluation must be signed by the support staff and the Principal and placed in the person's personnel file.

If the support staff wish to appeal the results of formal evaluation they shall follow the following steps:

- The support staff member shall have an opportunity to discuss the evaluation with the evaluator and to append additional information to an evaluation report.
- The support staff member along with the administration team will work towards resolving the issues and attempt to arrive at a mutually agreed upon resolution. If the matter cannot be resolved at this level the support staff person could appeal the evaluation process, in writing, to the Superintendent.
- The Superintendent's decision regarding the evaluation and appeal of evaluation will be final.

Leave of Absence

BACKGROUND

Boyle Street Education Centre recognizes that an employee may require a leave of absence for personal or professional reasons. All leave of absence requests excluding sick leaves shall be considered on an individual basis with consideration to the circumstances of the leave, the impact on student learning, the impact on the school/department and if a suitable replacement can be found.

PROCEDURES

Guidelines for a leave of absence are outlined in the Teachers' Collective Agreement and/or the Support Staff Agreement.

Leave of absence requests shall be made, in writing, to the Superintendent through the Principal. An employee shall discuss any leave, as far in advance as possible, with their supervisor.

An employee shall not make any arrangements (financial, travel, or otherwise) prior to making the leave request and receiving approval.

The number of leave of absences granted at any one time, for reasons other than maternity/parental/adoption, long-term disability, or jury duty, impede the operations of the school, unless necessitated by extraordinary circumstances and allowed by the Superintendent.

A member of staff returning from a leave of absence will return to the school and not to a particular position.

An employee on a leave of absence that extends beyond 30 calendar days will not have access to the school or school activities and must turn in keys in accordance with the following schedule:

- Maternity leave, parental/adoption leave, vocational leave, sabbatical leave, or professional improvement leave on or before the last day prior to the commencement of the leave.
- Sick leave: on or before the 31st calendar day from the commencement of the leave.
- Confirmation of the receipt of school keys is mandatory prior to processing any financial or insurance related claims.

The purpose of returning keys is to place appropriate security access to Boyle Street Education Centre facility. The keys will be returned as a part of the return-to-work plan.

Staff returning to the school must inform the Superintendent in writing as per teaching and non-teaching contracts and give School Administration adequate notice for re-alignment back into the school community.

Student Teaching

BACKGROUND

Full cooperation is encouraged with teacher training institutions who wish to provide student teaching experiences for their students.

PROCEDURES

Certificated teachers are encouraged to and may be directed by the Boyle Street Education Centre to function as cooperating teachers in teacher training programs.

Any honoraria will be paid to the Boyle Street Education Centre. These funds will be used to benefit the cooperating teachers' classroom through resources, publications, and professional development.

The Superintendent will assist the Principal to coordinate requests from teacher training institutions for the placement of student teachers.

Placements of student teachers shall be made by the Principal in consultation with the cooperating teacher/s.

Section 3: Students

Student Attendance

BACKGROUND

Boyle Street Education Centre believes regular school attendance contributes significantly to academic success; consequently, monitoring attendance is vital and must represent a cooperative endeavour of the students, parents/guardians, teachers, and School Administrator/s. In general, the supervision of student attendance shall rest with administrative personnel and the student services team at the school.

PROCEDURES

- Under the Education Act, regular attendance of students under the age of sixteen is compulsory. Students' attendance over this age must comply with the guidelines and procedures established by the School Administrator/s and approved by the Superintendent.
- Attendance data will be included on each student's report card and included in the student's permanent Student Record.
- School policies and procedures will conform to legislative and regulatory requirements and be consistent with the outlined procedures.
- Whenever possible, students will maintain regular class attendance. In the event of an absence, students will be required to explain the reason for the absence.
- Parents/guardians will encourage the student to maintain regular school attendance.

Teachers Responsibilities:

- Maintain accurate student attendance records.
- Communicate with parents/guardians.
- Regularly report to School Administrator/s student absences both explained and unexplained.
- If a student returns after a lengthy absence, refer the student to a student services person to see what the issues have been and if there is anything that can be done to support the student in coming more regularly to school.
- Report to School Administrator/s any suspected cases of a student involved in truancy while on field trips or extracurricular activities.

School Administrators/Student Services Responsibilities:

- Establish and execute appropriate communications (in person, verbal and/or written) between the school and the home regarding attendance and attendance problems.
- Develop a plan to mitigate the situation and follow up when necessary.
- Develop school student attendance guidelines as outlined in these procedures.
- Ensure maintenance of student attendance records.

Student Health Services

BACKGROUND

School employees do not generally possess the expertise to determine the need or 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 to preserve life or the student's physical well-being. Staff members act "in loco parentis" and would act as a reasonable and prudent parent in the same circumstances and conditions. The school must ensure that two staff members are trained in First Aid.

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

- The attending physician may indicate upon the enrolment of the student, in writing that:
- The service requested is that a layperson could successfully perform the function.
- The service must be performed during regular school hours and/or approved school activities.
- The service is critical to the well-being and functioning of the student.
- No other reasonable alternative service is available through any community agency.
- The Principal deems that appropriate resources are available and that the services will not be disruptive to the educational program.

School staff may, from time-to-time encounter situations that necessitate taking action supportive of a student's physical well-being. Staff members may need to assist a student who is ill, injured, unconscious because of an accident or emergency. The Board's liability insurance covers staff members.

PROCEDURES

The Principal 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 through registration procedures and in consultation with parents/guardians

If a student who is incapable of self-administration must receive medication prescribed by a medical practitioner during the school day or during school activities, the Principal may agree to provide a monitoring function.

Where the Principal designates staff members to monitor medication administration, it is essential that medical directions be obtained and followed and that adequate records are kept. (See School Medication Authorization form).

The Principal shall attempt to ensure that all who may be involved with the student are informed concerning any required emergency procedures. (See Administration Procedure on Anaphylaxis).

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

- 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.
- Ensure that the parents/guardians are contacted as soon as possible.
- If the student requires emergency medical attention, an ambulance should be called to arrange for treatment and transportation.
- A staff member shall supervise the student until medical assistance is available or the parents/guardians arrive.
- 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.
- In the event that an ambulance is not required or available and the parent cannot be immediately contacted (on camping trips, excursions etc.) appropriate arrangements should be made to access medical attention or transport the injured student to a medical facility. The staff member should remain with the student until:
 - A parent or legal guardian arrives and relieves the staff person; or
 - Another staff person relieves the first; or
 - The student is discharged by the practitioner or medical facility and staff person returns to school; or
 - The medical practitioner advises that there is no further need to remain as the medical facility or institution has undertaken the treatment and safety of the child.
- The staff person then will advise the Principal or designate of the situation and action taken so they can continue to try to contact the parent and provide accurate information.
- Blows to the head or abdominal area may not result in readily observable injury; however, such blows should always be treated as potentially serious. Students who have received such blows should be kept under continuous careful observation until medical attention is obtained for the student (see concussion procedures).
- Following any incident, the attending staff member must fill out the Critical Incident Report Form.
- First aid kits must be available and assessable in the school and during field trips.
- Non-prescription drugs shall not be purchased nor distributed to any student enrolled in the school (epi-pens are the exception to this).
- If the injury or illness occurred in the Registered Apprenticeship Program (RAP) then the injury may be reportable under Section 40 of the Occupational Health and Safety Act. Injuries of this type should be reported to the Principal or designate, who will advise on any additional reporting requirements.

Under no circumstances will staff give legal consent to medical treatment of students. In the event medical treatment is refused by a medical practitioner because of lack of valid consent, the staff person shall:

- Defer to the opinion of the medical practitioner
- Advise the Principal or designate of the problem and the recommendation of the medical practitioner
- Continue to attempt to contact the parents/guardians

These provisions are not to prevent a staff person from administering an Epi-Pen and/or arranging for transfer to the hospital even if a parent/guardian is not available to give consent.

Student Placement and Promotion

BACKGROUND

The primary purposes of student evaluation are to:

- Provide information relative to the degree to which intended learning outcomes have been realized;
- Provide a basis for student placement and promotion;
- Provide information to assess the effectiveness of instructional practices and to provide a basis for improvement;
- Communicate appropriate information to students and parents to help guide educational decisions;
- Establish comparative standards for student achievement;
- Communicate the quality of education to the public; and
- Provide students with information required by other educational institutions and prospective employers.

Student evaluation procedures must be fair, just and valid, reflecting desired curricular outcomes and considering individual student needs and abilities.

Evaluation procedures shall be formative (on-going and developmental) and summative (final).

Evaluation shall include a grading, reporting and record management system, which is designed to provide uniformity and consistency between grade levels.

PROCEDURES

Teachers are responsible for:

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

School Administrators are responsible for:

- Providing assistance to teachers as required regarding course outlines, evaluation procedures, record keeping, grading and reporting procedures, appeal procedures;
- Ensuring that teachers provide a clear statement of course or program objectives, content and evaluation procedures;

- Implementing appropriate formats and procedures to communicate student achievement to parents and students;
- Storing confidential records according to Alberta Education rules and regulations with access for specified personnel such as legal guardians, probation offices and/or other agencies authorized by the legal guardians; and
- Ensuring that parents and guardians are accurately informed of student progress on an on-going basis.

The Superintendent is responsible for:

- Assisting the Board in establishing and maintaining appropriate procedures for student evaluation, which address local needs and satisfy requirements of Alberta Education;
- Monitoring student evaluation practices at the school level; and
- Preparing a summary and analysis of student achievement upon request from the Board.

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

- The initial appeal shall be made to the teacher;
- If the concerns of the appeal are not addressed satisfactorily with the teacher, further appeal can be made to the Principal in writing; and
- If the matter is not satisfactorily resolved at the school level, further appeal can be made to the Superintendent in writing.

School awarded marks must be appealed within two week of the receipt of the mark. Final grades must be appealed within ninety days.

Admission of Expelled Students

BACKGROUND

Boyle Street Education Centre believes in providing a safe learning environment for students. School Administrator/s, in consultation with the Superintendent or designate, will determine whether or not to accept registration of students who have been expelled from other schools, including Boyle Street Education Centre.

PROCEDURES

A written statement of the student's expulsion must be presented to the School Administrator/s. The student must obtain such a statement from the Principal.

In considering the possible admission of an expelled student residing in another jurisdiction, the school shall:

- Deem the prospective student to be capable of benefiting from classroom instruction and school attendance; and
- Deem that the conduct of the prospective student will not be injurious to the moral tone and/or general welfare of the school.

In considering the possible re-admission of a student who was expelled from Boyle Street Education Centre, the administrators of the school must deem that the student has addressed the reasons for the expulsion and must be ready, willing, and able to partake in school classes with no further harm to the well-being of any enrolled students or the school environment in general.

Student Searches

BACKGROUND

Boyle Street Education Centre has a responsibility to ensure that each student and each staff member is provided with a welcoming, caring, respectful and safe learning environment. As such, the school authorizes the Principal to conduct student searches where it is necessary and reasonable to do so in order for the Principal to fulfill their obligations to maintain order and discipline in the school and on school grounds and during school activities.

The Supreme Court of Canada has ruled that a school authority may conduct a search of a student, without warrant, where there are reasonable grounds to believe that a school rule has been violated and evidence of the breach will be found on the student.

The approach to be taken in considering searches by a teacher or the Principal may be summarized in this manner:

- A warrant is not essential in order to conduct a search of a student by a school authority;
- The school authority must have reasonable grounds to believe that there has been a breach of school regulations or discipline and that a search of a student would reveal evidence of that breach; and
- School authorities will be in the best position to assess information given to them and relate it to the situation existing in their school.

The following may constitute reasonable grounds in this context:

- Information received from one student considered to be credible;
- Information received from more than one student;
- A teacher's or Principal's own observations;
- Or any combination of these pieces of information which the relevant authority considers to be credible.

The compelling nature of the information and the credibility of these or other sources must be assessed by the school authority in the context of the circumstances existing at the particular school.

The search conducted by school authorities must be reasonable, authorized by statute, and appropriate in light of the circumstances presented and the nature of the suspected breach of school regulations. The permissible extent of the search will vary with the gravity of the infraction that is suspected.

The reasonableness of a search by teachers or Principals in response to information received must be reviewed and considered in the context of all the circumstances presented, including their responsibility for students' safety.

The factors to be considered in determining whether a search conducted by a teacher or Principal in the school environment was reasonable can be summarized in this manner:

- The first step is to determine whether it can be inferred from the provisions of the relevant Education Act that teachers and Principals are authorized to conduct searches of their students in appropriate circumstances. In the school environment, such a statutory authorization would be reasonable.
- The search itself must be carried out in a reasonable manner. It should be conducted in a sensitive manner and be minimally intrusive.
- In order to determine whether a search was reasonable, all the surrounding circumstances will have to be considered.

PROCEDURES

Authority to conduct a search:

- The school Principal has the primary authority to authorize and conduct a student search in accordance with their legislated authority to maintain order and discipline in the school.
- A Principal may designate another administrator or a teacher to conduct a search.
- Random searches of students, school property used by students, and student belongings are prohibited.

What may be searched:

- Strip searches of students are prohibited.
- A student's personal belongings or articles, which the student brings to or uses on school grounds, including, but not limited to,
 - Clothing, backpacks, purses, or other bags.
- School property used by the student, including, but not limited to, desks, lockers, other storage spaces, and school-owned electronic devices, such as computers.
- A student's person. This includes asking a student to do any of the following:
 - Empty out their pockets and any other article or object belonging to or used by the student;
 - Shake out their clothing;
 - Roll up their sleeves, waist bands or pant cuffs; or
 - Remove belts, head coverings, hats, overcoats, jackets, scarves, mitts, gloves, socks, shoes, or any other accessory.
- A student's cellphone or personal device.

When the Principal has reasonable grounds to believe that a student has used their cellphone to breach school rules, such as engaging in harassment or bullying behaviours towards other students or staff members, a search may occur. The reasonableness of this kind of search must be clearly established and occur only in instances where circumstances warrant it.

Where the Principal/designate have reasonable grounds to believe that School policy, school rules, or the student code of conduct have been breached and a search of the student, student's belongings, or School property used by the student may reveal evidence of that breach, a search may be conducted.

All searches will be conducted in accordance with the following principles:

- Searches must be conducted in a reasonable manner;
- Searches must respect the privacy of the student to the greatest extent possible;
- Searches must be minimally intrusive; and
- Searches must be conducted sensitively and take into consideration the age, gender, religious practices, and other related circumstances of the student.
- Wherever possible, searches of a student's locker or personal belongings shall be done in the presence of the student; however, there may be circumstances where that is not possible.
- Personal searches of the student's person shall always be done with one adult witness present.

The Principal/designate shall maintain a record of the search (Student Search Report Form) and that record shall include the following information:

- The circumstances giving rise to the search including the date, time, and place of investigation;
- The source of the information that formed the reasonable grounds (while ensuring that personal information is not improperly disclosed);
- The name of the student whose property or person was searched;
- The name of the Principal/designate who completed the search, as well as the names of any adult witnesses to the search;
- The results of the search;
- The parties and/or witness interviewed;
- Details of any police or local law enforcement involvement; and
- Details regarding notification of parents/guardians, where appropriate.

The results of a search conducted in accordance with this Administrative Procedure may form the basis for disciplinary measures to be taken against a student.

Where a search results in the discovery of evidence of potentially illegal conduct, the Principal shall contact, and provide that evidence to, the police or local law enforcement.

Any contraband material shall be turned over to police or local law enforcement.

Any confiscated items (other than those that may be turned over to police or local law enforcement) will be handled and stored securely and returned to the student's parent/guardian after the school's investigation is completed.

Student Interrogation

BACKGROUND

School authorities have a responsibility to cooperate with the police and other civilian authorities. They also have a responsibility to students to function “in loco parentis” during school hours. Occasionally circumstances may develop where certain authorities ask the school personnel for permission to interrogate a student or to conduct searches of the student or their property on school premises.

The school 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. As the school is a place of safety for our students, we do not want to compromise that safety, but at the same time realize our responsibility to assist an investigation.

Interviews and searches will be conducted in a manner, which ensures students’ rights are protected.

No person except the parent, legal guardian, or law enforcement officers shall be permitted to interview a student on school premises. Under some circumstances (where the student is deemed to be at risk), Children’s Services personnel may interview students in school.

PROCEDURES

Authorized persons shall report to the Principal, provide appropriate identification, and make known the purpose of the visit. The Principal shall advise the Superintendent of the visit.

The following procedures will be followed:

- Attempts to be made to contact the parents and/or guardians of the minor student prior to the interview unless the investigation alleges child abuse by the parent or guardian. Parents should be given the opportunity to be present during the interview.
- If the parent cannot be present, the student has a right to choose a staff person to sit in on the interview.
- The Principal or delegate will bring the student to the office where the interview will take place in the presence of the chosen staff person or Principal.
- The law enforcement officer is responsible for informing the student that the student is under no obligation to give a statement and that any statement given may be used as evidence in proceedings against the student.
- The student has a right to consult with counsel, or a parent or in the absence of a parent, any other appropriate adult of his/her choice.
- Any statement made by the student must be made in the presence of the person consulted unless the student expressly waives that right in writing.

- If the student requests the Principal or other staff member to be present during the interview, that individual will act “in loco parentis”.

The Principal or designate can request to sit in on the interview. If the student refuses, the Principal may decide:

- To let the interview go ahead without the Principal or designate in attendance; or
- Request that the interview be removed from the school premises.

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.

Any breach of this procedure must be reported to the Superintendent.

When Family Enhancement workers visit the school to interview a student, they will 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 during school hours, the Principal or designate shall facilitate access to the student. Interviews are permitted on school premises in cases of suspected child abuse or neglect when the investigation involves suspected physical/sexual abuse.

Parents and/or legal guardians will be informed about the investigation if it involves students younger than 18 years.

The responsibility to inform parents about the investigation rests with the worker or the police but the Principal should be informed of this contact.

The Principal, in consultation with the worker and the student, will determine if it is in the best interest of the student to have a staff member present during the interview.

Family Enhancement authorities have the power to apprehend a minor student where there is sufficient evidence to suggest that the student is in need of protection.

Family Enhancement authorities are not authorized to take a minor student from the school unless they have apprehended them or are their legal guardian.

Student Demonstrations

BACKGROUND

Student demonstrations and walk-outs are sometimes organized by students, and sometimes encouraged by entities and movements outside the school. The Boyle Street Education Centre's responsibility is to provide a safe and caring learning environment while ensuring instructional hours are maximized. As a result, protests and demonstrations should occur outside of school hours and off of school grounds.

This procedure is supported by Section 31 of the Education Act which calls for students to attend school regularly and punctually, be diligent in pursuing their education, and be ready to learn. The procedure is also supported by Section 256 of the Education Act, which states that no person shall disturb or interrupt the proceedings of a school, loiter or trespass in a school building or a property owned by a board, or conduct themselves in a manner detrimental to the safe operation of a school.

PROCEDURES

Staff shall not encourage students to engage in a demonstration or walkout of the school unless it is aligned with Board policy, approved by the Principal, planned in advance, supervised by the Principal, or designate, and approved by the parent or guardian of each participant.

Students wishing to engage in a walk-out shall ensure they have parental consent by following the school's protocol for absenteeism. Students who walk-out without parents' or guardian's permission are subject to normal protocols for unexcused absences.

The Principal should monitor any demonstration or walk-out that occurs on school grounds and ensure they do not contravene *Section 256 of the Education Act*.

In the event of a walk-out or demonstration, staff are to remain with their regularly scheduled classes and/or duties unless assigned alternate duties by their Principal.

Physical Restraint of Students

BACKGROUND

Boyle Street Education Centre believes all students have the right to receive educational programming and supports in a safe and least restrictive environment. The student population includes students whose behaviour presents a concern for the health and safety of the students themselves, other students in the school, and/or staff.

Early intervention is the first strategy to be used to prevent misbehaviour and promote academic and behavioural student success. All behavioural interventions assume a regard for well-being and dignity of students and staff. Educators, parents/guardians and other members of the school community will work together to promote positive behaviour, teach and reinforce appropriate social skills, and encourage the development of respect and responsibility in students.

If physical restraints are used, strategies must be systematically planned, delivered, supervised and evaluated to determine their effectiveness with individual students and should only be used when less restrictive interventions have not been successful.

Physical restraint is defined as any method of using physical contact for restricting or immobilizing another person's freedom of movement, physical activity, or normal access to their body. It is a personal restriction that serves as a means of controlling an individual's movement, reconstituting behavioural control, and establishing and maintaining safety for the individual and other individuals.

Physical restraint is recognized as an emergency, safety, or crisis management procedure in educational settings and not as behaviour management procedures. They may only be used as a last resort when a student's behaviour poses significant imminent danger of serious physical harm to themselves or others.

Students whose pattern of behaviour impedes their learning, or the learning of others should receive appropriate specialized assessment, including functional behaviour assessments followed by behavioural intervention plans that incorporate appropriate positive behavioural interventions.

Physical restraint procedures should be used in school settings only when the physical safety of the student and/or others is in imminent danger. Physical restraint is viewed as a "last resort" intervention while maintaining student dignity as much as possible. "Last resort" means that all other available interventions have been implemented with fidelity and these interventions have failed to prevent or deescalate a situation and there is significant concern for the personal safety of the student and/or others.

Physical restraint should be used for the purpose of redirection of misbehaviour that has resulted in repeated and directed aggression or hostility that compromises safety and not as punishment or as a substitute for appropriate educational support.

PROCEDURES

If physical restraint is used, it is expected that:

- Procedures are conducted in a manner that reduces harm to a student and others;
- There is continual visual and aural monitoring of any student throughout the period of physical restraint; and
- School staff who are able to communicate with a student who is unable to adequately express themselves through speech alone are present at all times.

When the use of physical restraint is being considered for a student as a preplanned safety, emergency, or crisis measure, it is expected that parents/guardians are involved in the development of these plans and provide their informed consent. Where appropriate, students should also be involved.

The School Administrator/s will be notified as soon as physical restraint is used.

Parents/guardians will be informed as soon as possible if physical restraint has been utilized for the student.

As soon as possible after each instance where physical restraint is used, detailed information regarding the use is to be documented and regularly reviewed for frequency of use and appropriate educational planning for the student.

Each use physical restraint is to be reported to the Superintendent for purposes of reviewing frequency of use, planning, oversight and identifying issues and/or practices that require further attention.

All staff and administration involved in programming for a student, in which the potential to use physical restraint is present, must be trained in appropriate procedures.

Should a student present with behaviours that compromise the safety of others, and the student has never presented such behaviours before, the use of physical restraint for safety reasons may occur at the discretion of a school-based administrator/s.

After each incident where there is use of physical restraint:

- Parents/legal guardians must be contacted and an opportunity to debrief with parents/guardians and the student, where appropriate, is provided as soon as possible after the incident.
- A debriefing session with all involved staff must occur within three days of the incident to help determine the cause of the behaviour and what preventative actions could be implemented in the future to avoid the use of physical restraint. When possible, appropriate expertise should be involved in the debriefing session.
- A review of the individual behaviour plan occurs, and the plan is updated to prevent and reduce recurrence.

Student Absences and Withdrawal from School

BACKGROUND

School attendance and engagement is critical to student academic excellence and personal growth. These are the joint responsibility of school staff, parents/legal guardians, and students. A high degree of communication between the home and the school is important in ensuring that optimal attendance standards are achieved.

PROCEDURES

Students are expected to attend school regularly and punctually. Where that is not possible, they or their parents/guardians must communicate with the school around barriers to attendance.

School administration must develop, articulate and implement an effective plan for tracking student absences.

Each plan must ensure that all student absences are either preemptively excused by a parent/legal guardian or, failing such notice, the parent/legal guardian is advised of the absence without delay by the school.

Prior to contacting parents/legal guardians of students who are 18 or older and/or who are independent students, staff must receive permission from said students.

Students who choose to withdraw from school must be eligible to do so under the Education Act and must inform the school of this decision. Intervention and support for students who are considering leaving school is important.

The school will seek to engage students who are at risk of withdrawing by using the following strategies:

- School attendance information and teacher observed and recorded information will be reviewed by school staff continually to ensure students at risk of becoming disengaged with their school program are identified.
- After a student's registration and intake, they will be assigned an Engagement Teacher in order to focus attention on identifying the student's strengths and areas of need.
- Using all of the methods at their disposal and in a collaboration with the student services team, teachers will carefully monitor the attendance of students on their Engagement List and attempt to contact the students in the first week a student's attendance falls below 50%.
- Upon noting a drop of attendance below 50%, a Follow-up Date will be set to review the efficacy of engagement strategies and the student's attendance.
- If students are able to maintain attendance at 50% there will be no need to address this further.

If there is no response from the student after two weeks of attempts to contact by the Engagement Teacher, this student's name will be referred to the Student Services team for consultation and a potential home visit.

If there is no response from the student or family after a home visit attempt, or a student's attendance falls below 20% for two consecutive weeks, the student and/or their parent or guardian will be informed by mail and/or email that if they wish to remain a student in the school, they will need to inform school administration and to set up a meeting/discussion to decide on a route to keep them engaged in some fashion with the school.

If there is no response within one week following the failed home visit the student's timetable will be set to inactive.

The student at any time can re-establish their attendance in the school by contacting administration to set up a new timetabling session at which time, student services will meet with the student to determine additional supports for continuing attendance.

Following one month of the student's timetable being inactive, school administration may decide to withdraw the student and inform them by letter and/or email. The letter will be supportive and will outline steps that the student can take to re-establish their attendance at the school.

The student will be withdrawn with their last day of class on the Saturday after a month of timetable inactivity.

APPENDIX “Temporary A”

PERSONAL INFORMATION NOTICE (APPENDIX TO COVID-19 HARM REDUCTION ADMINISTRATIVE PROCEDURE)

1. A vaccination record and rapid test both contain personal information. Therefore, any collection, use, and disclosure must comply with the Freedom of Information and Protection of Privacy Act (FOIP).
2. The school will not keep a copy of a vaccine record except to the extent necessary to confirm its validity and authenticity. Instead, we will keep a confidential record to confirm that you have demonstrated partial or complete COVID-19 vaccination.
3. Similarly, where rapid testing information is provided, the school will not keep a copy of that record except to the extent necessary to confirm its validity and authenticity.
4. All information will be kept in a secure location with access primarily limited to the Secretary-Treasurer.
5. If a breach of security affects any employee’s personal information, including but not limited to vaccination status, the Secretary-Treasurer will immediately contact the affected employee.
6. If you have any questions about the storage and safety of the information provided to the school, you are free to contact the Secretary-Treasurer.

APPENDIX "B"

FACILITY USER GROUPS INSURANCE

Name of School			
Contact Person			
Name of Renter (Applicant)			
Address of Renter			
Phone			
E-mail			
Name of Facility Used			
Expected Attendance			
Type of Activities and Specific Details of the Event			
Number of Event Days		(Date) From	(Date) To
Hours of the Event			
Renter Signature		Date	
Print Name			
School Representative Signature		Date	
Print Name			

NOTICE TO APPLICANTS

This application does not bind the Applicant, Lloyd Sadd or the Insurer, but it is agreed that this application will be the basis of the contract should a Certificate be issued, and it will be attached to and made a part of the certificate. The Applicant represents that if the information supplied on this application changes between the date of this application and the time when the policy is issued, the Applicant will immediately notify Lloyd Sadd of such changes. Please note that if payment is not received, any Certificate issued will be null and void.

LLOYD SADD INSURANCE COVERAGE CONFIRMATION			
Application Reviewed By		Application Approved By	
Meets Fug Criteria?	Yes	No	Date
Effective Date of Coverage		Expiry Date of Coverage	
Comments			