

GENERAL ADMINISTRATION 100

Administrative Procedure 100

DISTRICT AND SCHOOL PLANNING AND REPORTING

Background

Planning and reporting are essential elements of accountability, continuous improvement and effective governance in education. Planning and reporting by school jurisdictions and schools throughout Alberta are carried out within the provincial government's Accountability Framework and Alberta Education's Renewed Funding Framework.

Planning and reporting are ongoing cycles that enable continuous improvement and critical reflection by:

- ◆ Setting priorities, measuring progress and using results to develop actions to improve education for District students;
- ◆ Aligning District and provincial goals and priorities;
- ◆ Aligning school and District goals and priorities;
- ◆ Incorporating stakeholder input;
- ◆ Allocating resources to achieve goals and improve results; and
- ◆ Communicating with stakeholders about District and school directions and results.

Procedures

1. Schools are responsible for:
 - 1.1 Planning and implementing Three-Year Education Plans aligned with District direction;
 - 1.2 Allocating resources for program delivery to students;
 - 1.3 Monitoring progress;
 - 1.4 Assessing and reporting results annually (AERR) to the Superintendent, Board, staff, students, parents, school councils, and the public; and
 - 1.5 Using results to set targets and plan improvements.
2. The Superintendent will develop and implement strategies to achieve the desired results of District Plans.
3. The development of school education plans shall:
 - Provide stakeholders with opportunities for input into the formation of the plan;
 - Require Principals to determine enrolment projections as part of the planning process;
 - Reflect the District's mission and provincial, District and school goals; and

Include the school mission, desired results, strategies, measures, targets, persons responsible, expected timelines for completion, and appropriate budget management procedures based on quantitative and qualitative analysis of achievement and other available data.

5. Minimum requirements for District and school education plans and results reports are outlined by Alberta Education in relevant publications.
6. Target results set by the Board will be used for District education plans and results reports. These three-year targets will also be mandated for school plans and results reports and will be assumed in all school plans and results reports. It is recognized that individual schools may set yearly targets above or below District targets with the intent of gradually attaining District expectations.
7. The District will determine when new survey data is required for measuring results and will only report using the most current data. Surveying will be administered at least once every three years.
8. Principals will develop and implement strategies to achieve the desired results of the school education plans.
9. Planning priorities will be reflected in school and District budgets.
10. Principals will submit school education plans to the Superintendent for approval.
11. The following dates apply to the completion of District and school education plans and results reports. It should be noted that from time to time and due to circumstances, Alberta Education may change the timelines for completion of education plans and reports.

District Education Plans and Results Reports

- June 30 – District Education Plan
- January Board Meeting – annual re-focusing and setting of yearly priorities
- November 30 – District AERR

School Education Plans and Results Reports

- May 30 – schools submit preliminary Three-Year Education Plan and budget for next school year
- May 30 – schools submit preliminary AERR outlining success in attainment of results
- October 15 – school AERR's are finalized with current student achievement results
- October 30 – school education plans are finalized using current budget information from September 30 count

12. The Superintendent will submit District Education Plans and Annual Results Report to Alberta Education in a form and at a time that meets provincial requirements.
13. The Superintendent will make provision for the distribution of District Education Plans and AERR's to schools and their placement on the District's website.

Reference: Section 60, School Act

School Authority Accountability policy 2.1.1

Guide to School Board Planning and Reporting

Accountability in Education, Policy Framework, June 1995

Cross Reference: Administrative Procedure 110 – School Councils

Reviewed April 2009

Administrative Procedure 101

**LONG-RANGE PLANNING AND EMERGENCY PLANNING:
CERTIFICATED STAFF****Background**

Long-range plans are an effective way for teachers and administrators to ensure that General Outcomes, Specific Outcomes, Knowledge/Understandings, Skills/Processes, Values/Attitudes, and Assessment For—Assessment As—and Assessment Of-- Learning strategies are all addressed during the allotted instructional time frame. Although a prescribed format is provided, teachers may alter the format providing that all essential elements are included in their long ranges plans that are submitted and reviewed by the school principal.

In addition, Emergency planning ensures that instruction will occur in the event that the teacher must leave with no or minimal notice.

Procedure**1. Long Range Plans**

- 1.1 By September 30 of each year, teachers must submit Long Range Plans to the Principal.
- 1.2 Long Range Plans must be made for each subject and need to include the following components:
 - 1.2.1 Desired Results: Stage 1 (General Outcomes)
 - 1.2.2 ICT Outcomes: Stage 1
 - 1.2.3 Acceptable Evidence: Stage 2 including formative and summative evidence
 - 1.2.4 Timeline
 - 1.2.5 Resources: Basic, Supplemental, and Authorized Resources approved by Alberta Education or the Assistant Superintendent, and
 - 1.2.6 Regular Communication Plan to Parents

If effort/ attitude/ participation are to be included in the assessment then a description of the intended skill outcome needs to be addressed through a rubric that is clearly communicated and reviewed with students.

2. **Emergency Plans**

- 2.1 Shall be prepared for two days and be submitted to the Principal prior to the first school day of the year.
 - 2.2 Includes classroom routines to assist the substitute teacher.
 - 2.3 Shall be curricular related yet open enough to be used throughout the year.
 - 2.4 Include all required resources or where to find required resources.
 - 2.5 Must not include an excessive amount of movie related viewing.
3. A Principal retains the right to return the Long Range Plan or Emergency Plan to ensure that it meets Curricular Outcomes and includes the above components.

LONG RANGE PLAN (SAMPLE TEMPLATE)

TEACHER'S NAME _____

GRADE ____

SUBJECT OR SUBJECTS _____

DESIRED RESULT: STAGE 1

Established Goals: General Outcomes

Students will understand that ...

Students will know that

Students will be able to

ICT OUTCOME: STAGE 1

Individual schools will need to select the specific Outcomes for each grade.

However, new curricula will infuse ICT outcomes into the curriculum and the above step will not be needed.

TIMELINE (IN WEEKS)

ACCEPTABLE EVIDENCE: STAGE 2

Assessment FOR Learning

Eg 6+1 Writing Traits
PM Benchmark
Diagnostic Reading

Assessment AS Learning

Student goal setting
Student Strategy Journal
Student Self evaluation
"Assessment Tools" to measure General Outcomes

Assessment OF Learning

Quiz
Performance test
EXAM

ESSENTIAL UNDERSTANDINGS; STAGE 3 ***

What are the Big Ideas?

What specific understandings about them are desired?

What misunderstandings are predictable?

ESSENTIAL UNDERSTANDINGS: STAGE 3***

What provocative questions will foster inquiry, understanding, and transfer of learning?

Important Information: Long Range vs Unit

*** Stage 3 is actually the components required for a Unit Plan and not a Long Range Plan! Essential Understandings and Essential Questions are used to develop Unit Plans. In Unit plans teachers move into designing learning activities—designing learning experiences and instruction that enables students to achieve the desired results stated above.

Stage 3 is NOT to be submitted as part of the Long Range Plan, as it contains your detailed Unit Plans and Daily Lesson Plans. However, your Principal may ask to see it as part of his/her ongoing supervision plan. **Effective design and instruction follows the “WHERE TO” format (p. 31 and pp120- 127 of Integrating Differentiated Instruction & Understanding by Design).**

Curriculum Resources

- Approved Basic Resource(s):**
- Approved Supplementary Resource(s):**
- Resources Approved by the Assistant Superintendent (not authorized by Alberta Education):**

Communication Plan to Parents

I will regularly communicate to parents by (explain method or methods beyond report cards).....

References

- InPraxis Group (2005). Purposeful Planning. <http://www.inpraxis.org>
- Tomlinson & McTighe (2006). *Integrating Differentiated Instruction & Understanding by Design*. ASCD: Alexandria, VA
- Understanding by Design Exchange (2005). <http://www.ubdexchange.org/resources.html>
- Western and Northern Canadian Protocol (2006). *Rethinking Classroom Assessment with Purpose in Mind*. <http://www.wncp.ca/>.

Updated April 2009

Administrative Procedure 110

SCHOOL COUNCILS

Background

School councils that are representative, democratic and Gospel centered shall be established in each of the schools of the District. Under legislation, they are advisory to the Principal and to the Board. There is a body of knowledge that professional staff members possess to guide their decisions with respect to students and programs, and decisions made within the mission, goals, policies and budgets of the District. Parents have an understanding of their children, their spiritual and academic needs and interests, the local community, and standards and expectations that can be effectively used to inform the school council. Collaboratively, the professional staff, parents, students and community members can provide real and effective advice to guide decision-making.

School councils play an important supportive and guidance role in the overall operation of schools and the District. All school stakeholders have a joint responsibility towards creating and maintaining the professional relationships and Catholic identity that must exist in order to serve students properly.

Procedures

1. All school councils in the District operate under provisions of the School Act and Regulations that pertain thereto.
2. If a school that is required to have a school council, has no school council, then the school must, in accordance with the Regulations, hold an establishment meeting within 40 days after the start of the school year following procedures as outlined in the Regulations.
3. For any school year where School Council is established, the School Council's meeting must be held within 20 school days after the start of school or as specified in the School Council bylaws. A "school day" means, a day scheduled for the purpose of instruction, examinations or other student activities where student-teacher interaction and supervision are maintained. If School Council has been established the Principal shall inform the parents about the School Council at an information meeting.
4. If a School Council is not elected at the first meeting (due to lack of parental attendance – minimum 5), the Principal shall call a second meeting.
5. If the required percentage of eligible parents also fails (minimum 5) to attend the second annual information meeting, the powers and duties of the School Council will revert to the Principal, for that year. The Principal may then select parents and community members to serve on an advisory committee.

6. For any school year, the School Council's meeting must be held within 20 school days after the start of the school year. Parent representatives are elected at the annual meeting, which is open to all parents of children in the school. At the first meeting, the School Council will elect its chair, from among Catholic parent representatives on the Council. The Principal shall preside over these elections.
8. The Chair and the majority of the School Council Executive must be Catholic. The Principal is responsible to advise the School Council members of this requirement before they let their name stand for a position on the executive.
9. The School Council will designate a vice-chair, a secretary and a treasurer among the representatives at the meeting, with the vice-chair being a parent. The Principal shall preside over these elections. A teacher of the school cannot hold the position of Chair or Vice Chair but can hold any other position if elected.
10. A list of the School Council executive members must be filed with the Superintendent within one (1) week of elections taking place.
11. In case of dispute as to the catholicity of executive members, the decision of the Parish Priest shall be the determining factor after a review of the parish roll, which will determine the Catholic residency.
- 12.-A School Board must give the School Council an opportunity to provide advice on the development of the school's mission, vision, philosophy, policies, annual education plan, annual results report and budget.
13. A School Board must provide the School Council with the school's provincial testing program results and other provincial measure and a reasonable interpretation of those results and measures.
14. A School Board must at all reasonable times allow the school council free and full access to timely and accurate information of the board that is publicly available, including board policies and minutes of board meetings.
15. No School council shall incorporate under the Societies Act or Part 9 of the Societies Act.

16. Membership

A School Council must include the following members:

- The school principal and at least one teacher elected or appointed by teachers at the school
- The parents of students enrolled at the school
- If the school includes a senior high school program, a least one person who is a student enrolled in the high school, elected or appointed by the students enrolled in high school.

It is recommended that the majority of the parents/guardians on School Council not be members of the school staff.

A School Council may establish a process to appoint as members of the School Council one or more persons who are not parents of students enrolled at the school but who have an interest in the school. A School Council may establish a process to appoint or elect as members of the School Council one or more persons who are parents of children enrolled in an Early Childhood Services program at the School.

17. Terms of Office

The term of office for each member of the School Council is one year. Members may be re-elected.

18. Vacancies in Membership

In the event a position becomes vacant, the School Council may select a replacement to complete the remainder of the full term of the departing member.

19. Remuneration

No member of the School Council shall receive any remuneration for services rendered for the School Council.

20. School Council Meetings

- 20.1 The School Council shall meet at least three times each year at the call of the Chair.
- 20.2 Either the Principal or Vice Principal will be present at the meeting or the meeting will be cancelled.
- 20.3 The Principal and the Chair shall jointly prepare the Agenda.
- 20.4 The meetings will be held in the school, and the School Council will have access to school support services needed for meetings.
- 20.5 Decisions are made by majority vote of the members. The presiding member (chair) shall have the deciding vote in case of a tie vote of the Council.
- 20.6 Parents of the children in the school, all school staff and persons who are not parents of students enrolled at the school but who have an interest in the school may attend all or part of School Council meetings as observers.
- 20.7 The School Council shall develop by-laws governing its meetings and the conduct of its affairs.
- 20.8 Each school's Constitution and By-laws shall be filed with the Superintendent.

21. Appeals and Resolution of Conflicts

Where disputes arise between a Principal and a school council, the following appeal procedure shall apply:

- 21.1 A copy of the complaint shall be forwarded to the Superintendent, in writing, giving full particulars.
- 21.2 A second copy shall be given to the other party (School Council or Principal).
- 21.3 Complaints filed on behalf of the School Council shall only be accepted if they represent the views of the School Council voted on at a regular meeting of the Council at which a quorum is present.
- 21.4 The Superintendent will adjudicate the complaint as he/she sees fit, within fourteen calendar days of receiving it, and advise both parties of the decision, in writing.

22. Duties of the Executive of the School Council

All School Council members are eligible to become members of the Executive. However, in order to preserve the integrity of Catholic education, the Chair and the majority of the members of the School Council Executive (Chair, Vice-Chair, Secretary and Treasurer) must be of the Roman Catholic faith and/or the Catholic rites recognized by the Holy See. The Catholic Chair must be an elected parent/guardian of a child attending the school.

- 22.1 The Chair shall:
 - 22.1.1 Convene and preside at all meetings of the School Council, ensure that all decisions are carried out; and
 - 22.1.2 Prepare and submit an annual report to the School Council and the Superintendent.
 - 22.1.3 Sign the accountability statement for the school's plan
- 22.2 The Vice-Chair shall:
 - 22.2.1 Assist the Chair in carrying out his/her duties;
 - 22.2.2 Assume the responsibilities of the chair in the absence of the Chair; and
 - 22.2.3 Assume all other duties and responsibilities as assigned by the School Council.
- 22.3 The Secretary shall:
 - 22.3.1 Take, keep and arrange for the distribution of the minutes of the School Council meetings;
 - 22.3.2 Look after the correspondence of the School Council; and
 - 22.3.3 Assume all other duties and responsibilities as assigned by the School Council.
- 22.4 The Treasurer shall:
 - 22.4.1 Ensure that accurate accounts, receipts and disbursements of School Council finances are maintained;
 - 22.4.2 Prepare and submit an annual financial report to the School Council and Superintendent; and

22.4.3 Assume other duties and responsibilities as assigned by the School Council.

23. Duties of School Council Members

Members of the School Council shall:

- 23.1 Participate in meetings of the School Council;
- 23.2 Communicate information about the activities of the School Council to students, teachers, parents and community members;
- 23.3 Communicate regularly with the groups they are representing, with parents and with community members to obtain their views on education and related issues;
- 23.4 Establish bylaws, including the role of Ad-Hoc Committees to deal with time specific issues and recommendations to the School Council;
- 23.5 Provide strategies that the School Council will employ to assist the school with their school plan;
- 23.6 Perform other duties and responsibilities assigned by the School Council; and
- 23.7 Do not engage in discussions about personnel or personnel related issues.

24. Financial Support

Financial support for the operation of the School Council will be allocated from the school budget to pay for meeting costs, communications, support services, in-service training and other reasonable costs. All School Council finances must be run through the school's trust account to ensure funds are expended using GAPP.

25. Insurance

The Board will cover insurance for School Councils. If a Council forms a society for a special project the cost for insurance will be the Council's.

26. Documents of Interest to School Councils

School Councils may find it useful to peruse several key documents. The following documents are available from the principal:

- a. School Three Year Plan
- b. Provincial Achievement Test Results (cohort vs. students writing)
- c. Diploma Examination Test Results
- d. High School Completion Rates (3 and 5 year trends)
- e. Board Three Year Plan (includes budget, capital, technology and faith plans)
- f. Board Annual Report (includes budget, capital, technology and faith plans)
- g. Religious Education Plan

The following documents are available at <http://www.gpcsd.ca>

- a. District Policy and Procedure Manuals
- b. Board Meeting Minutes
- c. Board Meeting Dates
- d. Reviews (unless determined to be confidential by the Board)
- e. Management Report
- f. Media Releases
- g. School Council Annual Work Plan

If Council members would like more information they should contact their principal and then the Catholic Education Centre.

Reference: Section 22, School Act
School Council Regulation 171/98 (176/03)
School Council Policy 1.8.3
School Council Handbook (1999)

Revised: February, 2008

Administrative Procedure 120

POLICY AND PROCEDURES DISSEMINATION**Background**

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

Procedure

1. The Superintendent will arrange for the Board Policy Handbook and the Administrative Procedures Manual to be kept current on the District web site so that all trustees, employees, students, parents, and the general public have ready access to all Board Policies and Administrative Procedures.
2. The Superintendent will distribute updated copies of policies and administrative procedures to all policy handbook holders.
3. It shall be the responsibility of the Principal to:
 - 3.1 Convey to and interpret policy and administrative procedures for the school staff; and
 - 3.2 Ensure updated copies of policies and administrative procedures are readily available in the school.

Reference: Section 60, School Act

Administrative Procedure 121

REVIEW OF ADMINISTRATIVE PROCEDURES

Background

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

Procedures

1. A general review of all administrative procedures will be carried out on a systematic, cyclical basis as determined by the Superintendent.
2. In addition to the general review, the Superintendent will annually solicit feedback from the Board, District Office, Principals, District Administration Association, Board-ATA Liaison Committee, CEP Liaison Committee, and School Councils as to any specific areas of concern regarding the Administrative Procedures Manual. Such feedback will be requested in a memorandum distributed before January 31st and received no later than March 31st in any given school year.
3. .
4. Any decision(s) arising from a review of administrative procedures will be communicated expeditiously to all affected stakeholders by the Superintendent. Any changes made to the Administrative Procedures will be included as information in the Board agenda.

Reference: Board Policy 4 – Role of the Superintendent/CEO
Board Policy 5 – Board Delegation of Authority

Revised May 2005

Administrative Procedure 126

COLLABORATIVE PLANNING DAYS**Background**

Research demonstrates that professional development for teachers that focused on school improvement is optimum when it is sustained over time and that:

1. Schools that succeed at implementing improvements are likely to engage in a similar developmental process that occurs over time.
2. Consultation and collaboration with key partners is essential throughout the school growth process.
3. Establishing a data-based focus for school growth enables schools to direct their attention and energy towards specific targets and to monitor growth over time.

The quality of professional learning can be improved by developing and implementing a framework that aligns each school's staff development with District goals and assessment strategies. The framework must include the formation of school improvement teams that will undertake planning for up to three collaborative planning days during the school year.

Procedures

1. Each school shall develop a school leadership team consisting of the Principal, special education teacher and at least one other teacher and support staff member.
2. The school leadership team must submit a plan for the Collaborative Planning Days to the Superintendent, for approval, that:
 - Ensures that provincial instruction time requirements are met;
 - Aligns with District and provincial goals and priorities;
 - Includes data-collecting strategies and instruments;
 - Is results-oriented;
 - Has staff and school council support; and
 - Adheres to District requirements for school goal-setting and reporting processes.
3. School growth plans must clearly articulate the benefits accrued to students.

Reference: Section 60, School Act

Cross-Reference: Administrative Procedure 100 – District and School Planning and Reporting
Administrative Procedure 125 – School-Year Calendar

Administrative Procedure 127

INCLEMENT WEATHER**Background**

All District schools will remain open regardless of weather conditions.

Procedures

1. When schools are operating during extreme weather conditions, the final decision to send a child to school or to the bus stop rests with the parents.
2. The decision about whether or not the school bus operates during inclement weather shall be left to the Supervisor of Transportation in consultation with the contractors providing student transportation.
3. Students who ride school buses are not expected to attend school when school buses are not operating.
4. Schools will remain open for those students who do not ride buses and who can safely travel to school.
5. If a staff member does not believe that it is safe to travel to work they should notify their Principal and access the leave using Personal Days or Days Off Without Pay.
6. If the Superintendent closes the school, staff members will be paid for the day of work and will not need to access Personal Days or Days Off Without Pay. This may include road closures by the RCMP.

Reference: Inclement Weather and the Transportation of Students Procedure #607
Sections 45, 57, School Act
Updated November 2005

Administrative Procedure 130

SAFE AND HEALTHY SCHOOL ENVIRONMENT

Background

The combined efforts of the provincial government, school boards, administrators, staff, students and parents are required in order to provide a safe and healthy working environment in the District.

Procedures

1. The Principal is responsible for:
 - 1.1 Providing for educational programs and resources, which assist in the development of good safety practices and attitudes;
 - 1.2 Appointing one person to be responsible for the coordination of health and safety programs and resources in the school;
 - 1.3 Maintaining accurate records of accidents at school and the treatment provided;
 - 1.4 Providing direction and support to teachers regarding student safety, supervision and/or violations;
 - 1.5 Identifying potentially hazardous conditions and/or materials and ensuring that safe practices and procedures are in place to correct conditions or dispose of hazardous materials;
 - 1.6 Conducting and/or facilitating regular safety inspections;
 - 1.7 Ensuring that teachers provide safety instruction as required in the courses they teach; and
 - 1.8 Reporting injury to the Superintendent and the Worker's Compensation Board as required.
2. Staff members are responsible for protecting their health and safety and that of the students in their charge. This involves:
 - 2.1 Exemplifying safe behaviour in teaching practices and procedures;
 - 2.2 Accepting as a professional obligation the responsibility of providing and emphasizing safety education in the classroom;
 - 2.3 Implementing documented safety education programs in accordance with Board policy and the regulations and standards of other regulating bodies;
 - 2.4 Evaluating safety education efforts, monitoring student behaviour and initiating corrective action as required; and
 - 2.5 Identifying and correcting unsafe environmental conditions or reporting these in writing.

3. Students have the responsibility to conduct themselves in accordance with safe practices and procedures. This requires students to:
 - 3.1 Be knowledgeable of both environmental safety factors and safe behavioural practices;
 - 3.2 Conduct themselves in accordance with established safety practices and rules such as appropriate dress and protective clothing.
 - 3.3 Identify unsafe practices or environmental conditions and report these to the school staff; and
 - 3.4 Inform school staff of possible health concerns relevant to their personal safety and protection.

4. Parents have the responsibility to:
 - 4.1 Inform the school about relevant student medical problems;
 - 4.2 Inform the school if they wish their child to be excluded from particular course activities that may be potentially hazardous;
 - 4.3 Provide clothing that does not pose a threat to their child or others in the school; and
 - 4.4 Ensuring that their children are dressed appropriately for the weather conditions.

Reference: Section 60, School Act

Cross-Reference: Safety Guidelines for Physical Activity in Alberta Schools (2009)
Administrative Procedure 260 – Field Trips and Excursions

Reviewed: April 2009

Administrative Procedure 131

SAFETY GUIDELINES FOR PHYSICAL ACTIVITY

Background

Safety and health programs are a shared responsibility of District personnel, parents and students. Staff members are responsible for ensuring that all operations are performed with the utmost regard for safety and health. Students should learn to conduct themselves in ways that show respect for the safety and well-being of both themselves and others.

The use of alcohol and the non-medical use of drugs must be viewed as safety hazards and are strictly forbidden at all times. This prohibition extends to all school activities whether they take place inside the school or off school property.

Procedures

1. Principals shall ensure that school staff members are aware of the common-law doctrine of *in loco parentis*, which requires that employees act as a reasonable and prudent parent would in the same circumstances.
2. Principals shall ensure that the document, *Safety Guidelines for Physical Activity in Alberta Schools*, is readily available in their respective schools and that school personnel are made aware of its recommended practices.
3. Principals shall ensure that the following safety procedures are followed:
 - 3.1 Appropriate and adequate supervision is provided at all school sponsored activities;
 - 3.2 Training in certified first aid and cardiopulmonary resuscitation (CPR) is available to school staff members according to the minimum standards set by Occupational Health and Safety Regulations;
 - 3.3 Staff members, students and parents are aware of safety guidelines and expectations;
 - 3.4 Certified first aid and/or cardiopulmonary resuscitation (CPR) is available to students, when needed; and
 - 3.5 Safety Guidelines are developed and reviewed annually by the school personnel.
4. Principals shall ensure that all physical activity facilities, including playing surfaces, playgrounds, and major equipment, are regularly inspected, and the inspections are dated and documented.

5. School personnel are responsible to ensure that safety practices identified in various Programs of Study, as prescribed by Alberta Education, are followed as recommended.

Reference: Section 12, 45, 60, School Act
Safety Guidelines for Physical Activity in Alberta Schools
Reviewed: March 2009

Administrative Procedure 132

FIRE SAFETY**Background**

All District employees must be aware of, and practice, fire safety precautions in order to help ensure occupant safety and careful stewardship of District facilities. The focus of such precautions shall be to protect all occupants, furnishings and facilities from fire damage. Evacuation drills are an essential component of the school safety program.

Procedures

1. The Principal is responsible for establishing, in accordance with legislative and code requirements and in consultation with the local Fire Department, a program and procedures to ensure prompt and orderly evacuation of the school in the event of an emergency.
2. This program shall include, at minimum:
 - 2.1 The development of written school evacuation procedures;
 - 2.2 The posting of primary and secondary evacuation routes for each room;
 - 2.3 Three fire drills in the first half of the school year and three additional fire drills in the second half of the school year.
 - 2.4 An evacuation drill during the first week of school to train staff and students on evacuation procedures;
 - 2.5 Periodic reviews with staff and students of the procedure; and
 - 2.6 A detailed record of all evacuation drills held including dates, evacuation times, problems experienced, and follow-up action taken.
3. Schools shall cooperate fully with local fire authorities to ensure that Fire Department requirements and inspection recommendations are implemented.

Reference: Section 45, 60, School Act
Fire Prevention Act

Administrative Procedure 133

BOMB THREATS**Background**

The District has a responsibility to ensure the safety of students, staff, volunteers and visitors in all District facilities. All bomb threats are to be taken seriously and appropriate action taken by the Principal in accordance with the following procedures:

Procedures

1. The Principal shall notify the police immediately.
2. Emergency evacuation shall be implemented.
3. As soon as possible, the Superintendent shall be advised.
4. Staff and students shall cooperate with all authorities.
5. If a suspicious object is located, it shall not be moved or examined in any way.
6. All communication, including communication with the media, shall be according to the emergency communications procedures established in Administrative Procedure 135 – Emergency Plans.

Reference: Section 45, 60, School Act

Administrative Procedure 134

EMERGENCY SCHOOL CLOSURES**Background**

On rare occasions, emergency situations may arise that may force the closure or evacuation of District schools. These emergency situations may occur in relation, but not limited to, inclement weather and other extremes of nature, mechanical failure, acts of vandalism, fire or bomb threats. If such situations arise, the health and safety of students and employees must be of primary importance.

Procedures

1. The decision to close a school for emergency purposes shall be made by the Principal in consultation with the Superintendent.
2. When the municipality declares a state of local emergency, the Municipal Disaster Plan will be implemented and emergency operations coordinated through the City manager or designate.
3. The Principal shall cooperate with other local authorities to ensure student and staff safety.
4. The Principal shall follow the emergency procedures developed in the School Emergency Plan.
5. All communication, including communication with the media, shall be according to the emergency communications procedures outlined in Administrative Procedure 135 – Emergency Plans.

Reference: Section 57, School Act

Cross Reference: Administrative Procedure 135 – Emergency Plans

Administrative Procedure 135

EMERGENCY PLANS**Background**

All District schools and workplaces will have an emergency action plan in place to provide leadership and support to students and staff as well as to ensure proper and effective communication in emergency situations.

Procedures

1. Communicating with Media
 - 1.1 The Superintendent, in consultation with the Board Chair will serve as the spokesperson for the District with the media and the public in order to keep the message consistent and accurate.
 - 1.2 Only official District news releases or statements may be released to the media.
 - 1.3 District staff shall not make comments to the media.
 - 1.4 The Principal shall inform the staff about what information should be given to students and parents.
2. All District workplaces shall have an emergency action plan and an emergency kit.
3. The staff shall be made aware of the action plan and the contents of the kit.
4. The emergency plan shall be followed in the case of an emergency.
5. Appropriate counseling or other support services shall be provided to students and staff as required.

Reference: Section 57, School Act

Administrative Procedure 136

LOCK DOWN

Background

The District has a responsibility to ensure the safety of students, staff, volunteers and visitors in all District facilities. All District employees must be aware of, and practice lock down procedures in order to help ensure occupant safety and careful stewardship of District facilities. The focus of such drills shall be to protect all occupants from immediate danger.

Procedures

1. The Principal shall notify the police immediately.
2. All doors shall be locked for a lockdown as the goal is safe and secure environment for staff and students and lock down procedures followed as set out in the Crisis Response Manual.
3. The Superintendent shall be advised immediately.
4. The Superintendent shall communicate with Media, other school districts and public in order to keep the message consistent and accurate.
5. Only official District news releases or statements may be released to the media.
6. District staff shall not make comments to the media.
7. The Principal shall inform the staff about what information should be given to students and parents.
8. All District workplaces shall have a lock down procedures and it shall be posted in each room.
9. Lockdown kits will be placed in each classroom.
10. The staff shall be made aware of the lock down drill during the first week of school to train staff on lock down procedures.
11. The Principal will record Lockdown practices and submit the information to the Superintendent at the end of the school year.
12. One (1) lock down drill in the first half of the school year and one (1) additional lock down drills in the second half of the school year will be done in every school.
13. Periodic reviews with staff and students of the procedure will be completed.

14. A detailed record of all drills held including dates, evacuation, times, problems experienced and follow-up action taken.
15. Schools shall cooperate fully with local RCMP to ensure that requirements are implemented.

Reference: Section 57, School Act

Administrative Procedure 140

NETWORK, COMPUTER, AND E-MAIL ACCEPTABLE USE

Background

Students, staff and administrators in the District have the opportunity to access the District's computers and computer network to facilitate educational and professional growth objectives. It is understood that the District does not have sufficient resources to monitor every aspect of computers and computer network use. However, the purpose of this procedure is to foster the independent use of the network, subject to compliance with procedures and standards for appropriate network behavior and communication. Employees and community members must acknowledge their understanding of this procedure as a condition of using networked communications within the district owned facilities. Computer misuse and abuse may result in cancellation of network privileges for a defined period of time or in perpetuity and may result in other school disciplinary action. Serious offences may be referred to the RCMP for investigation and possible criminal charges if the offence warrants such action.

The following procedures apply to all users when they access any District network connection.

Procedures

1. Privileges

The use of the District's network is a privilege, not a right, and inappropriate use will result in disciplinary action. Based on this administrative procedure, the Superintendent or the Principal in conjunction with the System Administrators will deem what is appropriate use and their decision is final. Also, the System Administrators may close an account at any time as required. The administration and school staff of the District may direct the System Administrator to deny, revoke, or suspend specific user accounts or specific privileges such as internet or email use at any time as required.

2. Property

The District's network is the property of Grande Prairie RCSSD No. 28. Unauthorized use of the network is prohibited. Access to the network and other on-line systems of the District is a privilege granted to users by the District and may be revoked or withheld at the discretion of the Superintendent.

3. Privacy

Users do not have a personal privacy right in any matter created, received, stored in or sent from the District's network. The Superintendent reserves the right to access any files to determine whether or not an employee or student is using the system for items of true "educational value". The District may at times and without prior notice, monitor and review E-Mail messages and web site retrieval by network users to ensure proper use.

4. Personal Safety

Users must always think of their own personal safety while using the District's network, and attempt to protect their privacy and the privacy of others. The following rules will help promote personal safety:

- 4.1 Do not give out personal information (address, telephone number, parents' work address/telephone number, or name and location of the school).
- 4.2 Advise someone in authority immediately if any information creates discomfort.
- 4.3 Never agree to get together with someone you "meet" on-line.
- 4.4 Never send a personal picture or any other personal information.
- 4.5 Do not respond to any messages that are inappropriate, mean or in any way create discomfort.
- 4.6 If harassment is occurring, advise someone in authority.

5. Acceptable Use

The use of your account must be in support of education and research and consistent with the educational objectives of the District. Transmission of any material in violation of any Federal or Provincial statute or regulation is prohibited. This includes, but is not limited to the following:

- 5.1
 - violating the right to privacy of students, teachers, and administrators who use the computers;
 - using profanity, obscenity, abusive or other language which may be offensive to another user;
 - placing unlawful information on the Internet;
 - using the Internet illegally in a manner which violates federal, provincial or local laws;
 - using the Internet for non-school related activities (i.e. games, on-line games, downloading);
 - copying software in violation of copyright laws;
 - using the Internet for personal financial gain, business use, or non-educational political purposes;
 - spreading computer viruses or worms;
 - accessing, downloading or transmission of pornographic, obscene or other socially or morally unacceptable materials;
 - circumventing security measures on school or remote computers or networks;
 - attempting to gain access to another user's programs, files or data (this includes logging in using another user's account);
 - activities that are wasteful of network resources or that degrade or disrupt network performance;
 - posting the names, home addresses, photographs or telephone numbers of themselves or any other person on the Internet;
 - subscribing to any newsgroup or list server without first receiving permission from the school principal;
 - using Web based e-mail programs;
 - participating in any chat or instant messaging services.

Reference: Section 12, School Act

Administrative Procedure 150

CHANNELS OF COMMUNICATION

Background

Channels of communication are necessary to facilitate the receipt of employee and community input into the decision-making process.

Procedures

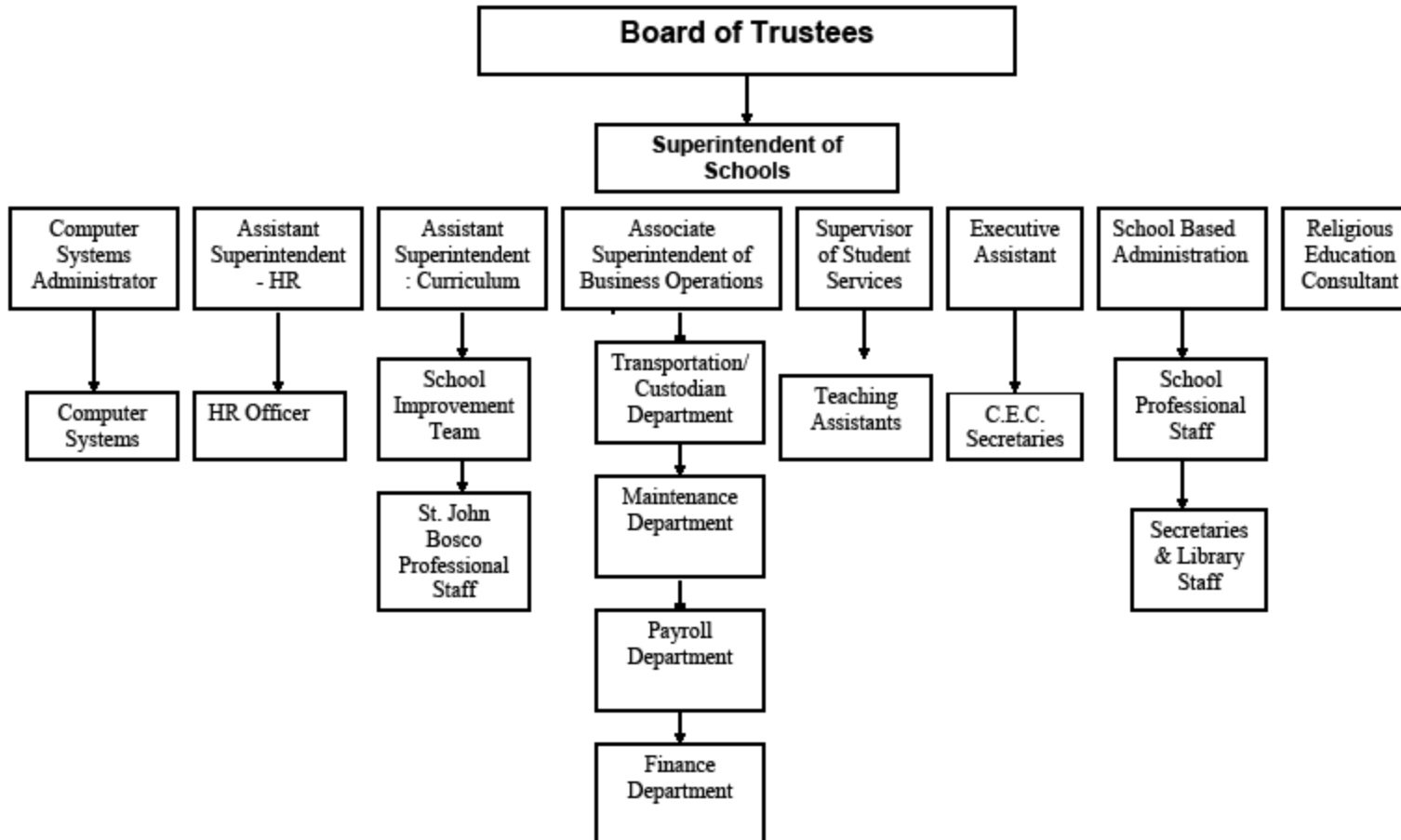
1. Staff members are encouraged to express their ideas and concerns about the operation of the District through established communication channels and committees as outlined in Appendix 150A – Lines of Responsibility flow chart.
2. Community members are encouraged to express their ideas, concerns and opinions about the school through such means as:
 - 2.1 Written suggestion(s) or proposal(s).
 - 2.2 Presentations to the Board.
 - 2.3 Responses to surveys made through interviews, questionnaires, or other means.
 - 2.4 Participation through school councils, local advisory committees, and opportunities for input relative to strategic planning.
 - 2.5 Direct contact with staff and administration.
3. Administrators and staff will respect the established lines of communication associated with the work of Board-appointed committees.
4. Input from the public and staff will be taken into consideration by administration. In evaluating such advice, the first concern will be for the educational program as it affects students. Decision may depart from this advice when such advice is deemed to be inconsistent with District goals, good educational practice, or not within available financial resources.
5. Staff members wishing to inform the Board about activities and events in the school will do so through the Principal and Superintendent.
6. Administrators receiving complaints from parents, groups or community members will follow the appropriate lines of authority.
7. When dealing with complaints, appeals and conflict resolution, Board Policy 13 – Appeals and Hearings Regarding Student Matters and Board Policy 14 – Hearings on Teacher Matters shall be followed.

8. The Superintendent and Principals are responsible for ensuring that staff members are aware of and follow established channels of communication.

Reference: Section 60, School Act

Cross Reference: Board Policy 13 – Appeals and Hearings Regarding Student Matters
Board Policy 14 – Hearings on Teacher Matters

Grande Prairie and District Catholic Schools
 Lines of Responsibility Flow Chart – Administrative Procedure 150



Administrative Procedure 152

CONFLICT RESOLUTION**Background**

Grande Prairie and District Catholics Schools believes that when everyone works cooperatively and responsibly, relationships flourish. At the same time, Grande Prairie and District Catholic Schools recognizes that employees, students, and parents are all engaged in the education of our students and differences in understanding, interpretation and opinion may occur. Therefore, protocol and procedures are established to help parents and staff resolve conflicts in a non-confrontational manner.

Grande Prairie and District Catholic Schools believes:

- (a)** that by initiating a process of conflict resolution, it will be better able to promote conflict resolution that is ethically sound, that responds to the needs of students, staff and parents, and that is in keeping with the basic beliefs and practices of the Catholic Church;
- (b)** that when it takes a proactive approach and open stance toward conflict resolution, it is better able to facilitate increased cooperation, communication and understanding among the members of its school community;
- (c)** that conflict resolution is most successfully achieved when mutually acceptable solutions are arrived at through procedures that are designed to find what is in the best interests of the students as well as the individual school and the school district as a whole.

The following principles shall act as guidelines for the resolution of parent and staff conflicts in Grande Prairie and District Catholic Schools:

- a)** Grande Prairie and District Catholic Schools recognizes the freedom of all members of the school community (students, staff, parents and neighbors) to voice their concerns in an appropriate manner to the appropriate school personnel.
- (b)** The school has a responsibility to facilitate communication and to provide procedural direction to parents who initiate complaints or concerns in accordance with the policy and regulations.
- (c)** All parties in a conflict situation must recognize and respect the protocol, and more specifically the principle of "first contact." This means that the person(s) who have the concern, have a responsibility to begin addressing the concern directly with those persons with whom they have the concern before taking their concern elsewhere.
- (d)** All parties in a conflict situation shall be treated with, and have the responsibility to treat each other with fairness, dignity, and respect.

- (e) All parties will deal with their concerns in a manner that is consistent with the teachings of the Church.
- (f) Attempts will be made to deal with concerns that are brought to the attention of the school in an appropriate manner in a timely fashion.
- (g) Conflict resolution protocols shall respect the provisions of the School Act, The Code of Professional Conduct of the Alberta Teachers' Association, and Grande Prairie and District Catholic Schools' Policies and Administrative Procedures.
- (h) If an individual wishes to file a complaint, the complaint must be written and signed and a copy of the signed complaint will be given to the individual.

Procedures

1. Any unsigned written complaints will be destroyed and not acted upon.
2. All individuals are required to operate on the principle of "**first contact**". For example, parents must address concerns directly to teachers before raising these concerns with the school administration or Catholic Education Services staff, when their concerns are about their child's teacher, program, and/or program support. Likewise, if a parent has a concern about the school administration, the parent is expected to deal with that concern with the school administration first, before raising these concerns with the Superintendent of Schools.
3. Once it has been established that there is a concern that needs to be addressed, the following process shall be initiated:

Identify the individuals who must be present to resolve the concern.

Be prepared and establish a positive environment.

Establish sufficient and a convenient time for the individuals to meet.

Select a neutral location at the school/ work site.

Determine a clear agenda or purpose prior to the meeting.

Define or identify the concern.

Determine what the concern is and what is not.

Have all individuals at the meeting state their concerns.

Check each response for clarification.

Analyze the problem.

Obtain as much information as possible about the concern(s).

Determine what is important to all participants and what they would like to achieve (their interests).

Attempt to establish common interest.

Generate and document solution alternatives.

Accept all suggestions without judging.

Accept alternative means of achieving the result.

Select a solution.

Agree upon and implement the best alternative.

If there is no consensus, attempt to re-define the concern and brainstorm alternatives again.

Assess the solution.

Establish a timeframe for review.

Review the action plan at the agreed-upon time.

Assess whether the desired result was achieved.

4. If a concern cannot be resolved through this process, the appropriate supervisor shall investigate the circumstances and provide a mediated setting for a resolution.
5. On occasion it may be necessary to involve a third party to facilitate.
6. Persons handling concerns shall take appropriate action to correct errors or omissions by initiating change where matters fall within their authority and by submitting recommendations for change where matters are not within their realm of authority.
7. Ongoing or chronic abuse/harassment within the District shall be addressed in accordance within Administrative Procedure 190, Anti-Harassment.

Reference: Section 60, School Act

Cross-Reference: Administrative Procedure 190, Anti-Harassment

District Form: Form 152 A Resolving Conflict

CONFLICT RESOLUTION

Form 152A

Date: _____

Names of Individuals at the Meeting _____

What is the Issue? _____

Action Plan

Resolution	Most Responsible Person	Follow Up

Signed: _____

Administrative Procedure 154

APPEALS TO THE SUPERINTENDENT

Background

District administration favors the timely resolution of disagreements by those involved. If a disagreement cannot be resolved using the Conflict Resolution process, the Superintendent encourages those seeking resolution to utilize this Appeal Process but only after individuals have reasonably attempted to come to a common understanding using the Conflict Resolution Process.

The Board reserves the right to hear appeals on any decision made by the Superintendent with regards to teacher transfers, suspensions, and terminations. Individuals appealing a suspension, transfer or termination of a teacher by the Superintendent must utilize the Board Appeal Policy #14. The Board will not deal with any other appeals if the authority has been specifically delegated to the administration,

Procedures

1. District administration expects the use of co-operative and collaborative approaches to resolve matters of disagreement or dispute. It is expected that, in this way, most disagreements or disputes will be resolved at the local level.
2. When attempts to resolve the dispute have been unsuccessful, parties in dispute may appeal the matter, in writing, to the individual assigned the responsibility for the matter within the District. For example, to appeal the decision of a principal, the next level of appeal would be the immediate supervisor, the Superintendent of Schools. Complaints filed must be done so in a manner consistent with the Code of Professional Conduct (ATA).
3. The individual who receives the appeal shall attempt to resolve the issue in a satisfactory and timely manner.
 - a. If able to resolve the dispute the individual shall confirm, in writing, that the appeal has been discontinued and indicate the resolution achieved.
 - b. If unable to resolve the dispute, the individual shall make a decision, communicate the decision and the reasons for it, in writing to those making the appeal, and advise them of the next level of appeal.
4. If an individual believes that the decision is unacceptable and that s/he is unjustly harmed by the decision then an appeal can be made to the Office of the Superintendent.

5. Appeal Process

The Appeal to the Office of the Superintendent shall ensure that:

- a. there is no limitation of any rights provided by law or the right to other appeal processes; and
- b. the individual making the appeal receives the decision in writing without undue delay; and
- c. the written decision includes information if the decision is final and binding.

Individuals have the right:

- a. to retain, at their own initiative and expense, the services of advocates, witnesses and, or legal counsel to represent them during the appeal process;
 - b. to be represented by their professional association/ union;
 - c. to present information relating to the appeal; and
 - d. to have access to the information used and the rationale for the original decision which is being appealed.
6. This Superintendent shall review the submissions of the parties, make a decision, and communicate it in writing to the two parties.
 7. An appeal process is initiated when a written appeal has been received. Where there are timelines specified in the appeal procedures, these shall commence upon the date of receipt of the appeal.

Reference: Section 60, School Act

Cross Reference: Board Policy 13 – Appeals and Hearings Regarding Student Matters
Board Policy 14 – Hearings on Teacher Matters

Administrative Procedure 170

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Background

Access to information is a right of the general public; however, this right must be balanced by appropriate protection of privacy with regard to personal information. Consequently, all procedures for collecting and storing information by District staff in the course of affairs, and procedures regulating the release of information to other parties, must follow provisions of the *Freedom of Information and Protection of Privacy Act* (FOIP).

The purposes of FOIP and District Administrative Procedures are to:

1. Allow any person a right of access to the records in the custody or under the control of the District subject to limited and specific exceptions as set out in the Act,
2. Control the manner in which a public body may collect personal information from individuals, to control the use that the District may make of that information and to control the disclosure by the District of that information,
3. Allow individuals, subject to limited and specific exceptions as set out in the Act, a right of access to personal information about themselves that is held by the District,
4. Allow individuals a right to request corrections to personal information about themselves that is held by the District and,
5. Provide for independent reviews of decisions made by the District under the Act and the resolution of complaints under the Act.

Procedures

1. Under Section 89(a) of the Act, the Superintendent is the designated Head of the Local Public Body for the purposes of this legislation and is responsible for ensuring that District staff members comply with the provisions of the Act. The Head is empowered to fulfill his/her duties under the Act, which includes the establishment of procedures to ensure appropriate management of the legislation.
2. The Associate Superintendent of Business Operations is designated Coordinator of the District under Section 89(b) of the Act, and is responsible for overall management of the provisions of the Act.
3. When fees are to be paid under the Act, the rates adopted by the Government of Alberta will be confirmed as the rates used by the District.

4. The District shall provide access to information in a manner consistent with this administrative procedure and with the Act, as well as related Regulations of the Province of Alberta.
5. All persons making requests for the release of information shall be notified as to appeal provisions under this Act.

Reference: Freedom of Information and Protection of Privacy Act, RSA 2000, c. F-25

Administrative Procedure 171

RECORDS MANAGEMENT

Background

A Records Management program will be maintained to provide control over the quality and quantity of information produced by the District, from its creation until its disposal, for legal, fiscal and historical purposes. Proper custody, storage and disposal of records shall comply with statutory requirements.

Procedures

1. Records management covers a broad spectrum of records such as accounting, purchasing, corporate, insurance, personnel, property and student records.
2. The Records Management program shall consist of a Subject File Classification Guide and a Retention and Disposal Schedule (See Appendix 171A – Retention Schedule).
3. The Retention and Disposal Schedule shall be consistent with federal and provincial legislation.
4. District Office and schools shall be responsible for the filing of records according to the Classification Guide, as for the disposal of records in accordance with the Retention and Disposal Schedule.
5. Electronic records must conform in the same manner as hard copy records.

Reference: Section 23, School Act
Freedom of Information and Protection of Privacy Act
Student Records Regulation 71/99

Appendix 171A

RECORDS MANAGEMENT – RETENTION SCHEDULE

ACCOUNTING AND PURCHASING

	Retention in Years:		Disposition
	Active	Semi-Active	
<u>Accounts Payable</u>			
Capital Expenditures	6	1	Retain Indefinitely
General	2	4	Destroy
General Ledger	PERMANENT PRESERVATION		
General Journal	PERMANENT PRESERVATION		
<u>Banking</u>			
Cash Books	2	4	Destroy
Cheque Registers	2	4	Destroy
Receipts	2	4	Destroy
Deposit Slips	2	4	Destroy
Bank Statements	2	4	Destroy
Cheques	2	4	Destroy
Charitable Donations - Receipts and Supporting Details	PERMANENT PRESERVATION		
<u>General</u>			
Appropriations	2	4	Destroy
Disbursements	2	4	Destroy
Encumbrances	2	4	Destroy
Signing Authorities	2	4	Destroy
<u>Financial Statements</u>			
Balance Sheets	PERMANENT PRESERVATION		
<u>Inventories</u>			
Perpetual Records & Physical Count Sheets	2	4	Destroy
<u>Purchases</u>			
Acknowledgments to Vendors	2	-	Destroy
Contracts (see Legal)	PERMANENT PRESERVATION		
Correspondence	2	4	Destroy
Credit memos, debit memos	2	4	Destroy
Invoices, incoming	2	4	Destroy
Price Quotations	1	2	Destroy
Price Catalogues	1	2	Destroy
Purchase Order – General	2	4	Destroy
Purchase Order – Capital	5	5	Destroy
Receiving Reports	2	4	Destroy
Requisitions	2	2	Destroy

CORPORATE

	Retention in Years:			Disposition
	Active	Semi-Active		
<u>Minute Books</u> Board Minutes and Equivalents				PERMANENT PRESERVATION
<u>Boundaries</u> Documents pertaining to jurisdictional boundaries				PERMANENT PRESERVATION
<u>Taxation</u> Original Assessment and Taxation Records				PERMANENT PRESERVATION
<u>General</u> General correspondence relative to Corporate entity	2	3		Destroy

INSURANCE

	Retention in Years:			Disposition
	Active	Semi-Active		
<u>Accident, Fidelity, Fire Group Liability And Property</u> Policies and related documentation	4	6 or until superseded		

LEGAL

	Retention in Years:			Disposition
	Active	Semi-Active		
<u>Claims</u>				PERMANENT PRESERVATION
<u>Compensation</u>				PERMANENT PRESERVATION
<u>Cases (WCB)</u>				PERMANENT PRESERVATION
<u>Contracts</u>				PERMANENT PRESERVATION
Government				PERMANENT PRESERVATION
Employee				PERMANENT PRESERVATION
Union Labour				PERMANENT PRESERVATION
Vendor/Supplier	5	8		Destroy
<u>Deeds</u>				PERMANENT PRESERVATION
<u>Easements</u>				PERMANENT PRESERVATION
<u>Leases</u>				PERMANENT PRESERVATION
<u>Mortgages</u>				PERMANENT PRESERVATION

PERSONNEL

	Retention in Years:		Disposition
	Active	Semi-Active	
<u>Applications</u>			
Persons employed by the District	70 YEARS FROM DATE OF BIRTH		
Persons interviewed but not hired	1	1	Destroy
<u>Earnings</u>	PERMANENT PRESERVATION		
<u>Payroll Summaries</u>	PERMANENT PRESERVATION		
<u>Position Descriptions</u>	UNTIL SUPERSEDED		

PROPERTY

	Retention in Years:		Disposition
	Active	Semi-Active	
Appraisals			PERMANENT PRESERVATION
Inventories of Land, Equipment etc.			PERMANENT PRESERVATION
Plans, specifications			PERMANENT PRESERVATION
Repairs, major			PERMANENT PRESERVATION

STUDENT RECORDS

	Retention in Years:		Disposition
	Active	Semi-Active	
Student Cumulative Files			7 yrs. after student graduates

Administrative Procedure 180

COPYRIGHT

Background

Duplicated or reproduced materials may be used to augment the educational learning environment, with the proviso that all pertinent national and international laws are respected and adhered to. To that end, schools have been provided with copies of the CANCOPY licensing agreement, including the restrictions and exclusion lists that pertain to copyright procedures.

Under no circumstances will the District accept responsibility for any employee who willingly and knowingly contravenes the Copyright Act or who copies materials without permission of the authors or publishers excluded from the CANCOPY license, or who violates the Public Performance Rights license.

Definitions

In this administrative procedure:

1. "Copyright" means the legal protection of a creator's work. Copyright law does not protect ideas, only the form in which they are expressed.
2. "Copyright infringement" means publishing, adapting, exhibiting, translating, editing, performing in public, communicating by telecommunication, copying or converting to another medium without permission of the creator.
3. "Works covered by copyright" means all original literary, dramatic, musical and artistic works.

Examples include: books, writings, encyclopedias, photographs, films, dictionaries, statistical data, newspapers, review, magazines, translations, tables, compilation, examination questions, speeches set down in writing, any piece that can be recited, choreographies, harmony, melody, lyrics, paintings, drawing, sculptures, works of artistic craftsmanship, engravings, architectural works of art, maps, plans, charts, records, cassettes, tapes, sound recordings, television programs and electronic resources such as computer software, on-line programs, CD-ROM's, laser disks and computer programs stored on any media.

4. "Dubbed off-air" means making a copy of any television program during broadcast.

Procedures

The following is not intended to be a complete list of the rules that apply to copyright law, only to provide some guidelines for the general areas of copyright procedure.

1. Print resources
 - 1.1 An individual may duplicate for personal use a *single* copy of an article, poem, newspaper summaries, or a portion of a work for research, criticism or private study.
 - 1.2 Unless covered by the CANCOPY agreement, all other print duplication must be done with the written permission of the copyright owner.
2. Video Resources
 - 2.1 All copyright law, with respect to the use of video resources, will be compiled and distributed to schools through the Office of the Associate Superintendent of Business Operations.
3. Computer software and programs
 - 3.1 Computer programs and software must be used in accordance with the conditions outlined in the licensing agreement.
 - 3.2 Any lending arrangement for computer software or programming must be for the *original* copy only, and not the back up copy allowed by the copyright owner.
4. Music Resources
 - 4.1 Sound recordings can be played in the classroom without permission of the copyright owner if: it takes place on the premises of the educational institution, is under the guidance of an instructor acting under the authority of the school, is for educational or training purposes, is not for profit, is in front of an audience that is mostly students and does not involve material gain.
5. Live performances of protected works
 - 5.1 A live performance, such as a play, can be performed without permission of the copyright owner, if the same conditions listed under “Music Resources” are met.
6. Public domain resources
 - 6.1 Employees may reproduce works that are in the “public domain”.
 - 6.2 A work is in the “public domain” if 50 years have elapsed since the death of the creator. The exceptions are: the rights have been passed on to another person(s) or a new edition of the work has been created. In the latter case, only the original work remains in the public domain.

Reference: Section 60, School Act
Copyright Act
Copyright Regulations
Can Copy Agreement

Administrative Procedure 190

ANTI-HARASSMENT

Background

Grande Prairie and District Catholic Schools strives to provide a Christ-centered community free from harassment so that the community members feel a sense of warmth and support, respect for each individual, and a common belief that brings all together as a caring family, to promote Catholic values.

It is important to provide an environment in which staff, students, and parents are equal before the eyes of God and are treated with respect and dignity. Harassment of any kind against any individual will be dealt with promptly, fairly and systematically. Constructive communication regarding work performance is not considered harassment.

Definitions

1. Sexual Harassment

Sexual harassment may be defined as any unwelcome behavior in the workplace that is sexual in nature, whether or not it is intended to be harassing, that detrimentally affects the work environment or leads to adverse job-related consequences for the victim of the harassment. Sexual harassment includes, but is not limited to, sexual comments, appearance, suggestions, materials or physical contact that a person finds objectionable or offensive, causes discomfort, undermines job performance or threatens an economic livelihood.

2. Personal Harassment

Personal harassment is any behavior that disparages, humiliates or harms another person or that endangers that person's job, undermines the performance of that job, threatens the economic livelihood of that person, or interferes with or influences that person's career.

Personal harassment is behavior that denies individuals' dignity and respect and that is demeaning or humiliating to another person. It includes, but is not limited to, disparaging, humiliating or harmful references related to age, national or ethnic origin, religion, gender, sexual orientation, disability or race, sources of income or family status. It includes any behavior, on a single or repeated basis, that creates an intimidating, threatening or hostile work environment and any behavior that negatively affects work performance or working conditions. The policy includes protection from bullying, intimidation, ridicule, habitual rudeness or a pattern of behaviors aimed at excluding or segregating. The behavior need not be intended as harassing in order to be considered personal harassment.

3. Discrimination

Discrimination is any act or omission based on race, religious beliefs, color, gender, physical disability, mental disability, marital status, age, ancestry, place of origin, family status, source of income, sexual orientation or political belief, when the act or omission results in loss of or limit on opportunities to work or to fully participate in school life or which offends the dignity of the person.

4. Complainant

The individual who believes he/she has been subject to harassment and initiates a complaint.

5. Respondent

The individual against whom the complaint is made.

6. Supervisor

The individual to whom any employee reports to directly.

7. District Office Representative

The Superintendent is the District Office Supervisor.

Guidelines

1. This Administrative Procedure shall apply to all individuals who work, study, or volunteer within the schools or are on school or District-related business.
2. Through instruction and modeling, Principals and/or Supervisors will endeavor to ensure that their area of responsibility remains free of harassment against any individual.
3. Any individual subjected to personal harassment or sexual harassment has a responsibility to make it clear to an individual in a position of authority, and to the alleged offender, that the behavior is unacceptable.
4. Any person in a position of authority who receives a complaint is responsible for ensuring the complaint is addressed.
5. Retaliation and reprisals against a person making a complaint under this Administrative Procedure or against witnesses to a complaint are prohibited and may give rise to disciplinary action up to and including dismissal.
6. False accusation will be considered harassment and will result in disciplinary action.
7. As outlined in procedures, complaints regarding discrimination, harassment or sexual harassment can be resolved through:
 - 7.1 An informal verbal complaint mechanism, which may involve voluntary mediation.
 - 7.2 Filing a formal written complaint with a person in authority.

Use of informal resolution procedures is not a prerequisite to seeking a formal resolution.

8. The respondent is entitled to know the name(s) of individual(s) making an informal or formal complaint. In the case of a formal complaint, the respondent shall receive a copy of the letter of complaint outlining the allegations.
9. All persons in authority will make every effort to ensure that any complaint made pursuant to this Administrative Procedure is kept confidential except as necessary to investigate and to respond to any legal and/or administrative proceedings arising under this Procedure or otherwise. Complainants and respondents are encouraged to maintain confidentiality.
10. Resolution procedures do not take away the right to file a complaint outside the organization with the Alberta Human Rights Commission, the Alberta Teachers' Association, the Communications, Energy and Paperworkers' Union of Canada or through civil or criminal court.

Procedures

1. Personnel Assisting in a Harassment Complaint

1.1 Role of the District Office Representative

- 1.1.1 Provide support, information and in-servicing to employees with respect to harassment and District policy.
- 1.1.2 On request, help the complainants and/or respondents with advice and discussion on ways to:
 - 1.1.2.1 Determine whether or not incidents described constitute harassment.
 - 1.1.2.2 Solve a harassment complaint.
 - 1.1.2.3 Clarify concerns.
 - 1.1.2.4 Assist in bringing both parties to a meeting where mediation of the complaint or exploration of optional routes toward conflict resolution can be satisfactorily resolved.
 - 1.1.2.5 Speak to the respondent on behalf of the complainant.
 - 1.1.2.6 Facilitate maintenance and ongoing monitoring of the Harassment Policy.
 - 1.1.2.7 Assume responsibility for the securing of complaint files following discontinuation/resolution of a complaint.

1.2 Supervisors

Informal and formal complaints are made to the immediate supervisor of the respondent. In the case where the Superintendent is the respondent, the complaint is filed with the Associate Superintendent of Business Operations.

Not all incidents of harassment require formal complaints before they are addressed. For example, with respect to sexual harassment, supervisors are

responsible for monitoring expressions of bias on the basis of sex or sexual orientation in any form and enforcing the policy immediately when infractions occur. They are also responsible for supervising the display of pornographic and/or exploitative pictures, cartoons and graffiti in the schools and on other District premises, including pictures and/or messages on clothing, and enforcing the policy immediately when infractions occur.

Where there is a complaint, supervisors will:

- 1.2.1 Ensure that there is fair treatment for all parties involved.
- 1.2.2 Provide support throughout the complaint process. This means that the Supervisor will listen to the Complainant's description of the incident(s) or situation and will discuss the Complainant's concerns.
- 1.2.3 Protect the complainant against possible reprisals.
- 1.2.4 Assist, if required, in the fact-finding process.
- 1.3 Union/Association Representatives
Members of a union or association may request representation for employees covered by a collective agreement.

2. Informal Complaints

- 2.1 Receiving an Informal Complaint
 - 2.1.1 The person in a position of authority who receives an informal verbal complaint will take action to ensure the complaint is addressed within ten (10) working days from the date the complaint is received.
 - 2.1.2 The person in a position of authority will take the following actions:
 - 2.1.2.1 Provide the complainant and respondent with information regarding discrimination/harassment, including District administrative procedures.
 - 2.1.2.2 Discuss issues of confidentiality.
 - 2.1.2.3 For students, the Principal will be informed.
 - 2.1.2.4 Assist the complainant in speaking to the respondent directly, or speak to the respondent on the complainant's behalf to outline the allegations and attempt to resolve the complaint informally.
 - 2.1.2.5 Monitor the status of the complaint to see that it is satisfactorily resolved.
- 2.2 Voluntary Mediation
 - 2.2.1 If the individual in a position of authority is unable to resolve the complaint, the complainant and respondent will be asked whether they are willing to enter into voluntary mediation.
 - 2.2.2 Voluntary mediation shall be mutually arranged within fifteen (15) working days from the date the informal complaint is received.

- 2.2.3 The focus of the mediation process is educational, corrective and preventative, rather than punitive.
- 2.2.4 If the complainant and respondent agree, the individual in a position of authority shall act as or appoint a neutral third party acceptable to both.
- 2.2.5 If the informal complaint is not resolved through voluntary mediation, a formal complaint may be filled.

2.3 Outcome of an Informal Complaint

- 2.3.1 If a complainant confronts the respondent directly and resolves the problem at that level, sanctions may still be applied by the District.
- 2.3.2 If an individual in a position of authority is asked to speak to the respondent and the behavior appears to be in violation of District administrative procedures, that individual may take any course of action that he/she deems appropriate under the circumstances, including a written warning advising that such behavior is unacceptable.
- 2.3.3 If the complaint is not resolved through voluntary mediation, a formal investigation may be initiated.

Note: As part of the informal complaint process, the individual in a position of authority shall create a secured file marked “CONFIDENTIAL” at the District Office that includes:

- ◆ The name of the complainant(s) and respondent(s).
- ◆ The nature of the alleged harassment.
- ◆ A record of all meetings to date which specifies meeting dates and names of attendees, but does not include the nature or details of the discussions.
- ◆ The present disposition of the complaint.
- ◆ One year following successful resolution of informal complaints, this file will be destroyed.

3. Formal Complaint Process

3.1 Making a Formal Complaint

- 3.1.1 A formal complaint consists of a signed written statement outlining the charges, describing the specific incident(s), the dates and any witness(es) who may have been present.
- 3.1.2 A formal complaint may be filed up to twelve (12) months from the date of the most recent incident cited in the letter of complaint.
- 3.1.3 The complainant must notify the person in authority immediately if a complaint is filed with the Alberta Human Rights Commission, police, the Alberta Teachers’ Association, the Communications, Energy and Paperworkers’ Union of Canada, or if civil court action is initiated while the charges are still under review by the Grande Prairie and District Catholic Schools. The Superintendent or designate may elect to

process the complaint or stay the procedures pending the outcome of the other investigation.

3.2 Receiving a Formal Complaint

3.2.1 An individual in a position of authority shall:

3.2.1.1 Accept the formal complaint provided no more than twelve (12) months have elapsed since the most recent incident outlined in the complaint. The Superintendent or designate may elect to consider a complaint received after this time.

3.2.1.2 Verify that the charges may represent a violation of District policy.

3.2.1.3 Notify and provide a copy of the complaint to the respondent and Superintendent.

3.3 Resolving a Formal Complaint

3.3.1 Every attempt will be made, throughout investigative proceedings on the part of all parties concerned, to respect the confidential nature of the information as noted in Part B, Guideline 9. However, confidentiality cannot be guaranteed.

- ♦ For students, the Principal shall notify parents of the complaint and the investigative process for resolving formal complaints and appoint an individual to conduct an investigation of the complaint.
- ♦ For employees, an individual shall be appointed by the Superintendent to conduct an investigation regarding the complaint.
- ♦ For the Superintendent the Associate Superintendent of Business Operations will be the contact person.

3.3.2 The complainant and respondent shall have the opportunity to:

3.3.2.1 Provide written submissions to the investigator.

3.3.2.2 Respond to the other party's written submission.

3.3.2.3 Appear before the investigator to provide oral submissions.

3.3.2.4 Respond to one another's statements.

3.3.2.5 Have someone present to provide advice and assistance (i.e., legal counsel, association/union representative, District office representative). Students may wish to have their parents present.

3.3.3 The investigator shall have the right to ask questions of the complainant and respondent.

3.3.4 For students, the investigator's findings shall be detailed in a report to the Principal. For employees, the investigator's findings shall be detailed in a report to the Superintendent.

3.3.5 Resolution of a formal complaint will occur within three (3) months of the date on which the complaint was filed.

3.3.6 Complaint files will be secured for a period of twelve (12) months following the resolution and/or last District procedure pursued by the complainant or respondent, and barring any reoccurrence of harassment by the respondent. After twelve (12) months, the file will be destroyed.

3.4 Outcome of a Formal Complaint

3.4.1 If the results of the investigation support the allegations in the letter of complaint, a range of sanctions may be imposed on the respondent by the Superintendent. The sanctions depend upon the nature and seriousness of the offence.

- ◆ For employees, the range of sanctions depend on the Superintendent's discretion and can include a verbal warning, a written reprimand with a copy retained in the respondent's file, transfer, demotion, suspension or termination of employment.
- ◆ For students, the range of sanctions depend on the Superintendent's discretion and can include a verbal warning, a written reprimand with a copy retained on the student's file, suspension or a recommendation to the Superintendent for expulsion.

3.4.2 If the results of the investigation do not support the allegations, the complaint will be dismissed and a letter will be issued indicating that the respondent has been cleared of all allegations. An individual cleared of allegations has the option of requesting that a copy of the letter be placed in the personnel or student file.

3.4.3 If the evidence indicates that the complainant knowingly and willfully made false allegations in an attempt to cause harm to the respondent, a range of sanctions may be imposed on the complainant by the Superintendent. The sanctions depend upon the nature and seriousness of the offence.

- ◆ For employees, the Superintendent will decide on the sanction. The range of sanctions may include, among other things, a verbal warning, a written reprimand with a copy retained in the complainant's file, transfer, demotion, suspension or termination of employment.
- ◆ For students, the range of sanctions may include, but is not limited to, a verbal warning, a written reprimand with a copy retained in the student's file, suspension or a recommendation for expulsion to the Superintendent.

3.5 Appeals

3.5.1 Either the complainant or the respondent may appeal to the Board within fifteen (15) working days if dissatisfied with the resolution of a formal complaint.

3.5.2 Either party has the right to seek civil or criminal redress through the courts or to file a complaint with the Alberta Teachers' Association, the Communications, Energy and Paperworkers' Union of Canada or

the Alberta Human Rights Commission to seek redress solely against the respondent for the alleged offences.

3.6 Retaliation

3.6.1 No employee shall take retaliatory action with the intent of dissuading or punishing an individual for participating in the complaint resolution process. Sanctions may be imposed for retaliation.

3.6.2 Retaliation against individuals participating in the complaint resolution process is not to be confused with sanctions imposed for harassment or making false allegations.

3.7 Duty

Every Principal or other Supervisor will, acting responsibly, endeavor to ensure that the workplace under his/her jurisdiction is free from sexual or other forms of harassment (this includes students) and that complaints of such behaviors are investigated promptly, seriously and in a strictly confidential manner.

3.8 Human Rights Commission

Nothing in the foregoing affects an employee's right to file a complaint with the Alberta Human Rights Commission if he/she feels that the decision is not acceptable.

Reference: Section 45, 60, 104, 107, School Act
Canadian Charter of Rights and Freedoms
Human Rights Citizenship and Multiculturalism Act
Human Rights Protection Act

Cross-Reference: Board Policy 13 – Appeals Regarding Student Matters
Board Policy 14 – Hearings Regarding Teacher Matters

Exhibit 190A

ANTI-HARASSMENT – EXHIBIT

I (name of complainant), working as (position) or student at (name of jurisdiction), (address of jurisdiction), believe that I have been harassed by (name of respondent), working at (name of jurisdiction), or student at (address of jurisdiction), in contravention of (name of jurisdiction’s) policy on harassment. I understand and agree that I have a responsibility in Part B of Guideline 3 of Administrative Procedure 190 to make it clear to the alleged offender that his/her behavior is unacceptable.

The addresses, dates, and further particulars of the incident(s) are as follows:

Signed at _____ on _____
City Date

Complainant’s Signature

Signatures of Witnesses of any of the above incidents (optional)