STUDENTS 300

Administrative Procedure 300

STUDENT ENTRANCE AGE

Background

A student shall be admitted to Grade One if he/she has attained the full age of six years on or before December 31st, except for students attending school in Fairview who will have attained the full age of six years on or before September 1st, following the first instructional day of the school year; or if he/she has already commenced formal education, regardless of age.

When a parent requests early admission to the Grade One program for a child who will not have attained the full age of six years on or before December 31st, or in the case of child residing in the area served by St. Thomas More School in Fairview on or before September 1st, the following procedures will be observed:

Procedures

1. The Principal shall interview the parents and the child.

2. The Principal may arrange to have the child assessed.

   An assessment may be requested from the Kindergarten teacher, the Grade One teacher, the Classroom Support teacher, District Resource teacher, or other medical and social agencies.

3. The final decision on placement will be made by the Superintendent, who will inform the parents and forward a copy of the letter to the Principal concerned.

4. Children who have not attained the full age of six years before February 1st, or December 31st for students attending St. Thomas More School in Fairview will not be admitted to the program.

5. Legal proof of birth must be shown at the time of registration for all students seeking entrance to Grade One.

Reference: Section 8, 13, 30, 60, School Act
Cross-Reference: Administrative Procedure 210 – Early Childhood Services

Administrative Procedure 301

ADMISSION OF NON-CATHOLIC STUDENTS

Background

The schools operated by the District exist to serve the educational needs of the residents of the District. District schools have a legal mandate to offer the programs prescribed by Alberta Learning and the mandate to do so within the context of the Catholic Church's mission to educate the whole person in the name of Jesus Christ. The overall educational program in District schools must be based on the Catholic concept of the human person, and the objectives and purposes of education, as stated by Alberta Learning, must be set in this total Christian concept.

The Congregation for Catholic Education, 1988, declared that the distinctiveness of the Catholic school is its religious dimension, and that is to be found in the:

- Educational climate;
- Personal development of each student;
- Relationship established between culture and the Gospel; and
- Illumination of all knowledge with the light of faith.

The documents of Vatican II state that, as Catholics, we are called to unity with all believers. We are invited by our Church's teachings to respond to the concept of ecumenism and appreciate the giftedness of other religious traditions.

It is recognized that many parents of the pluralistic and believing community, some of whom are not of the Catholic faith, are seeking an education that includes the spiritual and moral, as well as the cognitive, social and physical domains.

Procedures

1. The District welcomes the children of parents who wish them to:
   - 1.1 Participate in the academic, social, physical and religious education program offered in the District's schools;
   - 1.2 Be educated in the context of the Catholic community, which is a sign of the reign of God as revealed in Jesus Christ; and
   - 1.3 Receive all the benefits and assume all the responsibilities of membership associated with membership in the Catholic school community.

2. Generally speaking, a resident student is a baptized Catholic of school age who lives within the boundaries of the District as per Section 44 of the School Act.

3. The Principal shall, on receiving a request for admission from the parent of a non-Catholic student, interview the parents to ensure that they understand that their

children will be expected to participate in all prescribed school programs, including the formal Religious Studies program.

4. The Principal shall make the decision to admit the student dependent on student and parent commitment to respect the Catholic faith and activities within the school, sufficient resources, facilities and programs, as defined by the appropriate District administrative procedures regarding facilities, class size and staffing.

5. If the student is accepted for admission into a District school, a Statement of Understanding form must be completed and signed by parents who wish to enroll their children in a District school (the form is available at the Catholic Education Center or a District school).

6. The initial interview for non-Catholic students is usually at the Kindergarten level. Once students have been accepted, they will advance to subsequent years with an assured place.

7. Parents who have already obtained approval for a first child should be presumed to have approval for younger siblings when they reach school age. They must, however, complete and sign the Statement of Understanding, even though an interview is not required.

Reference: Section 44, 49, 60, School Act

Administrative Procedure 302

ATTENDANCE OF NON-ALBERTA STUDENTS

Background

The attendance of non-Alberta students in District schools is a means of fostering national and international goodwill and providing valuable learning experiences for participants, guests and hosts. A tuition fee will be charged in respect of an individual who attends a District school and is not a resident student of an Alberta school jurisdiction or part of a reciprocal student exchange program. In most cases, fee paying students must have a study permit to study in Canada. A study permit is required for students applying to study for more than 6 months and must be applied for outside of Canada.

Definitions

1. *Exchange student* refers to a student on a reciprocal exchange program—i.e. an Alberta student exchanges places with a student from another country. A student on a reciprocal exchange program is eligible for provincial funding (i.e. Rotary Exchange).

2. *Non-resident student* as defined by the Alberta Education School Funding Manual is an individual:
   - 2.1 From a foreign country who is attending school in Canada under a student authorization issued by the Government of Canada and whose parent(s) reside in a foreign country (and are not Canadian citizens),
   - 2.2 From another province who travels into Alberta on a daily basis to attend school in Alberta,
   - 2.3 Who attends a school in Alberta and whose parent(s) reside in another province, or
   - 2.4 Who attends a school in Alberta on a non-reciprocal exchange program.

3. *International student* refers to a student whose parents are citizens of and reside in another country. An International student is not eligible for provincial funding. As a result the Board will charge an annual pro-rated tuition of $6000.00.

4. *Visiting student* is defined as International student who is studying in Alberta under an arrangement made by private organization. A visiting student is also not eligible for provincial funding. As a result the Board will charge an annual pro-rated tuition of $6000.00.

Procedures

1. **The following shall apply to Exchange students:**

   1.1 An exchange student is a student from outside of Alberta that is involved in an exchange with a District student for a period up to one school year.

   1.2 The admission of an exchange student shall be contingent on the following:

      1.2.1 An exchange student is in possession of a student visa.

      1.2.2 The school has available space and a suitable educational program.

   1.3 The school fees charged an exchange student shall be the same as those charged to a resident student.

   1.4 The cost of the tuition for the program in which the student is enrolled will be waived.

2. **The following shall apply to Non-resident students:**

   2.1 **A student that resides in Canada may be admitted to a District school by the Principal if:**

      2.1.1 The school has available space and a suitable educational program.

      2.1.2 The student pays the non-Alberta Canadian student fee that is set annually by the Superintendent.

   2.2 **An International student shall be admitted to a District school if:**

      2.2.1 The student has been able to obtain Landed Immigrant Status, or a Student Visa through Canadian immigration authorities. If the student has not obtained Landed Immigrant Status or a Student Visa, then refer to Section #3. All other parts of this section apply.

      2.2.2 The Principal is satisfied that the student has satisfactory language skills to be able to benefit from the educational program.

      2.2.3 The Principal is satisfied that the student is prepared to meet attendance and conduct requirements.

      2.2.4 The student pays the fee that is set annually by the Superintendent.

   2.3 The Principal shall advise all non-resident student applicants of their acceptance or non-acceptance in writing.

3. **Process for International and Visiting students to following when applying:**

   3.1 To assist International students with obtaining Landed Immigrant Status or a Student Visa:

      3.3.1 Prospective students will complete an application package that consists of the following:
      - Complete a Student Registration Form for the District
      - Include the following documentation: copy of a valid passport, copy of two years of school transcripts, letter of recommendation from school principal
      - Tuition down payment ($1500), Application fee ($100) and Health Insurance Fees

3.3.2 Prospective students will then receive a Letter of Acceptance from the District Office (Catholic Education Centre) if the above criteria are met.

3.3.3 When the student arrives, provide a copy of his/her Study Permit, Custodian Declaration form (if applicable), and Student Health Insurance card,

4. Principals will report to the Assistant Superintendent of Curriculum all exchange and non-resident students who wants to or is registered in their schools.

5. Notwithstanding the other guidelines and regulations, schools may choose to accept visiting students, registered with a recognized exchange program, without assessing tuition fees under the following conditions:

   5.1 The school recognizes that no grants will be received for this student.

   5.2 No costs, other than the loss of tuition fees, will be incurred by the school.

   5.3 Textbook fees and material fees will be paid by the student.

   5.4 If busing is required, it will be provided only if there is an open seat on the bus.

   5.5 The classes available to the student will be limited to ones which have space available and for which prerequisite learner expectations are apparent.

   5.6 Any second language instruction must be privately arranged and paid for by the student.

   5.7 Schools shall receive 50% of the funding either directly or in-kind to provide services to the student, including “International value-added services”.

Reference: Sections 8, 46, 49 and 60, School Act
International School Partnership Bulletin 3.4.1
International Student Bulletin 3.4.2
Student Exchange Bulletin 3.4.3
Cross-Reference: Administrative Policy 504 – Non-Resident Tuition Fees

Administrative Procedure 305

SCHOOL ATTENDANCE AREAS

Background

In order to assist in the efficient operation of the District and the optimal utilization of school facilities, school attendance boundaries may be established.

Procedures

1. Where school attendance boundaries have been established, a student shall be required to attend the school designated for that area.

2. Changes to school attendance boundaries will come into effect prior to September 30 in any given year.

3. Should a change in location of residence occur in the month of September, the child may transfer to the school within whose boundaries the new residence is located.

4. Should the move in residence be made after the month of September, the child, at the option of the parent, with the approval of the Principal may complete the school year without transfer, provided there are no inconveniences to school operation and no additional costs for transportation to the District.

5. In individual cases where it appears to be in the interests of the student or the school or both, the Superintendent may approve a student's transfer to another school.

6. A Principal may admit a student designated to another school attendance area if mutual agreement is reached with the Principal of the sending school.

7. Transportation will be provided or arranged for where the District directs a student to attend a particular program or school within its jurisdiction, in accordance with Sections 51 and 52 of the School Act.

8. When a student is admitted into a school outside of his/her designated attendance area, the parents shall be responsible for transportation at their own expense.

Reference: Section 13, 44, 45, 51, 52, 60, School Act

Administrative Procedure 310

STUDENT HEALTH SERVICES

Background

The assistance of the local area Health Units and other external agencies is important in helping District schools meet their obligation to provide a safe and healthy environment for the students they serve.

Procedures

1. The Principal shall ensure that the school co-operates fully with such agencies in the provision of health services to students and staff.

2. The Principal shall ensure the school follows the directives and regulations lawfully issued by such agencies with respect to student health.

Reference: Section 45, School Act

Administrative Procedure 311

ASSISTING A STUDENT IN CASE OF ACCIDENT OR ILLNESS

Background

A staff member may be required to administer emergency first aid treatment to a student in order to preserve the life or physical well being of the student. This is a natural extension of the school personnel's duty to exercise reasonable care and skill in attending to the safety, health and comfort of their pupils. First aid assistance shall continue to be provided until the student is placed in the care of the parents or qualified medical practitioners.

Procedures

1. In the event of serious injury or accident to a student, the following procedures shall be adhered to:

   1.1 The staff member shall apply first aid treatment if required and practical, and if the staff member is competent to do so.

   1.2 If there is any doubt about the extent of the injury, the student shall not be moved, but shall be made as comfortable as possible and be kept warm until expert assistance is secured.

   1.3 In all instances of serious injury, the staff member shall stay with the injured student and direct a responsible person to notify the parents as soon as possible.

   1.4 If practical and possible, the paramedics shall be called to arrange for treatment and transportation of the student to the nearest medical facility.

   1.5 In the event that paramedics are not available, e.g., on camping trips, excursions, etc., appropriate arrangements shall be made to access medical attention or transport the injured student to a medical facility (see Administrative Procedure 314 – Transporting Students Who Are Ill or Injured).

2. Under no circumstances will employees of the District give legal consent for medical treatment to students in their charge. In the event medical treatment is refused by a medical practitioner because of lack of valid consent, the employee shall:

   2.1 Defer to the opinion of the medical practitioner.

   2.2 Advise the Principal of the problem and the recommendation of the medical practitioner.

   2.3 Continue to attempt to contact the parents.

3. The Principal shall inform the Superintendent immediately in the event a student is seriously injured. A complete report shall be filed with the Superintendent within 24 hours of the accident. A copy of the appropriate form is included in the Forms Manual.

4. Students that become ill at school or incur an injury must not be sent home unless the parents have been informed.

5. The Principal shall ensure that a proper record of minor accidents and/or injuries is maintained at the school.

Reference: Section 45, School Act
Cross-Reference: Administrative Procedure 314 – Transporting Students Who Are Ill or Injured

Administrative Procedure 312

ADMINISTERING MEDICAL TREATMENT TO STUDENTS

Background

District employees do not generally possess the expertise required to determine the need for, or appropriate means of administering medical treatment to students. Students who are on medication required to be taken during school hours, or request it, should be treated with the utmost care. In order to avoid confusion over what is or is not required, the following procedures for administration of medication should be strictly adhered to.

Procedures

1. In situations relating to the medical treatment of students, it is recognized that District employees are subject to the responsibilities and limitations inherent in the common law doctrine of *in loco parentis*. Specifically, *in loco parentis* requires that:

   1.1 The employee act as would a reasonable and prudent parent in the same circumstances and conditions.

   1.2 The employee does not have all of the authority that a parent would have; i.e. employees do not have the authority to provide consent for the medical treatment of a student.

   1.3 The employee recognizes the limitations of his/her ability to provide direct assistance.

2. Principals shall make every effort to obtain from parents a statement of the child's health at the beginning of each school year, along with information concerning any allergies. Particular attention shall be paid to potential life-threatening allergies such as bee stings, peanuts, etc.

3. Parents/doctors may request that prescription medication be administered to a child during school hours. Such requests shall:

   3.1 Be of such a simplistic nature that a layperson (e.g. teacher, teacher assistant, secretary, etc.) could successfully perform the function;

   3.2 Be in writing; issued by a medical practitioner or pharmacist;

   3.3 Specify the time(s) at which such medication should be administered;

   3.4 Specify the exact dosage and method of administration;

   3.5 Storage instructions (including the need for security, refrigeration, etc.);

   3.6 Specify the duration of the treatment;

   3.7 Outline procedure to be followed in case of suspected adverse reaction; and

   3.8 Provide instructions on the use of an Epi-pen (or similar).

It is recommended that the form "Medication/Personal Care Request" be used for this purpose.

4. No employee shall administer any prescription medication to any student unless the above conditions have been met. In cases were the administration of medication to a student may jeopardize the health of the employee, the principal shall consult with the Deputy Superintendent who will decide if an alternate method of administration is necessary.

5. A log shall be kept for each child where employees are involved in the administration of medication under a doctor's direction. This will detail all treatment (time, dosage, etc.)

6. Non-prescription medication (aspirin, Tylenol, and similar drugs) will only be administered on an "as needed" basis, and where the parent/guardian has given written permission to the school to do so and has supplied the medication.

7. Bus drivers are to be notified of any potential health problems that may occur while the child is being transported. This information shall be updated annually, or as circumstances change. It is the responsibility of the Principal or designate to provide this information.

8. First Aid kits shall be available and kept current in all schools and on all field trips.

9. Particular care must be exercised on extended field trips. Every effort shall be made to determine any medical conditions that may affect the child prior to departure.

10. Parents shall be advised on any medical information forms that persons administering medication in schools are not licensed medical personnel.

11. Parental permission shall be obtained in writing before administering any medication to a child where doubt exists that:

    11.1 It is necessary; and

    11.2 It is in the best interests of the child.

12. In an emergency situation, an employee of the District shall act as a responsible parent might in the administration of medication in any form to any child.

13. Staff members who render assistance to a student who is ill, injured or unconscious as a result of accident or emergency will be protected from legal action as outlined in Section 2 of the Emergency Medical Aid Act (see Appendix 312A). Furthermore, all employees are protected by the District's liability insurance when acting within the scope of their approved duties.

14. Note: These provisions are not intended in any way to prevent an employee from administering Epi-Pen and/or arranging for transfer to the hospital even if a parent or guardian is not available to give consent.

Reference: Section 60, School Act
Emergency Medical Aid Act, Section 2
Cross Reference: Administrative Procedure 313 – Consent to Medical Treatment

Appendix 312A

EMERGENCY MEDICAL AID ACT
CHAPTER E–9

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

Definitions

1. In this Act,
   a. "Physician" means a person who is registered as a medical practitioner under the Medical Profession Act;
   b. "Registered health discipline member" means a person who is registered under the Health Discipline Act;
   c. "Registered nurse" means a person who is a registered nurse under the Nursing Profession Act.

RSA 1980 cE-9 s1; RSA 1980 cH-5.1 s34; 1983 cN-14.5 sl26; 1984 c53 s27

Protection From Action:

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

RSA 1980 cE-9 s2; RSA 1980 cH-5.1 s34; 1984 c53 s27
Repealed RSA 1980 c7(Supp.)sl.

Administrative Procedure 313

CONSENT TO MEDICAL TREATMENT

Background

District employees will refrain from offering consent for medical treatment of students. Where students require medical attention as a result of situations arising under their care, employee action will be according to the following procedures:

Procedures

1. Where in the judgment of an employee it is necessary for a student to obtain the services of a medical practitioner/facility, the employee shall:
   - 1.1 Arrange for the transportation of the student;
   - 1.2 Arrange for his/her or another employee's attendance with the student at the medical facility;
   - 1.3 Attend with the student until:
     - 1.3.1 Relieved by parent/legal guardian; or
     - 1.3.2 Relieved by another employee; or
     - 1.3.3 The student is discharged by the practitioner/facility; or
     - 1.3.4 Advised by a medical practitioner that there is no further need to remain at treatment and safety of the child has been undertaken by the medical staff/institution.
   - 1.4 Upon arrival at the practitioner/facility, advise those in authority that he is not the parent/legal guardian of the student;
   - 1.5 Refrain from offering consent for medical treatment.
2. On those occasions where medical treatment is refused because of lack of valid consent, the employee shall:
   - 2.1 Defer to the opinion of the medical practitioner;
   - 2.2 Solicit advice from the medical practitioner as to appropriate courses of action;
   - 2.3 Advise his/her supervisor of both the problem and the advice of the medical practitioner; and
   - 2.4 Take such course of action as recommended by the medical practitioner and approved by his/her supervisor.

Reference: Section 60, 61, School Act
Emergency Medical Aid Act, Section 2
Cross-Reference: Administrative Procedure 312 – Administering Medication to Students

Administrative Procedure 314

ALLERGIES

Background

It is important to minimize the exposure risk of people with allergies without depriving them of normal peer interactions, or placing unreasonable restrictions on the activities of others in the school.

Definitions

1. "Allergen" means a substance which provokes an allergic response and includes insect venom, certain foods, fur, feathers, moulds, dust mites and latex and other chemicals;

2. "Injector" means a syringe and needle which contain a pre-measured dose of epinephrine or adrenaline and includes EpiPens® and other pre-loaded auto-injectors;

3. "Severe allergy" means a severe allergic reaction or anaphylactic response to an allergen that, if left untreated, can lead to sudden death.

4. “Moderate allergy” means a moderate allergic reaction to an allergen that, if left untreated, can lead to rashes, hives, difficulty breathing, coughing, watering and swelling of eyes, severe itchiness etc. that causes distress and prevents or restricts a person from participating in normal school activities.

5. “Mild allergy” means a mild allergic reaction to an allergen that, if left untreated, can lead to mild rashes, itchiness or cause some discomfort but does not prevent a person from participating in normal school activities.

Guidelines

1. Schools should endeavor to provide an allergy safe environment at school while children learn the skills they need to live a healthy life with their allergy.

2. Educating the school community is vital for schools to become allergy aware and allergen safe.

3. The Principal is encouraged to involve parents, students and staff in all phases of the response plan.

4. Where new schools are being built or existing schools renovated, the District shall actively seek to minimize building materials that are known to cause or promote severe or moderate allergic reactions (e.g. non-carpeted flooring, no chalkboards etc.).

Procedures

1. Parents are responsible for:
   - 1.1 Advising the Principal about their child's severe and moderate allergies;
   - 1.2 Providing and keeping emergency contact information current;
   - 1.3 Assisting the Principal if their child has severe allergies by;
     - 1.3.1 Asking their child's medical doctor to complete the Severe Allergy Alert Form;
     - 1.3.2 Providing the Principal with a recent photograph of their child;
     - 1.3.3 Providing the student with a Medic Alert bracelet or other suitable identification;
     - 1.3.4 Providing the student with a case containing at least one unexpired injector or other medication as prescribed by a physician and ensuring that the student has the case or medication readily available; while at school, on field trips or at other school events and activities;
     - 1.3.5 Checking expiry dates of medication and injectors and replacing them as necessary;
   - 1.4 Providing necessary snacks and lunches for the student;
   - 1.5 Assisting the Principal by supporting the provision of educational information about severe and moderate allergies to other parents and the school community;
   - 1.6 Advising the school bus driver of the student's severe and moderate allergies; and
   - 1.7 Advising the teacher of mild allergies as soon as possible at the beginning of a school year.

2. Staff with allergies are responsible for:
   - 2.1 Advising the Principal or supervisor about their severe and moderate and mild allergies upon commencement of work;
   - 2.2 Providing and keeping emergency contact information current;
   - 2.3 Completing and submitting a Severe Allergy Alert Form if applicable;
   - 2.4 Wearing a Medic Alert bracelet or other suitable identification for severe and moderate allergies as necessary;
   - 2.5 Having a case containing at least one unexpired injector or other medication as prescribed by a physician and ensuring that they have the case or medication readily available, while at school, on field trips or at other school events and activities;
   - 2.6 Checking expiry dates of medication and injectors and replacing them as necessary;
   - 2.7 Assisting the Principal by supporting the provision of educational information about severe and moderate allergies to the school community, and

2.8 Advising at least one accompanying adult of their severe or moderate allergies and the location of and use of an injector or medication, when they take students on a field trip.

3. Parents who are involved in school based activities and/or field trips and who have severe and moderate allergies shall inform the attending teacher/staff of their allergy, the location of and how to use their injector/medication and emergency contact information.

4. Students with severe and moderate allergies shall:

4.1 Where allergies are food-based, eat only foods that are safe for them;

4.2 Wash their hands before eating;

4.3 Learn to recognize symptoms of a severe or moderate allergic reaction;

4.4 Advise teacher of any activity that could trigger an allergic reaction (e.g., running outside when moulds or pollens are in high enough concentrations to cause an allergic reaction);

4.5 Promptly inform a teacher or an adult as soon as accidental ingestion or exposure to an allergen occurs or symptoms of a severe allergic reaction appear;

4.6 Keep an injector or medication handy at all times; and

4.7 When age appropriate, know how to use an injector or take medication.

5. The Principal is responsible for planning the coordination and management of students and staff who have severe and moderate allergies by:

5.1 Advising all staff and the parents of students with severe and moderate allergies of this policy;

5.2 Consulting with and advising the staff, the parents of the student with severe and moderate allergies, the school council of any procedures regarding allergies;

5.3 Ensuring that all members of the school community have appropriate information about severe and moderate allergies including background information on allergies and safety procedures;

5.4 Ensuring that a response plan is developed for the school, including collection and storage of injectors, handling medication, education of the school community, procedures to be followed, photographs of students, field trip and lunch room procedures;

5.5 Requesting that the parents and staff complete and sign the severe allergy alert form;

5.6 Advising all staff members regarding students who have severe or moderate allergies before the student attends the school and prior to the first day of class every year thereafter;

5.7 Ensuring that an response plan is developed for each staff member and student with severe or moderate allergies, in cooperation with the parents, and where

the Principal deems it necessary, the public health nurse; and the student's doctor;

5.8 Ensuring, for severe allergies, that the response plan is kept in a readily accessible location at the school and includes emergency contact information;

5.9 Ensuring, for moderate allergies, that a response plan is readily available in the student's classroom and includes emergency contact information;

5.10 Posting, with the consent of the parent or guardian, a picture of the student with severe allergies, with a description of the allergy and the student's response plan, in a central but not a public location at the school;

5.11 Ensuring that injectors and medication provided by parents and which are not in the student's possession are clearly labeled and stored in a covered, secure and accessible location at the school; and

5.12 Ensuring that all staff and lunchroom supervisors are aware of the location of the injectors and medication.

5.13 Ensuring that all school staff and lunchroom supervisors receive on-going training on a regular basis, in the recognition of a severe or moderate allergic reaction and the use of injectors, medication, and the response plan;

6. With the consent of the parent, the Principal and the classroom teacher shall ensure that the student's classmates are provided with information on severe and moderate allergies in a manner that is appropriate for the age and maturity level of the students. Strategies to reduce teasing and bullying must be incorporated in this information.

7. The classroom teacher of a student with severe and moderate allergies shall:

7.1 Discuss allergies with the class, in age-appropriate terms;

7.2 Endeavor to avoid all types of allergens (including those that cause mild allergies);

7.3 Facilitate communication with other parents;

7.4 Leave information about students with severe and moderate allergies in an organized prominent and accessible format for substitute teachers;

7.5 Ensure that appropriate injectors and medication are taken on field trips, and;

7.6 Ensure that adults who accompany field trips are made aware of students and staff who have severe and moderate allergies and how to deal with allergic reactions.

8. The classroom teacher and any lunchroom supervisor of a student with severe and moderate allergies shall:

8.1 Know the school's response plan;

8.2 Encourage students not to share or trade food;

8.3 Encourage the students with severe or moderate food-based allergies to eat only what they bring from home;

8.4 Reinforce hand-washing before and after eating;

8.5 Encourage an empathetic understanding of severe and moderate allergies and the seriousness of the consequences.

Reference: Section 45, 60, School Act
Additional Resource: Anaphylaxis: A Handbook for School Boards
Cross-Reference: District Severe Allergy Alert Form

Administrative Procedure 315

TRANSPORTING STUDENTS WHO ARE ILL OR INJURED

Background

There are occasions when it is necessary and desirable to transport sick or injured students from the school or school activity to their homes or for medical attention. Private cars may be used for this purpose, subject to the following procedures:

Procedures

1. Arrangements for transportation of sick or injured student shall be made through the Principal.

2. The vehicle used must have appropriate insurance coverage necessary to transport passengers.

3. Compensation for the use of a private vehicle may be claimed through the school, at rates established periodically by the District.

Reference: Section 45, 60, School Act

Administrative Procedure 316

Nutrition

Background

Grande Prairie and District Catholic Schools recognizes that healthy eating is an integral part of growth and development. An increasing amount of research draws connections between student health and potential for learning. Additionally, children learn from role models. Therefore, the Board is concerned about creating supportive school environments for good nutrition and lifelong well being by encouraging healthy eating for all students and staff.

The procedure is intended to set guidelines for schools to implement a coordinated comprehensive food and nutrition policy that encourages all students and staff to develop good eating habits by promoting the consumption of nutritious and dentally acceptable foods, and controlling the sale and use of non-nutritious foods.

Procedures

1. Each Principal will monitor the implementation and maintenance of a school nutrition policy on an annual basis.

2. By the end of the 2005-2006 school year, all beverage vending machines in all District elementary/junior high schools (K-8) will have 50% product in the form of 100% unsweetened fruit juice and/or vegetable juices and/or water and/or milk. By the end of 2006-2007 school year 100% of the product will be unsweetened fruit and/or vegetable juice, and/or water and/or milk, unless prior contractual agreements prohibit the implementation.

3. By the end of the 2005-2006 school year, all food product vending machines in all District elementary/junior high schools will have 50% product chosen from the “Choose and Serve Most Often” list and 50% product chosen from the “Serve Sometimes” list (see Appendices 1 and 2).

4. Schools that choose to operate a canteen will always offer items from the “Choose and Serve Most Often” list (Appendix 1) and may offer foods from the “Serve Sometimes” list (Appendix 2), and limit the sale of foods from the “Other” (Appendix 2) category to once a week. This will apply to all elementary schools.

5. Schools that choose to operate a cafeteria shall incorporate the principles outline in Canada’s Food Guide to Healthy Eating (2005).

6. Nutritious foods in canteens, cafeterias, and at school events are competitively priced and appropriately promoted and advertised.

7. The beverage consumed by students during instructional time will be water or other healthy choices as allowed by individual school policy.

8. If staff members use snacks or treats as a “reward” for students, it needs to be done in moderation.

9. Staff will assist students to develop strategies that promote nutritional, healthy choices for self and others.

10. District staff shall strive to model healthy food choices during instructional time.

11. The school level administrator shall develop guidelines and procedures pertaining to snack and meal programs offered at the school in line with Canada’s Food Guide to Healthy Eating (2005).

Reference: Canada’s Food Guide to Healthy Eating (2005)

APPENDIX 1: Choose and Serve Most Often List

Most of these foods are good sources of one or more of the nutrients iron, calcium, Vitamin A, C, or D and are generally low in fat, sugar and salt. Examples include:

Grain Products Bread, rolls, buns, bagels, pita bread, English muffins, waffles, pancakes, muffins, rice cakes, graham crackers, pasta, unsweetened or low sugar breakfast cereals, pretzels, popcorn (light), bannock, crackers, tortillas, taco shells, rice.

Fruits and Vegetables Fresh fruit, fresh vegetables, caned fruits prepared in own juice, 100% fruit juice and nectars, vegetable juices, dried fruit, fruit leather, raisin boxes, frozen fruit juice bars (100% real fruit juice), fruit or vegetable salads, vegetable soup.

Milk Products 2% and 1% white or chocolate milk, yogurt, cheese slices, cheese sticks, milk-based puddings, individual cheese portions, milk-based soups.

Meat and Alternatives Canned fish, lean meat, fish, poultry, cheese and cracker packages, peanut butter and cracker packages, cheese and cracker/breadsticks packages, wild meat (moose, deer, etc.), beef jerky, peanut butter, eggs, legumes, nuts, seeds.

Sauces, Toppings, Garnishes and Dips Syrup, honey, jam, salsa, tomato sauce, low or non- fat dressings, spreads, mayonnaise, dips.

Sweets Fruit bars (apple, raspberry, fig), graham crackers, cereal bars (multi-grain, low fat).

APPENDIX 2: Serve Sometimes List

Most of these foods are good sources of one or more of the nutrients iron, calcium, Vitamins A, C, or D but are also high in fat, sugar or salt. If serving these foods combine with foods from Appendix 1: Choose and Serve Most Often list. Examples include:

Grain Products Cookies (made with oatmeal, peanut butter, or dried fruit), granola bars.

Fruits and Vegetables French fries, fruit in light syrup.

Milk Products Yogurt drinks, ice cream, frozen ice cream treats, eggnog, milkshakes.

Meat Alternatives Wieners, sausages, cold cuts, luncheon meats, pepperoni sticks, pizza pops, pizza, sesame bars, processed cheese spread.

OTHER

(Maximum of one item per week.)
Most of these foods are considered poor sources of one or more of the nutrients iron, calcium, Vitamins A, C, or D and are also high in fat, sugar or salt. Examples include:

Pastry Danishes, doughnuts, cake, sticky buns, chips, cheese puffs (Cheezies), candy, chocolate, flavored gelatin (jell-o), flavored fruit drinks/ slushies, hot chocolate, froze ice pops, packaged instant soups, noodle soup, chocolate-covered granola bars, crispy rice squares, presweetened breakfast cereals, pop, and sport drinks.

Administrative Procedure 320

STUDENT RECORDS

Background

The District is responsible for maintaining appropriate records necessary for the education of students, for program placement, for verifying attendance and historical claims.

Principals shall be responsible for ensuring that staff members follow the provisions of the School Act, Student Records Regulation 225/2006 and this administrative procedure for student records held in the school.

A student record (from this point on shall be referred to as student cumulative file) shall consist of all information that affects the decisions made about the education of the student that is collected or maintained by the District, regardless of the manner in which it is maintained or stored. Such records shall be in accordance with current Provincial Regulations. In addition, the following shall apply to schools in Grande Prairie RCSSD No. 28.

Regulations

1. Information that is kept on a student's cumulative file and released to other educational institutions shall be in accordance with provincial regulations.

2. Information on a student's cumulative file is to be treated as confidential by staff members. A student's cumulative file shall be stored in such a manner that this confidentiality is maintained.

3. Information on a student's cumulative file may be released to certificated professionals who have a bona fide interest in furthering the education of the student. Parental approval should be obtained in advance, wherever possible.

Procedures

1. A cumulative file shall begin on a student upon the student's registration in the District.

2. A student's cumulative file shall be maintained for each student of the District. Information about a student and his family shall be kept current and shall include only that which is useful to the school in the proper education of the student.

3. Each school shall have a satisfactory method for the safekeeping of a student's cumulative file. A student's cumulative file, when not in use, shall be kept secure.

4. Transfers of student's cumulative file to schools elsewhere in Alberta, and outside the province, shall be in accordance with Alberta Regulation 225/2006.

5. If a student transfers to another school within the District, the student's cumulative file shall be transferred to the receiving school as soon as possible upon receiving written request from the receiving school.

6. School attendance-recording documents are the property of the District. They shall be transferred to Catholic Education Center at the end of the school year and will be stored electronically in PDF format indefinitely.

7. (a) Student cumulative files shall be stored at the school for one year following the exit date on front cover of cumulative file. At the end of June each year, secretaries shall forward all cumulative files that are one year expired, with no request, to the district office.

   (b) Student cumulative files shall be stored at the Catholic Education Center for seven years following the exit of the student from the school, or until the student's twenty-fifth birthday, unless such records are transferred elsewhere through the provisions of policy, the School Act or its Regulations.

8. Parents and students shall be notified of the right of access to student cumulative file. The following statement shall appear in school handbook:
   "Under Section 23 of the School Act, students/parents are entitled to review their children's cumulative file. The file, if still in the possession of Grande Prairie RCSSD No. 28 after the student's twenty-fifth birthday, shall be destroyed."

9. Principals shall be responsible for ensuring that staff members follow the provisions of this policy/regulation for student cumulative file held in the school.

Maintenance of Student's Cumulative File

1. Each Principal is responsible for file maintenance and access within her/his building. The student cumulative file shall consist of all information that affects the decisions made about the education of the student. This file would be available to all professional staff and parent/guardian and would be updated yearly.

   Information in the cumulative file includes:

   - Personal data necessary for the operation of the District, or as required by Alberta Education.
   - Front Cover of Cumulative File: ASN Number, Legal Name, Preferred if applicable, District, School, Address, Grade, Entrance Date and Exit Date and Exit Description if known.
   - Inside Cover of Cumulative File: Elementary – fill in area from "School" up to and including "Days Present / Total Days"
   - All registration documents: Registration form, copy of Baptismal Certificate, copy of Birth Certificate, signed F.O.I.P form, Internet registration form.
   - Report Cards that summarize the student's achievement and growth in the courses and programs in which the student is enrolled The report card is the academic record: Elementary K – final report; Elementary grade 1-6 all 3 term report cards; Junior High grade 7-9 only final report card; High School grade

10-12 end of each semester.An annual summary of the student's school attendance as seen on the report card for Junior High and High School. For elementary students, the annual summary of attendance will be entered onto the inside of the cumulative file showing days present / instructional days per year.

- Any information used for the student's educational program planning and implementation. It may include psychological or other assessments such as Standardized Tests Results, Achievement Tests Results, Summary page of Literacy Assessment, Speech Assessments, OT/PT Assessments, Mental Health Assessments, Hearing and Sight Assessments, Medical Assessments, probation or court reports, etc.
- A copy of the student's IPP in addition to summaries of all previous school years' individualized program plans.

2. The Principal is held responsible for ensuring that all records are accurate and up to date. This may be delegated.

Divorced/Separated Families Release of Information

1. Unless a court order states otherwise, a person granted access to a student has the right to make inquiries, and to be given information on the education of the student.

2. Prior to the release of information, the Principal shall indicate to the parent having custody of the student that the Principal has no right to withhold information unless a court order can be produced which restricts the right to student's cumulative file.

3. If the parent having custody disputes the Principal's position, the parent shall be directed to appeal in writing to the Superintendent or the courts.

4. A student's legal name must be recorded as registered under Vital Statistics Act. Preferred names can be recorded with custodial parental agreement.
   on school records unless parents agree to the change, or legal authority is granted. The onus shall be on the custodial parent to provide this information.

When a student of legal age and/or his/her parents/guardians have reviewed the student's cumulative file, and finds information to be invalid or record keeping procedures unsatisfactory, the Principal should be informed of the need for corrective action. If resolution is not reached at the school level, the parent(s)/guardian(s), student of legal age, or independent student may appeal to the Superintendent and subsequently, to the Board of Trustees. If no satisfaction is received a further appeal may be made to the Minister of Learning.

Reference: Section 23, 124 School Act
Student Record Regulation 71/99
Child Welfare Act
Freedom of Information and Protection of Privacy Act, RSA 2000, Chapter F-25
Freedom of Information and Protection of Privacy Regulation AR 200/95
Public Health Act
Social Development Act
Youth Criminal Justice Act
Vital Statistics Act

Check List for Cumulative Files

Front Cover of Cumulative File

- ☐ Fill in entire line: District, School, Address, Grade, Entrance Date and Exit Date and Exit Description if known
- ☐ Alberta Student Number (ASN)
- ☐ Legal Surname and given names are correct, preferred name if applicable in brackets

Inside the Cumulative File

- ☐ Written onto the actual file – Elementary– fill in area from "School" up to and including "Days Present /Total Days"
- ☐ Registration form
- ☐ Copy of Baptismal Certificate (if child is baptised)
- ☐ Copy of Birth Certificate (make sure the full name including middle name on the Birth Cert. is correctly entered in SIRS)
- ☐ Signed F.O.I.P form
- ☐ Internet registration form
- ☐ Academic record is the report card (file K – 12 in reverse chronological order)
  - Elementary K-6: All term report cards
  - Junior High 7-9: Only final report cards
  - High School 10-12: End of each semester
- ☐ Record of attendance must be cumulative. For elementary entered onto actual cumulative file (day's present/instructional days possible for year); junior and high school cumulative attendance is on final report cards.
- ☐ Copy of final Achievement test results from Alberta Education / Assessment
- ☐ IPP Report – Final year report for each year (file K – 12 in reverse chronological order)
- ☐ Copy of current and/or valid assessments from Doctors, speech pathologist, therapist etc.
- ☐ Copy of any legal documents pertaining to student
- ☐ Suspension and expulsion letters minimum one year, maximum three according to regulation
- ☐ Immigration Papers (Current) if applicable, please make sure the expiry date is entered in SIRS

Administrative Procedure 321

YOUTH CRIMINAL JUSTICE ACT RECORDS

Background

The Superintendent will communicate with justice personnel about students who have been dealt with under the *Youth Criminal Justice Act* in accordance with the provisions outlined in the *Young Offenders' Information Sharing Protocol*.

The Young Offenders' Information Sharing Protocol, developed by Alberta Education and Alberta Justice in 1996, authorized Alberta Justice to share information with respect to the identity and relevant information related to young offenders who pose a potential threat to the safety or security of students or staff. It also specified procedures for sharing of information between Justice and Education to assist with preparation of disposition reports or to ensure compliance with court orders.

Initial disclosure of information was to be made by the youth justice worker to a designate of the school board, e.g. Superintendent or coordinator of students' services. School jurisdictions were charged with the responsibility of selecting a designated staff member at the school level (e.g. Principal) to receive the information and ensure disclosure was limited on a "need to know" basis, as breach of confidentiality carries legal and professional consequences.

Procedures

1. Youth justice workers employed or contracted by Alberta Justice—e.g. probation officer, group home staff or any other person engaged in the provision of services to young persons—may provide oral or written information identifying a young person with young offender status to the Superintendent or other designated school board staff member, and subsequently to the designated member at the school level for the following reasons:

   1.1 To protect the safety of students and staff;

   1.2 To assist Justice with the preparation of disposition/other reports; and

   1.3 To ensure compliance with court orders.

2. The information that may be provided by the designated member of the school board or by the youth justice worker to designated school staff regarding disclosure to ensure the safety of staff, students or other persons may include:

   2.1 The type of disposition; e.g. open custody, probation, temporary release;

   2.2 The type of violent and/or other offences in relation to young offender status;

   2.3 Prior record of offences;

   2.4 Indications of violent tendencies or patterns of behavior;

   2.5 Identifiable group of persons who could be at risk from the young offender;

2.6 The expiry date of young offender status; and

2.7 Willingness of the young offender to avail himself or herself of services and facilities.

3. The following are examples of the types of offences which may assist youth justice workers in making decisions to disclose information, as well as to ensure that all offences which threaten the safety of students or other persons result in disclosure to designated school staff;

   3.1 Arson;

   3.2 Illegal possession of firearms, including offensive weapons;

   3.3 Trafficking in illegal drugs;

   3.4 Possession of explosives;

   3.5 Criminal negligence;

   3.6 Extortion;

   3.7 Procuring for purposes of prostitution;

   3.8 Sexual offences.

4. The Superintendent, or the youth justice worker if so directed by the Superintendent, will disclose information only on a "need to know" basis to those school staff members and others who may have to provide for the safety of students and staff. The following are examples where information sharing with designated school staff could be deemed necessary to ensure the safety of staff and students:

   4.1 Any offences or a prior record of offences that result in concerns about the safety of staff and students in jeopardy;

   4.2 Recommendations for reducing the risk of violence and increasing the level of safety;

   4.3 Patterns of behavior that may signal the onset of activity that could affect safety;

   4.4 Individuals or groups of persons who may be at risk from the student; and

   4.5 The identity of other youths convicted along with the youth as a result of gang activity.

5. In keeping with Section 129 of the *Youth Criminal Justice Act*,

   > "No person who is given access to a record or to whom information is disclosed under this Act shall disclose that information to any other person unless the disclosure is authorized under this Act."

   This respects "the need for balance between the right to know and the rights of the young offender to confidentiality." Each young offender's file will contain a record of the individual staff members who are provided information about the young offender. In determining the persons to whom to release information, the Superintendent shall bear in mind that:

   5.1 Inappropriate disclosure could result in a fine or imprisonment; and

   5.2 The right of the young offender to confidentiality must be maintained.

6. When designated school personnel are approached directly by youth justice workers regarding young offenders, it is imperative that the Board's designate has been involved in the process. A phone call or a personal contact by the school designate would be in order to verify proper procedures have been followed.

7. The Superintendent, or the youth justice worker on behalf of the Superintendent, may advise school personnel who are involved with the students with young offenders' status about circumstances which uphold the spirit and mandate of the Young Offenders' Information Sharing Protocol, such as:

   7.1 Impressing upon the student the requirement to attend school in order to comply with a probation order, conditional supervision, or bail;

   7.2 Establishing appropriate monitoring procedures;

   7.3 Developing an education program to assist the student in areas such as socialization and anger management;

   7.4 Providing an environment in which the student could participate in an educational program while ensuring the safety of other students and staff members; and

   7.5 Training for staff in dealing with violent persons.

8. The Superintendent will arrange for management of records about students and any such management procedure will address the following:

   8.1 Storage: Files

      8.1.1 May be kept at the school and at the District Office, but must be kept separate from other student records; and

      8.1.2 Shall be kept in a secure location.

   8.2 Access shall be:

      8.2.1 Restricted to those who require access in order to meet the needs of the student; and

      8.2.2 Limited to those staff or others within the school system placed on a list affixed to the file.

   8.3 Destruction shall occur when the information is no longer required for the purpose for which it was disclosed such as when the youth justice worker:

      8.3.1 Notifies the Superintendent, in writing, that no further safety risk exists, or

      8.3.2 Advises the Superintendent or designate of the expiry of the court order which led to the creation of the record. The Superintendent shall then advise the worker in writing of the destruction of the record.

   8.4 Transfer of a student:

      8.4.1 Within the jurisdiction:

         - It is the responsibility of the youth justice worker to advise the Principal of the receiving school of the safety concerns, or the Court Order relative to that student, not the former Principal.

- The former Principal of the sending school shall destroy the record.

8.4.2 Outside the jurisdiction:

- It is the responsibility of the youth justice worker to inform the superintendent of the receiving jurisdiction of safety concerns or the relevant Court Order; and
- the Superintendent of the sending jurisdiction shall arrange for the destruction of that jurisdiction's record.

9. The Superintendent, upon request from youth justice worker to provide information for a report ordered by a youth court judge, will arrange for the release of information from the student record that may include the following:

9.1 Name;

9.2 Age;

9.3 The nature of the report to be provided and the section of the Youth Criminal Justice Act under which such a report is authorized;

9.4 Timelines with respect to providing information;

9.5 Specific description of the information required such as:

9.5.1 Attendance of the student;

9.5.2 The program or courses in which the student is enrolled;

9.5.3 The performance of the student;

9.5.4 The nature of incidents resulting in any disciplinary action and type of discipline imposed;

9.5.5 The number of years for which the information is required (for the current school year or the student's entire career in the school).

10. Before any information is released, the Superintendent will obtain the written consent of the parent or legal guardian. If the student is 16 years of age or older, written consent from the student must be obtained.

11. The Superintendent is authorized to request from the youth justice worker additional information such as:

11.1 Disclosure of pertinent psychological assessments; or

11.2 Additional information that will assist school personnel in providing an educational program for the student and creating an appropriate environment for that program.

12. The Superintendent is the delegated authority to act on behalf of the District with youth justice supervisory personnel whenever a resolution cannot be reached between school-based personnel and youth court justice personnel.

Reference: Section 8, 13, 14, 15, 23, 47, School Act
Youth Criminal Justice Act
Student Records Regulation 71/99

Administrative Procedure 322

RIGHT OF ACCESS

Background

Schools have an obligation to act in loco parentis (in place of the parent) with respect to protecting the safety and rights of students while at school. At the same time, schools have a duty to make information available to parents, guardians or others having a legitimate interest in the child, or to provide access to the child at appropriate times. It is the responsibility of the Principal to determine whether or not the request is appropriate.

District schools operate under the "Protocol and Guidelines for Child Welfare Workers and School Personnel" approved by Alberta Learning and Alberta Children's Services. The following procedures may assist in cases where disputes arise.

Procedures

1. The onus is on the parent/guardian or other party to provide evidence (documentation) in support of their claim to guardianship, custody or access to the child. This shall normally be done through the school registration process, and updated any time there is a change in status.

2. Where the Principal is not satisfied with the evidence provided, and where there is a dispute, the matter shall be referred immediately to the nearest office of the Child Welfare Department of the Child and Family Services Regional Authority, prior to the release of the children.

3. Where the Principal considers there to be a threat to the safety of the child, a staff member, or her/himself, he/she shall call the R.C.M.P. as well as the Child and Family Services Regional Authority.

4. The Principal shall make every effort to ensure the safety of the child is not compromised until the matter is satisfactorily resolved. In so doing, the Principal should not place her/himself or staff in physical danger.

5. In cases where the Principal is unsure of the action to take, and circumstances permit, the Principal shall contact the Superintendent's Office for clarification.

6. Definitions:
   - ***Guardianship refers to the rights and responsibilities of an individual/agency to make decisions on behalf of a child.***
   - ***Custody refers to the individual or agency that is actually providing support services to the child.***
   - ***Access refers to those who may (usually by court order) have access to the child. This may range from unlimited access to conditional access.***

Reference: Section 1, 27, 60, 61, School Act
Protocol and Guidelines for Child Welfare Workers and School Personnel

Administrative Procedure 323

STUDENT CUSTODY DISPUTES

Background

The following administrative procedures are to be followed where the legal custody of a child is questioned by a parent or guardian.

Procedures

The Principal shall:

1. Inform the claimant that custody shall remain in the school until the child has left the school property.

2. Indicate that the parent or the guardian will be notified of the custody request.

3. Ensure that both parties are informed that the child will be released only at the end of classes for the morning or afternoon and that the custody dispute is between the respective parents or guardians and does not involve the school.

4. Contact local Police or Child Welfare personnel if concern for the safety of the child is in question.

5. Contact the Superintendent to record details of the demand for custody.

Reference: Section 60, School Act

Administrative Procedure 330

STUDENT CONDUCT AND CONSEQUENCES

Background

It is necessary for schools to establish and enforce standards of student conduct and behaviour that support a favourable learning environment free from physical, emotional and social abuse. All students have the right to be safe and secure in school. Accompanying that right is the responsibility to respect the rights of those around them, and to accept the positive and negative consequences of their behavior.

All students and staff, in accordance with Gospel values, shall treat students with dignity, respect and fairness. In addition, it is expected that students and parents will recognize their responsibility to develop self-discipline. The ultimate goal of a Catholic school is for students to move from self-discipline to a life of discipleship, following the spirit of God.

Procedures

1. Students shall conduct themselves in accordance with Section 12 of the School Act which outlines a code of conduct for students in Alberta schools.

2. Students shall exercise their responsibilities to:

   2.1 Use their abilities and talents to gain maximum learning benefits from their school experiences; and

   2.2 Contribute to a Christian climate of mutual trust and respect conducive to effective learning, personal development and social living.

3. In addition to behavioral expectations during school hours, students shall be responsible and accountable for their behaviour and conduct:

   3.1 While involved in school-sponsored or related activities;

   3.2 While on school property;

   3.3 During any lunch periods on or off school property;

   3.4 While travelling to and from school; and

   3.5 Beyond the hours of school operation if the behaviour or conduct detrimentally affects the welfare of individual students or the governance, climate or efficiency of the school.

4. The Principal shall, in conjunction with the students, staff and School Council, establish and maintain appropriate procedures to ensure an acceptable standard of student conduct.

5. The Principal shall communicate annually to students and parents, the Board policy and regulations and school expectations for student behaviour and conduct.

6. Failure to comply to meet the expectations for behaviour and conduct shall result in some or all of the following consequences:
   - 6.1 Problem solving, monitoring or reviewing behaviour;
   - 6.2 Parental involvement;
   - 6.3 Referral to attendance board;
   - 6.4 Temporary removal of privileges;
   - 6.5 Detention of student;
   - 6.6 Temporary exclusion of student from class;
   - 6.7 In-school suspension;
   - 6.8 Out-of-school suspension;
   - 6.9 Behaviour contract with student;
   - 6.10 Assessment of student to develop appropriate programming;
   - 6.11 Expulsion from school or all District schools.

7. In the event of misbehaviour, students and parents shall have the right to offer an explanation, and to be informed about consequences of misbehaviour.

8. The Principal shall maintain records of disciplinary action taken by school staff as a result of unacceptable student behavior.

9. Corporal punishment shall not be used.

10. Disciplinary action involving suspensions and expulsions shall be subject to the provisions of Administrative Procedure 335 – Suspensions and Expulsions of Students, and Board Policy 13 – Appeals and Hearings Regarding Student Matters.

Reference: Section 12, 24, 25, 45, 60, School Act
Cross-Reference: Administrative Procedure 335 – Suspensions and Expulsions of Students
Board Policy 13 – Appeals and Hearings Regarding Student Matters

Administrative Procedure 331

STUDENT CONDUCT ON SCHOOL BUSES

Background

Extreme care must be taken when students are transported on District buses. For that reason, standards of conduct must be established and maintained for students who are transported to school on buses.

Procedures

1. A safe, caring and respectful atmosphere shall be maintained at all times on school buses.

2. The driver is in full charge of the bus at all times.

3. Students may be assigned seats and shall remain in that seat while on the bus.

4. Students are not to attempt to get on or off the bus, or move inside the bus while the vehicle is in motion.

5. Students are expected to be on time. The bus will not wait in the morning for students who are not at the pick up point at the scheduled time.

6. Students are expected to go promptly to their bus after school is dismissed or when their bus is scheduled to leave school. Buses will wait for an appropriate amount of time after dismissal for loading.

7. Students must ride their designated scheduled bus.

8. Apart from ordinary conversation, classroom conduct is to be observed while riding the bus.

9. Eating on the bus is prohibited, unless specific permission is obtained from the driver.

10. While leaving the bus, students shall observe the directions of the driver.

11. Skates may be taken on the bus only if the blades are protected.

12. Students shall not throw things on the bus or out of the bus windows.

13. Students shall keep their head and hands inside the bus.

14. Students shall leave equipment in the area designated by the driver. The driver may refuse to carry large items that obstruct aisles or doors.

15. Any student who violates bus regulations shall be reported to the Principal of the school attended as soon as possible by the driver. The Principal has the authority to suspend or recommend permanent withdrawal of the bus privileges subject to the provisions of the School Act.

Reference: Section 12, 24, 25, 45, 60, School Act

Administrative Procedure 332

DRUGS, ALCOHOL AND OTHER CONTROLLED SUBSTANCES

Background

Every effort must be made to prevent schools from becoming a forum in which the sale and use of controlled substances is spread. Schools are therefore urged to exercise the closest vigilance in this regard.

The possession, use and trafficking of controlled substances is unlawful, and will not be tolerated on school property, on school buses, or during school-related activities. Such substances include intoxicants, and controlled or restricted drugs and narcotics. The following procedures shall apply where the use of such substances is suspected or proven.

Definition

The term "under the influence" shall mean that a student has consumed or used a substance prohibited by this policy, recently enough so that it is detectable by the person's physical appearance, physical actions, breath or speech.

Procedures

1. Schools shall cooperate in education programs to increase the students' knowledge of the facts concerning drugs, alcohol and controlled substances.

2. Where any student is found on school property:

   2.1 Apparently under the influence of a prohibited substance, or

   2.2 In possession of a prohibited substance whether for his or her own use or for the purposes of trafficking, the Principal shall:

      2.2.1 Immediately notify the parents or guardians (where student is under 18 years of age);

      2.2.2 Suspend the student from school (Section 24 of the School Act) pending a complete investigation of the matter;

      2.2.3 Notify and consult with the police; and

      2.2.4 Obtain medical help if required.

3. Any repetition of the above by the same student may be considered grounds for the District to consider immediate expulsion from the school under Section 25 of the School Act.

4. No student known to be under expulsion from another school or school system for drug abuse or trafficking shall be accepted in any school in the District during the current school year.

5. Where a student's unusual pattern of behavior indicates the possibility of drug use, the Principal shall notify the parents of such behavior, and attempt to enlist their assistance in determining the cause.

6. The Principal shallreport to the police the incidences of all persons suspected of trafficking in drugs on or adjacent to school property, with such details as are available. The Principal shall conduct a search of school property or student property if she/he has reason to believe alcohol, drugs or other controlled substances may be in the possession of a student. The Principal may also request the RCMP's assistance with conducting a search.

7. All staff members shall advise the Principal of any suspected cases of alcohol, drug abuse, or of drug trafficking on the school premises.

8. Should a student who appears to be under the influence of any prohibited substance as defined in this administrative procedure, approach any staff member on school property seeking help, the student shall be dealt with in what is deemed to be that student's best interest. In all cases the safety and welfare of the student shall prevail. Such student shall be escorted from the school premises as soon as possible in the custody of a parent, guardian or other responsible adult.

9. On any occasion where a student is found to be in possession of a prohibited or restrictive substance, the substance shall be turned in to the police. Failure to do so may render the employee guilty of an accessory charge under the law. Employees shall abide by any requirements of law enforcement personnel with regard to particulars of the incident in question.

10. It is the responsibility of appropriate members of a school staff to acquaint parents/guardians of students appearing to have drug/alcohol related problems of the community resources available to them.

Reference: Section 12, 24, 25, 60, School Act
Cross-Reference: Administrative Procedure 330 – Student Conduct and Consequences

Administrative Procedure 333

POSSESSION OF WEAPONS OR POTENTIALLY DANGEROUS ITEMS

Background

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

Procedures

1. The Principal, in cooperation with staff, shall develop procedures for dealing with the possession of weapons or potentially dangerous items by students in school and make these known to the student body.

2. The Principal shall conduct a search of school property or student property if she/he has reason to believe weapons or potentially dangerous items may be in the possession of a student. The Principal may also request the RCMP's assistance with conducting a search.

3. Where a serious threat to safety exists, the police shall be called to deal with the situation.

3. Staff members, in attempting to remove weapons from an individual's possession shall exercise due care for the safety of themselves, students and others.

4. Where a weapon has been removed from an individual and where it has been necessary to inform the police regarding the possession of a weapon under this policy, the Principal shall inform the parents and Superintendent in writing.

5. Weapons taken from students or others shall be disposed of forthwith as follows:

   5.1 Weapons taken from students or other individuals shall be immediately turned over to the Principal.

   5.2 The Principal shall contact the police with respect to disposition of any dangerous weapons.

6. Possession of a weapon may, depending on specific circumstances, be grounds for suspension and a recommendation for expulsion, subject to Administrative Procedure 335 – Suspension and Expulsion of Students.

7. The possession and use of laser pointers by students is prohibited.

Reference: Section 12, 20, 24, 25, 45, School Act
Cross-Reference: Administrative Procedure 335 – Suspension and Expulsion of Students

Administrative Procedure 334

INTERROGATION AND SEARCHES OF STUDENTS

Background

It is recognized that from time to time it will be necessary for the Principal or a member of the school staff to question a student regarding a breach of the school rules or an incident that occurred within the school. Under specific circumstances a search of student lockers may need to occur. It is also recognized that members of outside agencies, such as police officers, social workers and child welfare workers, may wish to interview a student at school during the school day.

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

Guidelines

1. There is no general right to search the person or private property of a student. However, the Supreme Court of Canada has stated that students in the school environment must operate under a “diminished expectation of privacy”. Within that framework school officials shall make reasonable attempts to protect the privacy of students and refrain from searches unless they have a reasonable and informed basis for doing so.

2. Parents and students shall be made aware of the provision for locker searches in all reasonable manners of communication. This could include, but is not limited to the following: locker agreements, school /student handbooks, newsletters, and first assemblies of the school year or school council meetings.

Procedures

1. The Principal is responsible for protecting the individual rights of the student which includes informing the student of the right to have parents and/or counsel present during questioning.

2. Interviews and searches shall be conducted in a manner that ensures that the rights of the student are protected.

3. Only school personnel, the custodial parent or legal guardian of the student, law enforcement officers (local police officers, RCMP, police resource officers), and in some circumstances child welfare authorities may investigate a student on school premises.

4. Any breach of these procedures must be immediately reported to the Superintendent.

5. Definitions

5.1 *Interview*: informal conversation with a student where the possibility of school sanctions or legal ramifications do not exist for that student. Based on the nature and duration of the interview and the age of the student, parents may be informed of the interview at the discretion of the Principal.

5.2 *Investigation*: formal interrogation of a student where the possibility of school sanctions or legal ramifications exist for this student as a result of this conversation.

5.3 *Arrest*: act of taking the suspect into custody.

6. Law Enforcement/Police Investigations

6.1 When a law enforcement officer finds it necessary to investigate a student during school hours, the officer will report to the Principal and make known the purpose of the visit.

6.2 After the law enforcement officer has made known the purpose of the visit, the Principal shall contact the parents to advise them of the presence of the officer, and the request of the officer to investigate the student. The Principal will then tell the officer whether the parent and the Principal will permit the investigation with the child.

6.3 For students under twelve years of age, once parental consent has been obtained, the Principal shall bring the student to the office. The investigation shall take place in the presence of the Principal, and of the parent, if the parent chooses to attend.

6.4 For students twelve to seventeen years of age:

6.4.1 Once parental consent has been obtained, the Principal shall bring the student to the office. The investigation shall take place in the presence of the parent, or if the parent chooses not to attend, an adult as selected by the student (see 6.5.3 below). The Principal will not automatically have the right to be present.

6.4.2 If the student requests that the Principal or another staff member be present during the investigation, it is desirable that the individual comply. However, the staff member is not obligated to accept. If the request is refused, the student may select another adult to be present.

6.4.3 The Principal may request to be present as a silent observer. If the Principal makes such a request, the law enforcement officer is responsible for informing the student of the request. If the student does not consent, the Principal may

i. Let the investigation go ahead; and/or

ii. Request that the investigation be moved from the school premises.

6.4.4 Before removing a student from the school, the law enforcement officer should communicate by telephone with the parents and inform them of the course of action taken.

6.5 The law enforcement officer is responsible to state that:

6.5.1 The student is under no obligation to give a statement.

6.5.2 Any statement given by a student may be used as evidence in proceedings against the student (if the student is twelve years of age or older).

6.5.3 The student has the right to consult with counsel or a parent; or in the absence of a parent, an adult relative; or in the absence of a parent and adult relative, another appropriate adult of the student's choice.

6.5.4 Any statement made by the student must be made in the presence of the person identified in 6.5.3 above.

6.6 In the event that an immediate arrest of a student on school property is necessary, the law enforcement officer should proceed as per The Criminal Code and advise the Principal and parents of the arrest as soon as possible.

7. Child Welfare Investigations

7.1 When child welfare workers or law enforcement officers wish to visit a school for the purpose of investigating alleged child abuse or neglect, they shall report to the office of the Principal, provide adequate identification of themselves, and make known the purpose of their visit. In all cases of child sexual abuse, or physical abuse causing bodily harm, child welfare workers are required to notify the police, who will investigate to determine whether charges should be laid. Joint investigations involving both child welfare workers and law enforcement officers may occur.

7.2 To enable the student to speak freely and openly to the investigators, it is usually appropriate for the student and the investigators to be alone. Occasionally a student may request or require the reassuring but non-participating presence of a familiar staff member; therefore, there may be instances when the Principal and the investigators agree that a school representative should be present during the investigation.

7.3 The Principal shall not notify the parents about an investigation. The responsibility for notifying parents about an investigation is that of the investigators. While it is important for parents to learn promptly that an investigation is underway, a greater concern is that the student be protected from possible abuse. Thus, in cases where intra-familial abuse may be suspected, parent notification by the investigators normally follows an initial contact with the student.

7.4 The Principal shall clarify with the investigators when contact with the parents will be made, particularly when an investigation begins near the end of a school day, as the student's return home may be delayed. If the investigators have not yet contacted the parents and the parents call the Principal indicating that the student has not yet returned home, the Principal shall provide the investigators' names and telephone numbers.

7.5 The Principal shall keep a written record including the identity of the investigators and their reasons for being at the school. The record shall be

kept in a secure place other than the student's file until such time as it is deemed appropriate to destroy the information.

7.6 Investigators may wish to interview school personnel having regular contact with the student or having other specific information pertinent to the investigation. The Principal shall assist by identifying and facilitating these contacts.

7.7 Since the individuals identified in 7.6 above may be required to give evidence under oath in any court proceedings which may eventually occur, it is recommended they summarize, in writing, the information provided to the investigators and retain it for future reference.

7.8 In the interests of the student and in recognition of the family's right to privacy, schools shall maintain confidentiality in matters involving investigations into alleged child abuse or neglect.

8. Searches of Property

8.1 School lockers will be rented or available on the condition that the school reserves the right to search and repossess the locker at any time without notice. The school shall publish its locker policy in its student handbook, including the provision that lockers are subject to searches without notice under the direction of the Principal. If the school plans to implement school-wide locker searches, including the use of dogs, this shall also be clearly stated in school policy. It must be clarified within the policy that all the student acquires is the right to use the locker and the lock, both of which remain the property of the District, subject to the guidelines above. It is desirable that students and an adult be present in the event that their lockers are searched.

9. Physical Searches

9.1 If suspected of wrongdoing, a student may be directed to empty pockets, knapsack, purse, etc.; however, physical searches of students are not to be undertaken by school personnel.

9.2 A physical search may be warranted where school personnel believe that the safety and security of students and/or staff may be compromised if an immediate search is not conducted. In such cases, a law enforcement officer shall be contacted to conduct the search.

9.3 Whenever a physical search is conducted:

9.3.1 The parents/guardians of the student shall be informed of the search and the reasons for it prior to it being undertaken.

9.3.2 A third party must be present.

9.3.3 Full details of the search shall be recorded in writing and signed by the searcher and witness.

Reference: Section 45, 60, School Act

Administrative Procedure 335

SUSPENSION AND EXPULSION OF STUDENTS

Background

To ensure a satisfactory climate for learning, school rules and regulations must be observed by students, and teachers must be empowered to enforce those rules and regulations. Students who do not conform to the student code of conduct may negatively affect the school's learning environment and their behavior may need to be addressed by invoking the measures of suspension and expulsion. Section 12 of the School Act identifies expectations for student conduct and sections 24 and 25 deal with student suspensions and expulsions.

This Administrative Procedure is intended to support the school staff in maintaining a safe, caring and effective learning environment, and to assist students in developing self-discipline and behaviors that contribute to such an environment. The suspension or expulsion of a student from school is a very serious matter and should only be taken when other measures have proven to be ineffective or when the seriousness of the misbehavior warrants such action. Schools are encouraged to develop suspension policies which incorporate in-school suspension alternatives wherever possible.

Procedures

1. In all matters pertaining to the suspension/expulsion of students, the provisions of Section 24 of the School Act shall be rigorously followed. Principals and teachers are expected to be fully conversant with the provisions of this section before initiating action.

2. Parents and students 16 years of age or older shall be advised of their right to have expulsions reviewed by the Minster of Learning [Section 25 (3)].

3. Expulsion may apply to attendance at one or more schools in the District and involvement in any or all school related activities. The length of an expulsion is limited to the school year in which the expulsion takes place.

4. Suspensions are limited to four school days without the Principal's recommendation for expulsion (Section 24 of the School Act).

<u>Reasons for Suspension and/or Expulsion</u>

1. The School Act requires that all students conduct themselves so as to reasonably comply with the following code of conduct (Section 12 of the School Act):

   1.1 Be diligent in pursuing his studies

   1.2 Attend school regularly and punctually (unless exempted through Section 13)

   1.3 Co-operate fully with everyone authorized by the board to provide education programs and other services

1.4 Comply with the rules of the school

1.5 Account to his teachers for his conduct

1.6 Respect the rights of others

2. Failure to comply with the code of conduct may result in suspension/expulsion (Section 24).

3. Suspension and expulsion procedures may apply to student conduct at all school-related activities including, but not limited to, conduct at school sports events and conduct on school buses.

4. Fighting or other activity off school grounds that can be said to reflect back into the school or a progression of an activity originating in the school and leading to fighting or other activity off school grounds will be considered school business for the purposes of this policy. Such actions may have a deleterious effect on the atmosphere of the school and will be dealt with accordingly.

5. Before determining whether suspension or expulsion measures are warranted, Principals are to explore the following possibilities:

   5.1 Support provided to correct behavior;

   5.2 Measures taken to correct behavior;

   5.3 Meeting with parents to discuss solutions to behavior;

   5.4 Alterations in the program to meet identified needs through consultation with parents; and

   5.5 Offers to arrange for behavior counseling.

6. In extreme cases, Principals may find it necessary to proceed directly to suspension or expulsion. In such cases, all provisions of Section 24 of the School Act are to be followed by the Principal.

7. Upon receiving a recommendation from the Principal that a suspended student not be reinstated with five (5) school days, the Superintendent will refer the matter to the Student Review Committee pursuant to Board Policy 13 – Appeals and Hearings Regarding Student Matters.

Reference: Section 12, 13, 24, 25, 60, 124, School Act
Cross-Reference: Administrative Procedure 330 – Student Conduct and Consequences
Board Policy 13 – Appeals and Hearings Regarding Student Matters

Administrative Procedure 336

ANTI-BULLYING

Background

The Board of Trustees affirms that the Catholic ethos requires that all students, their families, and employees within Catholic education have the right to a learning and work environment free from intimidation, humiliation and hurt. It is the responsibility of each school community to create a culture of caring which will not tolerate bullying.

Harassment (Administrative Procedure #190), over a period of time, leads to bullying behavior. Bullying *Behaviors* are about an imbalance of power where there is a deliberate intent to cause harm or distress. These behaviors can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, those doing the bullying and those looking on. This policy will assist schools in combating bullying in the school, responding to bullying behaviors and protecting and supporting all parties involved.

Guidelines

Bullying behaviors can occur in many ways. Some examples include:

- ***Physical****:* hitting, pushing, tripping, kicking, spitting on others.
- ***Verbal****:* teasing, using offensive names, ridiculing, spreading rumors, using foul language
- ***Non-Verbal****:* writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures
- ***Exclusion:*** deliberately excluding others from group, refusing to sit next to someone
- ***Extortion****:* threatening to take someone's possessions, food or money
- ***Property****:* stealing, hiding, damaging or destroying property

Specific Responsibilities

1. The respective teacher will deal with all initial cases of bullying. The teacher will keep the Vice Principal/ Principal informed.
2. An interview (formal or informal depending on the severity) will be conducted to ascertain the specific nature of the bullying and its effect on the victim, in an attempt to develop *mutual empathy.* Decisions will be made as to the level of severity of the incident and whether the parents (of both parties) need to be informed. As a result of the interview, the teacher will determine if there is a need to provide appropriate strategies to assist both the victim and the bully.
3. A less formal post-interview follow up of both parties should be conducted a week after the initial incident, to ensure that the situation has improved.
4. If the student continues to engage in bullying behavior, the Principal or Vice Principal will interview the student. The school administrator will determine if the

parent, a Priest, RCMP Liaison Officer, and/or the Class Teacher/Home Room teacher should be involved in the interview.

5. Direct consequences will include calling on internal and external assistance to develop a plan of action to manage student behavior, conflict resolution, anger management etc.
6. The victim of the bullying may need further support to develop strategies to overcome the situation. The class teacher will seek to involve the parents in the formulation of the plan.
7. When action plan(s) have been implemented, all those engaged in their development will continue to monitor and formally follow up at regular intervals.
8. Students involved in recurring incidences of bullying could lose their extra curricular privileges, school privileges, and risk the possibility of suspension or expulsion for the school year.
9. Schools are expected to develop more detailed polices/ procedures that ensure that schools are Safe and Caring and work towards a Bully Free Alberta.

Reference	Administrative Procedure #190 Anti-Harassment	
	Bully Free Alberta	http://www.bullyfreealberta.ca/
	Alberta Education Safe and Caring Schools	http://www.edc.gov.ab.ca/safeschools/

Administrative Procedure 340

SUPERVISION OF STUDENTS

Background

Responsibility for the supervision of students attending District schools is delegated to the school Principal and staff, in accordance with the following procedures:

Procedures

1. The Principal shall provide for adequate supervision of students:
   - 1.1 While they are on school premises during school hours.
   - 1.2 As soon as the first scheduled school bus arrives at school in the morning.
   - 1.3 During the fifteen-minute interval following final dismissal of classes in the afternoon, an exception being as follows:
     - 1.3.1 After school, supervision shall be provided for bused students until the last bus leaves, regardless of time of departure.
   - 1.4 At noon hour:
     - 1.4.1 If students normally stay at school, or
     - 1.4.2 If they are not bused students, as long as they are on the school grounds.
   - 1.5 When they are participating in any school-authorized activities that take place either on or off school premises, regardless of the time of day or night.

2. Although the staff of a school does not accept responsibility for students when they are either coming to school or going home by any means other than District-provided transportation, it may, at its discretion, hold such students accountable for their actions en route, in so far as such actions may affect the welfare of individual students, the operation of the school, or relations with the community.

3. At the discretion of the Principal, in severe weather, students shall not be required to stay outside the school building during the intervals specified in item 1.2 and 1.3 above or during noon or recess.

Reference: Section 45, 60, 61, School Act

Administrative Procedure 350

STUDENT EVALUATION

Background

Student achievement in provincially prescribed programs must be evaluated to assist in the establishment, maintenance and advancement of academic standards. Alberta Learning Policy 2.1.2 – Student Evaluation provides guidance and direction for the manner in which the evaluation of student progress will occur.

Ideals of hope, affirmation, reconciliation, and renewal should direct and guide the processes of evaluation of student progress and the celebration of learning. The goals and objectives of the District and those of Alberta Learning provide the basis for these processes.

Guidelines

1. The school and its classroom teachers are expected to attend to the development of each child's Christian maturity.

2. In each school, the primary responsibility for the process of evaluation of student progress rests with the classroom teacher, who develops a relationship of trust with the student and parents. The Principal supplies leadership.

3. In evaluating student progress, the classroom teacher does so accurately, objectively, consistently, fairly and justly with the goal of instilling hope in the students and affirming their God-given talents.

4. In the classroom setting the teacher has the responsibility and the authority to make recommendations regarding the student's education.

5. The classroom teacher communicates clearly, precisely, and in confidence such recommendations to students, other teachers, the Principal, and parents.

6. The teacher and the school use the evaluation of student progress as a means of celebrating the achievement of students.

Procedures

1. The teacher shall establish the evaluation criteria at the beginning of each course. At the Junior and Senior High levels these criteria shall be communicated in writing to students and the Principal within the first fourteen days. Schools may also communicate this to parents.

2. Reports on student progress at the Kindergarten to Grade Nine level shall be made at least three times each year, and at least twice per semester at the grades 10 to 12 level. The dates of such reports shall be those agreed upon by the Administration.

3. Parent-teacher interviews shall normally be held twice yearly. Teacher and/or parents may request and arrange interviews at times other than those arranged above.

4. The teacher shall gather data on student progress from such sources as observation of classroom interaction, notebooks, exams and tests, written assignments, oral reports, and homework assignments. The teacher shall interpret the data to parents and students, and to colleagues when appropriate.

5. When necessary the teacher shall make recommendations to parents to help them make decisions with respect to the educational program of the student. The teacher shall base these recommendations on a professional assessment of all the information available with respect to the student's progress.

6. The Superintendent will report periodically to the Board on the evaluation process at the District level and the school level.

7. In the event of dissatisfaction over a school awarded mark, the student, or parent acting on his behalf, may appeal the mark to the teacher, and if unsatisfied by that, to the Principal. In weighing the merits of the appeal, the teacher and Principal shall clarify the basis of the appeal through discussion with the appellant and assess the arguments against the course outline and the evaluative criteria established by the teacher. An appeal to the Principal must be made no later than thirty (30) days following the issuance of the marks. If the student or parent is dissatisfied with the Principal's decision, the matter may be further appealed pursuant to Board Policy 13 – Appeals and Hearings Regarding Student Matters.

Reference: Section 18, 20, 60, School Act
Student Evaluation Regulation 169/98
Student Evaluation Policy 2.1.2
Cross-Reference: Board Policy 13 – Appeals and Hearings Regarding Student Matters

Administrative Procedure 351

PROMOTION AND RETENTION OF STUDENTS

Background

Promotion and retention of students is the responsibility of the Principal and staff of each school, in consultation with parents or guardians. Parents or guardians of students whose programs warrant either possible retention or additional time for completion shall be given this information as soon as possible during the school year.

Notices of promotion or retention shall be given to students on or prior to the last day of the school year.

Procedures

1. The basic guideline is whether the student has sufficient fundamental skills in one grade or course level for him/her to receive benefit from instruction at the next level.

2. The long-range welfare of the child shall determine rate of progress or promotion, rather than a specific, perhaps temporary phase of behavior.

3. Individual consideration shall determine promotion or rate of progress, not blanket or rigid school or District practice.

4. Objective information shall determine rate of progress of individual students, not personal reasons, hunches, etc. To this end, teachers are required to keep accurate, up-to-date records of student achievement and progress, and must at all times be able to justify a recommendation for promotion or retention.

5. Students progress at different rates. Program modification in order to meet the student's individual needs is preferable to requiring the student to repeat an entire year/grade.

6. In instances where it becomes apparent that a student may not be ready for promotion at the end of the year, parents or guardians shall receive written notification advising them of the possibility of retention, at least one report period prior to the end of the year, and be invited to meet with staff to discuss alternatives.

7. Collective, rather than individual decisions shall be the basic rule in deciding promotion or retention.

8. The decision to promote or retain a student in any grade or course must be approved by the Principal.

9. A student's achievement of program objectives and expectations in Grade 9 is critical to success in senior high school. Regulations for Grade 9 include the following:

9.1 In order to be promoted to Grade 10, a student must satisfy both of the following requirements:

9.1.1 50% or more in three of the four core subjects (for purposes of this policy core is defined as Language Arts, Mathematic, Science, and Social Studies), with an average of 50% or more and;

9.1.2 An average of 45% or more, in those subjects not designated as core, with not more than one mark below 40%.

9.2 At the conclusion of Grade 9, a student who has not met the promotion requirements may be considered for placement in some or all Grade 10 level courses by a Special Cases Committee consisting of the Principal, subject teachers and parents/guardians.

10. A student who has completed four years in junior high school, and has not been able to meet the criteria identified in Paragraph 9 may proceed to senior high school provided that the student's progress has been reviewed by a Special Cases Committee.

11. It is recognized that students who have met the minimum requirements in prerequisite courses do have the right to enroll in the courses of their choice. The following are suggested guidelines which refer to program routes at the senior high level as outlined in the Guide to Education ECS to Grade 12. These guidelines can be used in counseling students in their course selections. Therefore it is strongly recommended that:

11.1 Students with less than a 60% final grade in Grade 9 core subjects should not be allowed to enroll in English 10, Pure Mathematics 10, Science 10, or Social Studies 10.

11.2 Only students who have achieved a course mark of 60% or higher in a given course should be eligible to enroll in the next course in that sequence of courses (e.g. Pure Mathematics 10-20-30).

11.3 Students who do not achieve 60% in a course continue at the next or higher level course in an alternative program route (e.g. from Pure Mathematics 10 to Applied Mathematics 20).

11.4 Students who wish to change their program route from a lower sequence course to a higher sequence course in Grade 10 and 11 (e.g. Social Studies 23 to Social Studies 20) should have a minimum course mark of 60%.

11.5 Students who wish to change program routes from a lower sequence course to a higher sequence course in Grade 12 (e.g. Social Studies 33 to Social Studies 30) should have a minimum course mark of 65%.

12. Admission to senior high school courses under special circumstances must be justified by the student and parents or guardians. The decision regarding admission to courses under special circumstances should be documented by the school.

Reference: Section 18, 20, 60, School Act
Guide to Education ECS to Grade12

Administrative Procedure 352

GRADUATION FUNCTIONS

Background

It is important to honor senior students in their final year of attendance at schools in the District. Schools may, through the co-operation of staff, students, parents and community, organize and stage such activities subject to the following procedures.

Procedures

1. Graduation functions may include the following activities:

   Mass or liturgical celebrations

   Graduation ceremonies (may be combined with 1.1)

2. The school shall sponsor the mass/liturgical celebration and civic/graduation ceremony while parents may sponsor a banquet and dance.

3. Graduation functions shall emphasize the graduating class and families.

4. Graduation functions shall promote the good name of each graduate and reflect the Catholic values which are the basis for our mission statement, especially love of God and neighbor. All speakers shall be approved in advance by the Principal. The content of class prophesies or class histories, if given, shall be approved in advance by the Principal and shall not degrade any individual. They will be uplifting and not contain negative put-downs.

5. The District does not sponsor or authorize pre/post graduation celebrations such as safe grads, bush parties or grad breakfasts. School staff members shall not be used to organize events other than those authorized by this Administrative Procedure nor shall District facilities be used in this context.

6. The Principal has the authority and responsibility to administer this Administrative Procedure and has discretionary power to make decisions not covered herein.

7. Each high school shall develop expectations and procedures to be followed within the school.

Reference: Section 60, School Act

Administrative Procedure 360

EXTRA-CURRICULAR ACTIVITIES

Background

Student participation in extra-curricular activities provides opportunities to develop wholesome attitudes, leadership skills, human relations skills and experience that will support students' roles as citizens. The greatest value can be derived from extra-curricular student activities when such activities are developed and encouraged through cooperative participation among the student body, staff and interested community members.

Procedures

1. The Principal and staff are responsible for encouraging the development of an extra-curricular program that meets the diverse needs of the student population and addresses a wide variety of interests, including athletics, fine arts, academics, etc.

2. The formation of students' unions, student clubs and other student groups to promote or pursue specialized athletic, academic, cultural, spiritual, community service or social activities is encouraged.

3. All student clubs/organizations sanctioned by the school must have:

   3.1 Adequate supervision.

   3.2 Established student leaders.

   3.3 A brief statement of its major purposes/goals.

   3.4 Records of its meeting/activities.

   3.5 Acceptable procedures for the management, expenditure and accounting of any funds that are raised. Funds will be deposited and expensed through school-based staff.

4. Student participation in extra-curricular activities shall be on a voluntary basis.

5. Each school is responsible for establishing specific procedures to govern the operation of their extra-curricular programs.

6. Extra-curricular transportation shall meet with the requirements of Administrative Procedure 260 – Field Trips and Excursions.

7. Activities arranged for students by the School Council must be approved by the Principal.

8. The Principal is responsible for the operation of extra-curricular programs, for setting fees, for accounting for all funds received and expended

9. All extra-curricular activities (athletic, dramatic, musical and the like) shall be undertaken on a self-supporting basis. Schools may charge a fee for transportation to assist with cost recovery. For example, schools may wish to charge a junior high and/or senior high athletic fee to cover such items as transportation, lodging, registrations, referees, and/or uniforms.

10. Teacher's/coach's expenses for travel meals, lodging and in connection with competitions leading to Alberta zone and provincial finals, will be met by the school, Students' Union or students.

11. Extra-curricular activities must be supervised by a teacher or a community member approved by the Principal. A community member who accepts responsibility for the supervision of an extra-curricular activity must sign a statement indicating his/her understanding of the responsibilities. A teacher or staff member will be present with students during practice, exhibition games, league games, and tournaments.

12. Schools will attempt to schedule extra-curricular activities so as to minimize encroachment on school time.

13. Elementary and Junior High school programs will strive to develop extra-curricular programs that encourage wide participation and a competitive and non competitive philosophy. High school programs will strive to develop extra curricular programs that encourage participation and competitive components.

14. The Principal is responsible for ensuring that a teacher or adult supervisor accompanies the students to, during and from all extra-curricular activities.

15. All schools will ensure that students receive and understand the rules and regulations that govern their participation in an event.

16. Students shall not be transported in 15 passenger vans. Instead, schools will endeavor to use district-provided mini-buses. Where events are further than 120 km from the school, the Principal shall endeavor to use school buses or mini-buses to transport students.

Reference: Section 45, 60, School Act
Cross-Reference: Administrative Procedure 260 – Field Trips and Excursions

Administrative Procedure 370

STUDENT GOVERNMENT

Background

Student government by such means as Student Unions or similar structures is an integral part of the educational program of students. Students are encouraged to participate in this democratic form of self-government.

Guidelines

1. Student government should be considered as a practical example of democracy at work.

2. Students should be learning through participation about such things as:
   - 2.1 Democratic elections;
   - 2.2 Rights and responsibilities of membership;
   - 2.3 The role, duties, and responsibilities of elected officers;
   - 2.4 The role and responsibility of advisors and other resource persons;
   - 2.5 Parliamentary procedure;
   - 2.6 Running effective meetings;
   - 2.7 Operating under an approved constitution and/or set of bylaws;
   - 2.8 Motivating and encouraging participation of the general membership;
   - 2.9 Planning and organizing activities; and
   - 2.10 Accountability to the membership, the school, and other bodies, as required.

3. The Student Union/Council should be considered as a learning environment for students to gain experience in such things as:
   - 3.1 Identifying issues that concern the student body;
   - 3.2 Discussing and effecting change in a democratic society; and
   - 3.3 Working co-operatively with others in identifying and achieving goals.

Reference: Section 60, 61, School Act

Administrative Procedure 371

PROVINCIAL / NATIONAL / INTERNATIONAL COMPETITIONS

Background

To assist schools in motivating and supporting excellence in curricular learning and achievement for all students, the Division may consider financial support to help offset the expense of students who excel at the provincial level and qualify for national or international competition at a site outside of Alberta in a discipline operating under AASA, Skills Canada or other enterprise directly focused on secondary student activities only (e.g. Choral, Band, Science Fair, Heritage Fair).

Procedures

1. Students and/or parents of students who might qualify for assistance will seek a recommendation from the principal of the school, and apply to the Superintendent.

2. The student(s) and parents involved may be asked to attend a Board meeting and make a presentation.

3. Travel club and community based activities are specifically excluded from this administrative procedure and will not be considered for support under this administrative procedure.