

STUDENTS 300

RIGHT OF ACCESS TO EDUCATION PROGRAM

Background

The Division provides education programming for resident students who are between 6 and 19 years of age, according to the guidelines which follow. Additionally, the Division provides Early Childhood Services for students younger than 6 years of age and access to learning opportunities for students who are older than 19 on September 1 of a year but younger than 20 years.

Procedures

1. Students for whom admission is sought to Division schools shall have completed a registration form to establish legal name, age, citizenship and residing status.
 - 1.1. Legal name and proof of age shall be verified by the Principal through reference to one of a birth certificate, a passport or a certified copy of birth registration.
 - 1.2. Every effort shall be made to obtain proper verification of legal name and age. The parent or guardian may make a statutory declaration regarding the student's legal name and age on condition that acceptable verification is provided within three months.
 - 1.3. Legal documents confirming guardianship must be presented prior to registration.
2. A child enrolled in kindergarten shall have attained the age of five (5) years on or before the last day of February of the school year in which she/he is enrolled.
3. Notwithstanding the above, a child with special needs may be enrolled in an Early Childhood Services program at an earlier age, as per Alberta Education regulations.
4. A student shall have attained the age of six (6) years by the last day of February of the school year in which she/he is enrolled in grade one.
5. It is expected that the majority of students will complete high school within three years of enrolling in grade 10. Students less than twenty (20) years of age on September 1 of a school year and wishing to enroll for an additional year or years shall be accommodated:
 - 5.1. In one of the Division's Outreach Schools, or
 - 5.2. In the Division's Connections for Learning Program.
6. Notwithstanding (5) above, a Principal of a senior high school may enroll a student in an additional year or years if, in his/her opinion:
 - 6.1. Space and/or resources at the school are available to meet the student's needs, and/or
 - 6.2. The student presents special needs or circumstances that cannot be addressed through other alternatives.

Reference: Sections 3, 8, 13, 14, 15, 30, 44, 45, 60, 61, 113 School Act
Revised August 2010

SERVING INTERNATIONAL STUDENTS

Background

The Division supports educational programs that foster national and international goodwill, promote global awareness and education, and cultivate the appreciation of other cultures and languages. Providing services to students from other countries, where facility spaces and learning resources are available, can enhance the learning experiences of resident students while promoting enriched understandings and cultural experiences for the entire school community.

Procedures

1. Principals are responsible for authorizing the admittance of an international student, i.e. a student who is not a citizen of Canada, or a landed immigrant, or a child of a person admitted to Canada for permanent or temporary residence; and who has a student visa or a study permit from Citizenship and Immigration Canada.
2. In accordance with this administrative procedure, and in consultation with the Superintendent or designate, principals may enroll international students after having given due consideration to the following criteria:
 - 2.1 Assessment of school resources and/or facility requirements that may be necessary to serve the student(s),
 - 2.2 Assessment of potential impact(s) on the programs and services provided to other students in the school, and
 - 2.3 Satisfactory completion by the pertinent parties of all the Division registration and resource documents, including the International Student Agreement and the Host Family Agreement, where applicable.
3. Tuition fees for international students are established annually by the Superintendent or designate and approved by the Board.
4. International students may be charged additional school fees in accordance with those identified in the International Student Agreement and/or the Host Family Agreement.
5. Principals may enroll one or more “visiting students” (a foreign student studying in Alberta who is not registered as a student of the Division, is not part of an approved reciprocal student exchange and is visiting for no longer than 10 days) within the guidelines of Alberta Education and provided resources at the school level will permit. Visiting students will not be charged tuition fees. No funding will be provided to the schools in support of these registrations. Visiting student status will be restricted to a maximum of 10 days with one extension of not more than ten (10) additional days at the discretion of the Principal.

6. Principals may enroll “reciprocal exchange students” within the guidelines of Alberta Education and again, where resources at the school level permit. Such students are funded by Alberta Education and therefore are not charged any tuition fee. Principals may charge for school based fees on the same basis as that undertaken with resident students.

Reference: Sections 8, 44, 47, 48, 49, 60, 61, 113, 124, 273 School Act
International School Partnership Bulletin 3.4.1
International Student Bulletin 3.4.2
Student Exchange Bulletin 3.4.3

ATTENDANCE AREAS

Background

The Province of Alberta School Act outlines the purpose of attendance area in Part 1 (Students) - Section 13 (Compulsory Education): Section 13 states, in part:

13(1) An individual who

- (a) is eligible to be enrolled in a school,
- (b) at September 1 in a year is 6 years of age or older, and
- (c) is younger than 16 years of age, shall attend school.

(2) A board may establish an attendance area for a school.

(3) A resident student of a board who resides in the attendance area for a school

- (a) shall be enrolled in that school if a program offered in the school is suitable for the student in the opinion of the board, and
- (b) shall be given priority over a student who does not reside in the attendance area if there are insufficient resources and facilities to accommodate both students in the opinion of the board.

(4) A board shall make all reasonable efforts to ensure that a

- student who is a resident student of the board or who is enrolled in a school operated by the board attends school.

Every student residing inside the Parkland School Division boundaries shall have a school that is responsible for accommodating the student or ensuring the student's placement elsewhere.

Parkland School Division has determined that there is a benefit in having attendance areas and has established attendance areas.

Resident students may register in schools other than their designated school providing there are sufficient resources and facilities available to accommodate the student.

In the case of an independent student, the residential address is that of the student.

Planning Guidelines

In determining, or reviewing, whether a school can accept additional out-of-attendance area students, and / or in reviewing Attendance Areas, the Division shall use the following Planning Guidelines:

- Maintain a viable enrolment and educational program at all existing schools.
- Prevent overcrowding in schools
- Minimize disruptions to programming for existing students and keep families together.
- Enable co-terminus arrangements.
- Optimize the travel time of students to attend school.

Procedures

1. Every student has a designated school and is able to stay in the school he/she is attending until the completion of their program unless otherwise directed by the Board.
2. The school in the student's attendance area has the responsibility of accommodating the student or finding a program appropriate to the student's needs in cooperation with the parents and Division Office.
3. Parent/student choice will be limited where space and resources are insufficient.
4. In consultation with Superintendent/designate, a school/grade/program may be closed to cross boundary students
5. A school's attendance boundary may be reviewed under the following conditions:
 - enrolment pressures
 - financial viability
 - programming
6. Principals and parents shall be notified of any changes in attendance area boundaries no later than May 1 of each year.
7. Resident students should register at their designated school or declare their intention to register at a school outside of their attendance area no later than May 1.
8. Principals will use a collaborative process to review all cross-boundary requests to determine availability of space and resources.
9. The Division provides transportation for eligible students to and from their designated school.
10. Parents wishing to enroll their children in schools outside their designated attendance area may be required to provide their own transportation.
11. Applications for student transportation are available online or at all schools.

[Cross Boundary Attendance/Transportation Form.](#)

12. In accordance with procedure 4, Administration shall undertake a boundary review of a school, based on the September 30 enrolment or at any other point at which circumstances warrant and prepare a recommendation to the Board.

Reference: Section 8, 13, 30, 44, 45, 47, 51, 60, 61, 113, School Act

REVISED March 2010

REVISED August 2011

CROSS BOUNDARY BUSING

Background

The Board recognizes the School Act provides choice for parents in the matter of which school they may wish to have their children attend. When exercising such choice, parents accept responsibility for transportation. The Board may provide transportation to students who are attending a school other than their designated school; provided there is space available on the bus; the bus does not have to be diverted from the regular approved route; and that any applicable cross-boundary fees are paid by the parent/guardian/student.

Procedure

1. This procedure shall apply to eligible passengers attending ECS through Grade 12.
2. All applications for cross boundary busing shall be made using the [Cross Boundary Attendance/ Transportation Form](#). Parents registering in a non-designated school will be advised by the designated school of the requirement to complete a Cross Boundary Attendance/Transportation Form.
3. Approval of a student's eligibility for cross boundary busing will be determined by the Transportation Manager on a year-to-year basis.
4. In determining space availability, eligible students attending their designated school shall be accommodated first before consideration is given to any cross boundary busing application.
5. If a cross boundary fee is established it shall be reviewed annually by the Board.

Revised January 2010

SCHOOL BUS STOPS

Background

The Board acknowledges its responsibility to provide safe transportation to and from the designated school for all resident pupils eligible for such service. In fulfilling this commitment the Board establishes the following procedure.

Procedure

1. Grades K-12
 - 1.1 Transportation services shall be provided for students residing more than 2.4 kilometers from the designated school site.
 - 1.2 Transportation services may be provided if the distance is less than 2.4 kilometers and more than 0.9 kilometers from the school site with the provision that a transportation fee can be charged for that service.
 - 1.3 For children who are not disabled, a reasonable walk distance from a property entrance along a public roadway to a bus stop is 0.4 of a kilometer.
2. Notwithstanding procedure 1, alternate bus stops may be authorized by the Manager, Student Transportation, after due regard has been given to safety factors.

Revised January 2010

SUPERVISION OF STUDENTS

Background

The Division has responsibility for the safety and security of students while those students are in its care and custody.

Procedures

1. Principals 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, except that:
 - 1.2.1 At schools with no scheduled buses the amount of supervision provided before morning classes may be reduced to fifteen minutes prior to the commencement of the school day.
 - 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 they 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.
 - 1.6 While they are on school buses or other Division-provided transportation, which includes travel to school and back home via school bus.
2. Although the Division does not accept responsibility for students when they are either coming to school or going home by any means other than Division-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.

4. The Principal is responsible for establishing the supervision program for the students of his/her school in the situation outlined in items 1.1 - 1.6 above, in consultation with school staff.

Reference: Sections 8, 12, 18, 20, 22, 24, 25, 27, 45, 60, 61 School Act
Supporting Safe, Secure and Caring School in Alberta (1999)
Safety Guidelines for Physical Activity in Alberta Schools (1999)
A Safe Place: Creating Peaceful Schools (1994)

EMERGENCY MEDICAL TREATMENT

Background

During medical emergencies actions by staff may be required to promote the safety and well-being of students.

Procedures

1. The Principal shall develop emergency medical treatment procedures, consistent with the procedures below, and ensure that all school staff have information regarding the procedures.
2. In the event of a potential life-threatening situation or a very serious illness or accident, an ambulance will be called immediately, followed by a call to the parent/guardian.
3. Where, in the judgment of an employee, it is necessary for a student to obtain the services of a medical practitioner/medical facility, the employee shall, in consultation with the Principal or designate:
 - 3.1 Arrange for the transportation of the student, in consultation with the parent (where possible). Transport will be:
 - 3.1.1 By the parent/legal guardian of the student;
 - 3.1.2 In a vehicle operated by a certified ambulance service; or
 - 3.1.3 In a vehicle owned by the Division or an employee of the Division (preferably the Principal or vice-principal).
 - 3.2 Where transport occurs in a vehicle owned by an employee of the Division:
 - 3.2.1 Both the vehicle and operator are firstly insured by his/her own insurance policy and then, if required, by the Division's insurance policy; and
 - 3.2.2 The employee will be reimbursed for mileage in accordance with rates established by the Board.
 - 3.3 When transportation is not provided by the parent/guardian/emergency contact, the Principal or designate will arrange for his/her or another employee's attendance with the student at the medical facility.
 - 3.4 Attend with the student until:
 - 3.4.1 Relieved by parent/legal guardian; or
 - 3.4.2 Relieved by another employee; or
 - 3.4.3 The student is discharged by the practitioner/facility; or

- 3.4.4 Advised by a medical practitioner that there is no further need to remain, since treatment and safety of the child have been undertaken by the medical staff/institution.
 - 3.5 Upon arrival at the practitioner/facility, advise those in authority that he/she is not the parent/legal guardian of the student.
- 4. On those occasions where medical treatment is refused because of lack of valid consent, the employee shall:
 - 4.1 Defer to the opinion of the medical practitioner;
 - 4.2 Solicit advice from the medical practitioner as to appropriate courses of action;
 - 4.3 Advise his/her supervisor of:
 - 4.3.1 The problem; and
 - 4.3.2 The advice of the medical practitioner;
 - 4.4 Take such course of action as recommended by the medical practitioner and approved by his/her supervisor; and
 - 4.5 Under no circumstances will employees give consent to medical treatment.
- 5. A written report must be completed on every situation involving students (illness or accident) requiring medical assistance at a medical facility. The original report shall be retained at the school with a copy forwarded to the Associate Superintendent, Business and Finance.

Reference: Sections 18, 20, 45, 60, 61, 113 School Act
Emergency Medical Aid Act

EMERGENCY MEDICAL AID

Background

A staff member may be required to administer medication or emergency first aid treatment to an individual in order to preserve the life or physical well-being of the individual. 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 students, and likewise an extension of what would be expected under the Medical Aid Act by any adult encountering another in need of emergency assistance.

Procedures

1. Employees may, from time to time, encounter situations that necessitate taking immediate action supportive of a student's physical well-being. Staff members who render assistance to a student or to another individual, who is ill, injured or unconscious as a result of an accident or emergency will be protected from legal action as outlined in Section 2 of the Emergency Medical Aid Act. (See Administrative Procedure 316 Appendix.)
2. The following guidelines shall apply to the administration of medication or emergency first aid to a student:
 - 2.1 In situations relating to the medical treatment of students, employees are subject to the responsibilities inherent to the common law doctrine of "in loco parentis". Specifically, in loco parentis requires that:
 - 2.1.1 An employee acts as would a reasonable and prudent parent in the same circumstances and conditions.
 - 2.1.2 The employee does not have all of the authority that a parent would have; e.g. employees do not have the authority to provide consent for the medical treatment of a student.
 - 2.1.3 The employee recognizes the limitations of his/her ability to provide direct assistance.
3. Site administrators are responsible for ensuring that a reasonable number of staff members are trained and certified in St. John's First Aid and CPR (cardio-pulmonary resuscitation) procedures.
4. In the event of serious injury or accident, the following procedures are to be followed:
 - 4.1 The staff member is to apply first aid treatment if required and practical and if the staff member is competent to do so.

- 4.2 In all instances of serious injury or illness, the staff member is to stay with the injured person and direct a responsible person to notify the parents or guardians.
 - 4.3 The paramedics are to be called to arrange for treatment and transportation to the nearest medical facility.
 - 4.4 In the event that paramedics are not available, e.g. on camping trips, excursions, etc., appropriate arrangements are to be made to access medical attention or transport the injured student to a medical facility.
5. Under no circumstances will employees of the Division give legal consent to medical treatment of students in their charge. In the event medical treatment is refused by a medical practitioner because of lack of valid consent, the employee shall:
- 5.1 Defer to the opinion of the medical practitioner;
 - 5.2 Advise the Principal or designate of the problem and the recommendation of the medical practitioner;
 - 5.3 Continue to attempt to contact the parents or legal guardian;
 - 5.4 In circumstances involving an emergency of an anaphylactic individual, the exposed individual will be given Epi-Pen and transferred to the hospital and given medical treatment even if a parent or guardian is not available to give consent. Permission to administer Epi-Pen and transport is to be included on the parent authorization form.

Reference: Sections 18, 20, 45, 60, 61, 113 School Act
Emergency Medical Aid Act
Occupational Health and Safety Act

EMERGENCY MEDICAL AID ACT
Chapter E-9

HER MAGESTY, 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 198c7(Supp.) sl. January 1, 1985

STUDENTS REQUIRING SPECIALIZED HEALTH SERVICES

Background

In those circumstances where the Principal has been provided with written information indicating that a student is dependent upon sophisticated life-support medication, equipment/procedures or is inordinately vulnerable to severe reaction or injury the Superintendent or designate will assess the school environment and resources before making a decision about placement, with the primary criteria being the safety and well being of the child.

Procedures

1. The level of service provided by Division staff for students requiring routine medical attention will be determined by application of the following criteria:
 - 1.1. The student's physician indicates in writing that:
 - 1.1.1. The service requested is of such a simplistic nature that a layperson, e.g. teacher, teacher assistant, could successfully perform the function,
 - 1.1.2. The service must be performed during regular school hours and/or approved school activities,
 - 1.1.3. The service is critical to the well being and functioning of the student, and
 - 1.1.4. No other reasonable alternative service is available, e.g., through the Community Health Services Division.
 - 1.2. The Principal deems that appropriate resources are available and that the services will not be disruptive to the educational program.
2. Upon receiving a request from a parent or guardian for placement of a student with specialized health needs, the Principal, in consultation with the Superintendent or designate, shall:
 - 2.1. With input from appropriate medical personnel, assess the necessary provisions which would enable the child to receive special medical treatment as required at school,
 - 2.2. Determine the ability of the school to ensure these provisions,
 - 2.3. Either place the child in the program considered, or
 - 2.4. Recommend a more suitable educational setting for the student.
3. Employees with students in their care requiring specialized health care shall endeavor to provide the same care and concern for the student as could reasonably be expected of a parent under similar circumstances.

Reference: Sections 18, 20, 45, 60, 61, 113 School Act
Emergency Medical Aid Act
Occupational Health and Safety Act

ADMINISTERING MEDICATIONS / PERSONAL CARE TO STUDENTS

Background

Administration of prescribed medication/personal care is fundamentally a medical, not an educational function.

Procedures

1. Primary responsibility for the administration of medications rests with the individual student, his/her parents and/or the appropriate medical personnel.
2. It may be appropriate in certain circumstances for staff to assist parents in the provision of care to students, if so requested and supported with written instructions provided by the parent and physician. [Request for Assistance to Administer Medication FORM](#)
3. The provision of personal care and assistance to students may be required in emergency life threatening situations.
4. Schools will only consider parental requests for assistance to administer medication to students for medications prescribed by a physician.

Reference: Sections 18, 20, 45, 60, 61, 113 School Act
Emergency Medical Aid Act
Occupational Health and Safety Act
Revised January 2010

LIFE THREATENING ALLERGIES

Background

We live in a world that is contaminated with potential allergens. While the key responsibility lies with the anaphylactic individual and their family to learn to avoid specific triggers, in the case of an anaphylactic student, the school community must also be aware of the student's needs and assist the student as necessary. The approach is to regularly educate the community, solicit the cooperation of families and set in place procedures that are designed to create a safe and caring environment for all students and staff.

Parents may ask that peanuts and peanut products (or other allergens) be banned from the school as part of a prevention plan, however, such a request cannot be reliably implemented. The Division cannot assume responsibility for providing a 'peanut-free' (or other allergen-free) environment. It would be impractical to have an allergen free school as we cannot control with 100% certainty what allergens come into our school or when a sensitivity to an allergen would affect a member of the community.

Procedures

Ensuring the safety of students in a school setting depends on the cooperation of the entire school community. To minimize risk of exposure, and to ensure rapid response to an emergency, parents, students and school personnel must understand and fulfill their responsibilities.

The Principal/Staff

1. In schools where students are identified with a life threatening allergy, the Principal or designate will communicate and/or develop:
 - 1.1 School procedures for responding to emergency situations associated with life threatening conditions;
 - 1.2 Any agreements which may be necessary between home and school to ensure a student's well being, in the absence of a person(s) designated to administer an epinephrine auto injector or inhaler;
 - 1.3 School procedures for making all staff members (including teachers, substitute teachers and support staff) aware of the identity of students with serious, or life threatening allergies, whom are attending the school;
 - 1.4 An annual in-service plan for all regular staff members (including both teaching and support staff) and others who may be in a position of responsibility for students with serious or life threatening allergies.

- 1.5 Specific instruction by medically qualified personnel shall be provided for staff members, who may be required to assist students with interventions/procedures such as injections with Epinephrine auto injectors or inhalers.
2. The Principal or designate, through registration procedures and in consultation with parents, shall attempt to identify students whom are subject to medical reactions which may be life threatening and who, therefore may require specific care or intervention. Parents are responsible for informing the Principal if their child is known to have a life threatening or serious allergy. Parents are also responsible for ensuring that each year, the school receives a copy of the [Request for Assistance To Administer Medication Form](#) completed and signed by their child's physician.
3. The Principal or designate shall provide a paper copy of Administrative Procedure 319 - Life Threatening Allergies to the parent / guardian.
4. In any case where the school has been notified of a student with a life threatening allergy or ailment, the Principal or designate shall attempt to ensure that all who may be involved with the student (e.g. school staff, volunteers, substitute teachers, the manager, student transportation) are informed concerning any required emergency procedures.
5. The Principal or designate shall record the date medication is brought in, ensure that the required authorization and indemnification and release forms are on file, and record the amount of medication provided by the parent/guardian.
6. Preventative measures will be taken at schools to minimize the risk of allergen exposure of an anaphylactic individual, in accordance with the recommendations of the Canadian School Boards Association (in its [Anaphylaxis: A Handbook for School Boards](#)), without depriving the individual of normal peer interactions.
7. Epinephrine auto injectors and inhalers can remain in the possession of the student, unless the student is not yet mature enough to discharge that responsibility. This decision must be the result of a discussion (with appropriate consent and information) involving the Principal, the parent(s), and the student.
8. Any emergency medications kept by the Principal or designate are to be in a secured location easily accessible to the member of the school's personnel responsible for its administration in the event of an emergency.
9. During any field trips, outdoor activities, or physical education sessions, such emergency medication must be on hand. (i.e. with the student or in the office). Duplicate units that provide multiple access points are to be provided for by the parents.
10. Medication shall be stored at the school in a secure area when not being administered to students. Access will be limited to those school personnel responsible for administering medication.

The Parent / Guardian

11. Parents are responsible for informing the school if their child has a known life-threatening, serious allergy. Further, parents must complete and sign the [Request for Assistance To Administer Medication Form](#) on an annual basis.
 - 11.1 All medications to be administered by the school shall be brought to school by a parent / guardian, except in situations in which the physician determines it is in the best interest of the student that she/he carry the medication on her/his person.
 - 11.2 Medication is to be received by the Principal or designate only in the original pharmaceutical containers, or otherwise as authorized in writing by a physician.
 - 11.3 If a child is carrying an auto injector/inhaler, etc., parents are to provide duplicate unit(s).
 - 11.4 When a medication reaches its expiry date, parents will be responsible for replacing the medication as may be medically necessary.
 - 11.5 A picture of the child must be provided for identification purposes.
12. Changes to Prescription
 - 12.1 It is the responsibility of the parent to notify the school of any changes to the original prescription and to provide a new pharmacy label and container, or a note of authorization from the physician regarding the change.

The Student

The Division is a partner in the [No Child Without Program](#), thus Medic Alert bracelets are available (at no cost) to students with serious and/or life threatening allergies.

13. Students with serious or life threatening allergies are expected to wear a medical alert identification.
14. Proper Records
 - 14.1 When the Principal or designate has approved staff involvement in the administration of medication, s/he must keep an [Administering Medications – Administration Record Form](#) for each student requiring medication.
 - 14.2 Any literature provided to the parent, by a physician and related to medication is to be kept on file.
 - 14.3 Written instructions from the medical doctor must be completed.
 - 14.4 All records shall be kept confidential except as disclosed to staff members on a need to know basis.
15. Students with severe allergies must:
 - 15.1 Eat only foods brought from home unless otherwise authorized by the parent in writing.
 - 15.2 Wash their hands before eating.

- 15.3 Learn to recognize symptoms of severe allergic reaction.
- 15.4 Promptly inform a teacher or adult as soon as accidental ingestion or exposure to an allergen occurs or symptoms of allergic reaction appear.
- 15.5 Keep an injector or medication handy at all times.
- 15.6 When age appropriate, know how to use an injector or take medications, although that may not always be sufficient.

16. Consent

Before any involvement in the provision of any medication in the case of an emergency, the Principal or designate must have received a written authorization by the custodial parent, for the involvement of the school staff in the administration of medication.

16.1 Authorization Form

- 16.1.1 The [Request for Assistance To Administer Medication Form](#) must be completed / updated by the child's physician on an annual basis and returned to the Principal. The forms are deemed an integral part of these procedures and include the information necessary to fully inform the Principal on how to properly and safely administer and dispense the Epinephrine auto injector / inhaler. The instructions must be agreed to and be deemed sufficient by the Principal or designate before administration of medications can proceed.

17. Emergencies

In emergency situations, the staff may be required to administer Epinephrine auto injectors or inhalers. The standard of care in all such instances is to be that of a careful and prudent parent of a large family. The Principal or designate must develop and communicate appropriate procedures for known cases where emergencies may arise using the guidelines of the Division.

Reference: Sections 18, 20, 45, 60, 61, 113 School Act
Emergency Medical Aid Act
Anaphylaxis: A Handbook for School Boards (CSBA)

Revised September 2009

STUDENT RECORD MANAGEMENT

Background

The Division has a responsibility and holds staff accountable in the development and maintenance of, along with provision of access to, student records as defined in the School Act and attendant regulations of the Minister.

Information included in student records and confidential records is considered to be in the care and custody of the Division. Rules about the collection, use, access to and disclosure of such information is subject to government statute and applicable policy and regulations.

Definitions

Student Record

That information concerning a student as specified in the regulations of the Minister.

Confidential Record

A record created and stored securely and separately from the student record for the purpose of holding:

- Notes and observations prepared by or for teacher, counselor or Principal and not used in program placement decisions;
- Information related to a report or investigation under the Child, Youth and Family Enhancement Act;
- Information that identifies a student as a person defined in the Youth Criminal Justice Act and all information relating to that student in that capacity;
- Specific counseling records related to a student that may be personal, sensitive or embarrassing to a student (unless the placement of the information in the student record would be deemed to be in the public interest or necessary to ensure the safety of student and staff).

Procedures

Development and Maintenance of Records:

1. Principals are required to establish procedures and guide staff in development and maintenance of a student record for every student enrolled in the schools.

2. A student record shall consist of all information that may reasonably be used for educational decision making, specifically the items identified in 2(1) (a) – (t) and (2) of the Student Record Regulation, A.R. 225/2006 regardless of the manner in which this information is maintained or stored.
3. Schools will annually review the student record for accuracy and completeness.
4. Persons contracted by the Board to conduct formal intellectual, behavioral or emotional assessments or evaluations shall be advised that their written reports will form part of the student record and therefore be accessible for review to the student and/or his/her parent.
5. Where a student record already exists in a school in Alberta for a student, the Principal will make reasonable efforts to obtain the record in accordance with the regulations of the Minister, and to forward student records to schools when requested, in keeping with the Student Record Regulation, A.R. 225/2006 Section 8 (1) and (2).

Access to Records:

6. Access to student record information will be provided by the Principal of each school, in accordance with the School Act and regulations. When requests are received, the student records are forwarded to Records Management staff in order to send all gathered information together.
7. When parents or students over 16 years of age are given opportunity to review the student record, the Principal or designated professional shall accompany those persons accessing the record to ensure that no documents are removed without the approval of the Principal.
8. Where a parent, or a student over 16 years of age, requests copies of information placed on a student record, the Principal may make photocopies of such documents and provide them to that parent or student.
9. An independent student (as defined in the School Act, a student who is 18 years of age or older, or is 16 years of age or older and is living independently or is party to an agreement under section 8(2) of the Child, Youth, and Family Enhancement Act) shall have access rights to his/her student record, but may provide written consent for a parent or legal guardian to access student record information.
10. Information held in “confidential” records is considered a student’s personal information, and access to such records is governed under the authority of the Freedom of Information and Protection of Privacy Act.

Management and Retention of Records:

11. Each Principal shall make provision at the school to secure student records so that access is restricted to authorized personnel only.

12. Schools will retain student records until requested by another school or until the person referred to in the record has reached the age of 30 years, or as otherwise directed by the Superintendent.
13. Confidential records formed in accordance with 2(4) of the Student Record Regulation to hold information related to the Child, Youth, and Family Enhancement Act or the Youth Criminal Justice Act should be retained for a minimum period of one year following their formation, or until the student leaves the school, whichever is the longer period, or until such time as an authorized child welfare or youth justice worker advised in writing that any court order(s) relating to the student have expired.
14. A confidential record created by or for a teacher, counselor or Principal is to be reviewed annually by the person who created the file and a determination made about its continuing use.

Reference: Sections 15, 23, 39, 40, 41, 43, 60, 61, 113 School Act
Student Record Regulation 225/2006
Child, Youth and Family Enhancement Act
Freedom of Information and Protection of Privacy Act
Freedom of Information and Protection of Privacy Regulation 200/95
Public Health Act
Social Development Act
Vital Statistics Act
Section 23, Canadian Charter of Rights and Freedom
Youth Justice Act
Youth Criminal Justice Act

YOUNG OFFENDER INFORMATION SHARING

Background

Students and staff are to have a safe and secure environment. In order to ensure that this occurs, school staff requires access to information that will enable them to protect the safety of students and staff and at the same time protect the privacy rights of the individual student, through responsible use of confidential information.

The Superintendent or designate(s) have the authority to communicate with youth justice personnel about students who have been dealt with under the Youth Criminal Justice Act.

Definitions

Young Person

A person who is or, in the absence of evidence to the contrary, appears to be twelve years or older, but less than eighteen years old, if the context requires, includes any person who is charged under this Act with having committed an offence while he or she was a young person or who was found guilty of an offence under this Act.

Youth Worker or Personnel

Any person appointed or designated, whether by title of youth worker or probation officer or by any other title, by or under the Act of the legislature of a province or by the lieutenant governor in council of a province or his or her delegate to perform in that province, either generally or in a specific case, any of the functions of a youth worker under this Act.

Procedures

1. The Superintendent or designate(s) shall receive relevant information from youth justice personnel regarding a specific young person's file, including the following:
 - 1.1 Any offences which may lead to concerns about the safety of students and staff;
 - 1.2 Prior record of offences which may lead to concerns about the safety of students and staff;
 - 1.3 Recommendations for reducing the risk of violence and increasing the level of safety;
 - 1.4 Patterns of behavior that may signal the onset of activity that could affect safety;
 - 1.5 Individuals or groups of persons that may be at risk; and

- 1.6 The identity of other individuals who were involved with the youth and convicted as a result of gang activity.
2. The Superintendent or designate shall disclose information only on a "need to know basis" to those staff members who may have to provide for the safety of students and staff.
3. All staff shall be aware of the following when releasing information:
 - 3.1 Disclosure of information shall only occur to ensure the safety of the student and staff and, when relevant to the education of the student. Any other disclosure could represent a contravention of Youth Criminal Justice Act; and
 - 3.2 The young person has the right to confidentiality that must be maintained.
4. The Superintendent or designate(s) may determine to use information received through Guideline (2) to advise certain school personnel for such further purposes as:
 - 4.1 Impressing upon the student the requirement to attend school in order to comply with a probation order, or conditional supervision, or bail;
 - 4.2 Establishing monitoring procedures;
 - 4.3 Facilitating student access to programming in areas such as socialization and anger management;
 - 4.4 Providing an environment in which the student could pursue studies such as in a segregated setting; and
 - 4.5 Facilitating training for staff in dealing with violent persons.
5. The Superintendent or designate(s) shall arrange for the management of any records about young persons, with procedures to properly address the following:
 - 5.1 Files are to be kept at the school and at the Division Office but must be kept separate from the student records, in a secure location;
 - 5.2 Accesses shall be restricted to those identified by the Superintendent or designate(s) as individuals who require access in order to meet the needs of the student;
 - 5.3 Destruction of the files shall occur when:
 - 5.3.1 The information is no longer required for the purpose for which it was disclosed; or
 - 5.3.2 A youth worker notifies the Superintendent or designate in writing that any court orders relating to the student have expired; and in this event, then:

The Superintendent or designate shall notify the youth worker, in writing, that all school system files regarding that aspect of the student history have been destroyed.
6. If the student transfers within the Division, the Principal is responsible to advise the Superintendent or designate, and should subsequently advise the Principal of the receiving school of the safety concerns, or the court order, relative to that student. The Principal of the sending school shall relay the young person's file through the Superintendent's or designate's office to the receiving school.

7. If the student transfers out of the Division, the Principal of the sending school shall advise his/her Superintendent and the Superintendent or designate shall inform the youth worker or provincial director of the young person's move to a new school division. (The destruction of the sending school's records shall occur as soon as possible after the student's transfer.)
8. The Superintendent or designate, upon the request of a youth worker to provide information for a report ordered by a youth justice court judge, shall arrange for the release of information from the student record after first receiving from the youth worker the following:
 - 8.1 Name of student;
 - 8.2 The nature of the report to be provided and the section of the Youth Criminal Justice Act under which such a report is authorized;
 - 8.3 Timelines with respect to providing the information; and
 - 8.4 Specific information requested such as:
 - 8.4.1 Attendance of the student;
 - 8.4.2 The program or courses in which the student is enrolled;
 - 8.4.3 The performance of the student;
 - 8.4.4 The nature of incidents giving rise to any disciplinary action and type of discipline imposed; and
 - 8.4.5 Span of time for which the information is required.
9. Other than for requests made by youth personnel, the Superintendent or designate must obtain the consent of the student's parent, or the student if the student is 16 or older, before any information is released.
10. The Superintendent or designate is authorized to request information from youth personnel relative to:
 - 10.1 Any pertinent findings arising from court ordered psychological assessments;
 - 10.2 Any additional information that will assist school personnel in providing an education program and an appropriate environment for the program.
11. The Superintendent or designate is authorized to act on behalf of the Division with youth supervisory personnel whenever a resolution cannot be reached between a school employee and a youth worker.
12. Employees asked by a young person to serve as his/her advocate under the provisions of the Youth Criminal Justice Act, are reminded that the decision to do so is a personal choice distinctly separate from the employee's relationship with the Division.

Reference: Section 3, 6, 8, 9, 10, 12, 13, 14, 15, 18, 20, 23, 29, 44, 45, 47, 60, 61, 113 School Act
Student Records Regulation 225/2006
Youth Justice Act
Section 125, Youth Criminal Justice Act
Youth Offender Information Sharing Protocol, December 1996
The Need to Know, A Guide for Timely and Ongoing Information Sharing Between School Officials and Justice System Personnel (The Canadian School Boards Association, 2003)

STUDENT GUARDIANSHIP, ACCESS AND CUSTODY

Background

The legal guardians for any particular child registered in the school must be determined, as a student's right to attend a particular school is based on the residence of the "parent" as defined under the School Act, and as it is the parent who exercises the various responsibilities, rights and entitlements both under the School Act, and as the guardian under the Family Law Act.

Procedures

1. Principals are responsible for collecting all relevant information that will help determine who the proper legal guardians are for each child.
2. The School Act defines a parent as the "guardian" as set out in section 20 of the *Family Law Act* (FLA); Part 5 of the *Child, Youth and Family Enhancement Act*; Part 1, Division 5 of the *Child, Youth and Family Enhancement Act*; or section 23 of the Family Law Act; a temporary or permanent guardianship order under the *Child, Youth and Family Enhancement Act*; or an order of the Court or an agreement made in accordance with the family law legislation.
3. The *Family Law Act* provides that subject to any order of a Court regarding guardianship of the child, the mother and the father of the child are both guardians of the child where the mother and the father:
 - 3.1 Were married to each other at the time of the birth of the child;
 - 3.2 Were married to each other and the marriage was terminated by a decree of nullity of marriage, or a judgment of divorce granted less than 300 days before the birth of the child;
 - 3.3 Married each other after the birth of the child;
 - 3.4 Cohabitated with each other for 12 consecutive months during which time the child was born; or
 - 3.5 Were each other's adult interdependent partners at the time of the birth of their child or became each other's adult interdependent partners after the birth of their child.
4. If the parents' relationship is not covered by the above list, guardianship is determined based on the residence of the child. Section 20(3) of the *Family Law Act* provides that the mother and father are both the guardians of the child until such time as that child usually begins to reside with one of the parents, at which time that parent becomes the sole guardian of the child; or if the child lives with both parents, or alternatively with each parent for substantial periods of time, both parents become the guardians of the child.

5. Notwithstanding subsection 20(3) of the *Family Law Act*, if both parents agree in writing, both parents continue to be the guardians of the child even after the child begins to usually reside with only one of them.
6. Where a person claims to be a parent or guardian, or claims the existence of any limitation on the authority of the parent or guardian, the onus is on that person to provide proof of the claim.
7. Schools are to communicate to the legal guardian(s), through the student registration process, that if a person claims to be a parent or guardian, or claims the existence of any limitation on the authority of that parent or guardian, the onus is on that person to provide proof of the claim. Guardians are to be asked to provide copies of all orders or agreements addressing guardianship rights, responsibilities or entitlement, or otherwise affecting the custody or access to the child for whom registration is sought. Forms of proof may include:
 - 7.1 Orders issued under the Divorce Act by the Court of Queen's Bench which refer to the custody and access of the child. Court orders addressing guardianship rights of legal guardians can be issued by either the Provincial Court of Alberta, or the Court of Queen's Bench.
 - 7.2 Court orders issued prior to October 1, 2005, under the now repealed Domestic Relations Act, or the Provincial Court Act, will also be valid unless replaced by a new court order or agreement issued under the Family Law Act which address custody, access or guardianship issues.
 - 7.3 Agreements or orders under the former Child Welfare Act, or under the new Child, Youth and Family Enhancement Act or the Family Law Act, which appoint legal guardians may also be provided as proof of guardianship.
 - 7.4 In rare circumstances, a child may also be impacted by a restraining order issued under the Child, Youth and Family Enhancement Act, which order limits rights of access by the guardian to the child.
 - 7.5 The Principal or his designate(s) must carefully review each agreement for authenticity so as to ensure that the school has the most recent order issued in proceedings.

Powers, Responsibilities and Entitlements of Guardianship

8. While the parent is usually the legal guardian of the child, that is not always the case. Guardianship rights can be shared by parents or can be lost. Where a child has more than one guardian, the guardians:
 - 8.1 May exercise the powers, responsibilities and entitlements of a guardian, unless the Court orders otherwise;
 - 8.2 Shall provide information to any other guardian relating to the exercise of powers, responsibilities and entitlements of guardianship at the request of that other guardian;

- 8.3 Shall use their best efforts to cooperate with one and other; and may enter into an agreement with respect to the allocation of powers, responsibilities and entitlements of guardianship among themselves all as provided for under the Family Law Act.
9. Except where otherwise limited by a parenting order, each guardian is entitled to be informed of and consulted about and to make all significant decisions affecting the child in the exercise of such powers, and to have sufficient contact with the child to carry out those powers and responsibilities.
10. Guardianship rights can be removed or affected by a separation agreement under the *Divorce Act*, through a parenting agreement made under the *Family Law Act*, by custody or access orders issued under the *Divorce Act*, or through Court orders including parenting and contact orders made under the *Family Law Act*.
11. Principals are responsible for ensuring that all such Court orders or agreements are securely stored, and that such information is only shared on a need to know basis, and that guardians/parents are aware of the need to update such information on an annual basis.
12. If the Principal is faced with requests for access to a student by a guardian whose rights of access to the student are limited by the terms and conditions of a custody or access order, or a parenting or similar order, the Principal is to:
- 12.1 Remind the guardian(s) of their responsibility to provide the school with a copy of the most recent order impacting the custody, access or guardianship rights. In the event of a dispute the claimed entitlement/restriction could be verified with any other legal guardian noted on the student record;
- 12.2 Carefully assess limitations set out within the custody and access agreement or guardianship order to determine if they limit the guardian's right to access the student during school hours or on any school premises or any school sponsored activities. Any such limitations must be enforced;
- 12.3 Depending upon the limitation specified in the order, deny the guardian access to the student during school hours or on any school premises or at any school-sponsored activities, in accordance with the terms and conditions of the relevant order and/or agreement;
- 12.4 Take such other further steps as are deemed necessary, in consultation with the Superintendent or designate.
13. Where the legal guardianship rights and/or entitlement respecting a child are in dispute, and one of the guardians is making a demand for access, the Principal is to:
- 13.1 Inform the claimant of the obligation to provide documentation in support of the authority of the guardian to access the child;
- 13.2 Be in possession of the most recent Court orders and/or agreements issued with respect to the guardianship of the child;

13.3 Ensure that any other individual claiming to have legal guardianship rights, has been given the opportunity to verify that the Division has the most recent and relevant documentation respecting guardianship and/or access to the student;

13.4 In the event of a dispute, between the guardian and the Principal, which results in a disturbance or interrupts the proceedings of the school, over the rights of access to the student, the Principal shall, where the governing documents clearly deny the guardian the right of access to the student, take such steps as are reasonably necessary to avoid the recurrence of the issue, which can include the issuance of an appropriate notice under section 27 of the School Act;

13.5 Consult with the Superintendent or designate.

Reference: Sections 1, 2, 18, 20, 23, 45, 60, 61, 113 School Act
Student Records Regulation 225/2006
Child, Youth and Family Enhancement Act
Domestic Relations Act
Canadian Charter of Rights and Freedoms
Divorce Act
Family Law Act

CHILDREN / STUDENTS IN NEED OF INTERVENTION SERVICES

Background

There may be occasions when an employee believes that a child/student is in need of "Intervention Services" as defined in the "Child Youth and Family Enhancement Act".

Any person (including a member of staff) who has reasonable and probable grounds to believe a child has been abused or neglected, or is at substantial risk of same, is legally required to report the matter to a Child and Family Services Authority. The Child, Youth and Family Enhancement Act provides protection from legal action against a person making a report unless the reporting "is done maliciously or without reasonable and probable grounds for the belief".

Procedures

1. Reporting:
 - 1.1 If a school staff member is satisfied that there are reasonable and probable grounds to suspect a child is abused or neglected, or that he or she is at risk of either abuse or neglect, the staff member is required to make a formal report to the Child and Family Services Regional Authority Office.
 - 1.2 The duty of a staff member to report a child deemed to be in need of intervention services has not been discharged until the staff member has reported to a child welfare worker.
 - 1.3 The staff member is to advise the Principal or designate regarding any formal report that has been made. No Principal or designate shall counsel a staff member to not report if the staff member believes abuse exists.
 - 1.4 Staff who make a report that a child is in need of intervention services are advised to record the date and time of the call and the name and position of the child welfare official accepting the report. The record is to be placed in a confidential record and stored securely in a designated file, separate from the student record.
 - 1.5 Any disclosure made by a child to school personnel is to be recorded in the child's own words, with the statement and any other relevant notes secured in a confidential record, separate from the student record.
 - 1.6 Any reports or records created by a school division or school relative to children considered to be in need of intervention services and which are under the custody and control of a school division, may be subject to disclosure under the terms of the FOIPP Act.

2. Responsibility for Investigations:

- 2.1 The investigation for child intervention services is the responsibility of child welfare workers from the Child and Family Services Authority, who may, where appropriate, be assisted by the police. School staff must not assume this responsibility. Staff are to offer support to the student, but refrain from seeking further information to confirm suspicion or clarify disclosures.
- 2.2 Within the context of their responsibility for the well-being and care of students in a school, staff are to facilitate child welfare workers' and/or police officers' access to students for the purposes of determining if a child is in need of intervention services. Child Welfare staff shall offer appropriate identification to school staff. It is understood that investigators will engage in student interviews at the school site only in instances where the imminent safety and welfare of a student is in question.
- 2.3 The responsibility for notifying a child's guardian about an investigation rests with the child welfare worker or police officer conducting the enquiry. In the event a child's return to home from school is delayed because of an investigation, it is the responsibility of the investigator to make every effort to contact the guardian(s). School personnel shall not assume this responsibility.
- 2.4 The child welfare worker is responsible for:
 - 2.4.1 Determining whether the child is in need of intervention services;
 - 2.4.2 Contacting the police if a criminal investigation is required;
 - 2.4.3 Coordinating a response with other agencies, if necessary.

3. Facilitating Investigations at School:

- 3.1 A child welfare worker or police officer may request permission from the Principal to interview the child on school premises. School personnel are expected to co-operate with the request. It is the responsibility of the investigating team to determine when to notify the guardian(s). Whenever possible, the investigator(s) are to give advance notice to the Principal of their need to visit the school and/or conduct an interview on school premises.
- 3.2 It is recommended that the interview be conducted in private unless the child requests or otherwise demonstrates that she/he requires the supportive but non-participating presence of a familiar school employee. School personnel present in such interviews could potentially be subpoenaed to provide court testimony. The investigator(s) and school personnel will together determine the appropriateness of having a school representative present during the interview.

4. Follow-up:

- 4.1 School personnel directly involved may expect follow-up communication from Child and Family Services that provides relevant information, determined on a "need to know" basis, about the disposition of the investigation.

- 4.2 At the end of the investigation and disposition of the case, the staff member, counselor and school administrator, with input from Child Welfare, are to meet to discuss the steps they could take to assist the child. Child Welfare Workers are to share information with staff on a "need to know basis" and as relevant to the student's continued need for school support and educational services.
- 4.3 The Principal shall annually review with staff the procedures related to Children/Students in Need of Intervention Services.

Reference: Sections 18, 20, 45, 60, 61, 113 School Act
Child, Youth and Family Enhancement Act
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers Regulation 4/99
Student Record Regulation 225/2006
Responding to Child Abuse – A Handbook (October 2005)
Student Record Regulation Information Bulletin 3.2.7

STUDENT ATTENDANCE

Background

Student achievement is affected by attendance. Students are therefore encouraged to attend regularly in order to maximize their educational opportunities.

The Division promotes 100% attendance. Although some absences are unavoidable, absenteeism is disruptive to students' learning process and demands that they spend additional time catching up with the rest of their class. Good school attendance is mandatory under the statutory requirements of the School Act.

Our goal in addressing attendance concerns is to provide assistance to students, and their parents/guardians, by addressing prevailing issues, thus enabling the student to attend school faithfully and regularly.

Procedures

1. Each Principal, in consultation with the school staff and School Council, shall develop written procedures that will encourage school attendance.
2. The Principal shall maintain accurate attendance records and communicate this information to parents. As well, the information will be communicated to the students who are sixteen years of age or older.
3. Principals are asked to report students with less than 85% attendance to the Attendance Officer. This is discretionary given the wide range of issues that may be present (i.e. loss in the family, accident, medical issues, etc.). Once notified, the Attendance Officer meets with students and their families to consult and facilitate interventions that may assist the student in addressing their school attendance issues. Plans, agreed to by all parties, are closely monitored by the school and the Division.

Reference: Section 1, 12, 13, 14, 15, 18, 20, 22, 60, 61, 113, 126, School Act

SPECIALIZED SERVICES FOR STUDENTS AND CHILDREN

Background

Increasing numbers of students and children require specialized services, during school and Early Childhood Service (ECS) program hours. Therefore, the Division will work together with members of the community and community agencies to serve the needs of students and children who are "at risk" or who have special needs.

Procedures

1. In order to minimize duplication of effort and improve access for, and responsiveness to, children and families in need, the Division is committed to working together with other community agencies, organizations and associations; other local education authorities within and across school districts, including operators of Early Childhood Services (ECS) programs; and regional authorities, including Alberta Health Services and Child and Family Services Authorities. Examples of "working together" include information-sharing procedures, sharing of staff facilities, and joint service planning and delivery agreements (informal or formal).
2. To serve the needs of students and children in each school community, principals, counsellors and, where appropriate, other staff members, will take an active role to initiate or participate in working together with other members of the community and community agencies to improve services.
3. In cases where efficiencies can be realized through the provision of centralized services available to all school communities within the Division, the Superintendent or designate, will initiate, develop and/or participate in partnerships designed to improve services to students and children.
4. Procedures in working together with members of the community will be consistent with provincial policies and procedures, including the Standards for Special Education.

Reference: Sections 20, 45, 47, 60, 61, 113 School Act
Public Health Act
Services for Students and Children policy 1.8.1
Guide to Education: ECS to Grade 12
Standards for Special Education
Standards for the Provision of Early Childhood Special Education

DEVELOPING AND MAINTAINING A HEALTHY SCHOOL ENVIRONMENT

Background

The Division supports the endeavors of staff, students, parents and the community to promote positive student behavior and conduct. Parents and students are expected to recognize their responsibilities in developing student self-discipline.

Procedures

In matters related to student discipline it is expected that a progressive discipline model that enables the student to demonstrate growth and learning shall be followed.

1. Student Code of Conduct:
 - 1.1 The Principal shall communicate annually, to students and parents, the Board policy, administrative procedures, and the school's expectations for student behavior and conduct.
 - 1.2 Each school's expectations for student behavior and conduct shall be:
 - 1.2.1 Developed by the Principal, with opportunity for input from staff, students, parents and the community;
 - 1.2.2 Communicated to staff, students, parents, and the community annually by the Principal; and
 - 1.2.3 Reviewed and revised as required by the Principal.
 - 1.3 The Principal's expectations shall include the potential consequences for failure to meet the student code of conduct.
 - 1.4 When disciplinary action is required, staff shall, where possible, work with the student's parents, may involve Division resource staff and, where appropriate, staff from community agencies.
 - 1.5 The Principal shall maintain records of disciplinary action taken by school staff as a result of unacceptable student behavior, and shall ensure that appropriate documentation procedures are developed for all disciplinary measures.
 - 1.6 Staff members shall inform the Principal forthwith of instances of, or suspected instances of students breaching the student code of conduct.
2. Student Responsibilities:
 - 2.1 It is the expectation that students shall be treated with dignity, respect, and fairness by other students and staff.
 - 2.2 It is the expectation that students shall be provided with a learning environment that is free from physical, emotional, and social abuse.

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

3. Role of Parents:

Parents play a most important role in developing student behavior. It is the Division's expectation that parents will:

- 3.1 Review the school's expectations for student behavior and conduct with their children;
- 3.2 Work cooperatively with school staff to resolve behavioral issues that may affect their child;
- 3.3 Cooperate with the school's recommendations for addressing any emotional or behavioral issues that may arise for their children; and
- 3.4 Communicate with staff in a manner that reflects the Division's Code of Conduct for all members of the school community.

4. Student Behavior and Conduct:

- 4.1 Student codes of conduct developed by principals shall comply with and be in addition to the general code of conduct as outlined in Board policy and administrative procedures.
- 4.2 Students shall meet the expectations for student behavior while attending classes, travelling on school buses, on field trips, on any school or Division-sponsored activity or under the supervision of school staff, whether such activity occurs on or off school property.
- 4.3 Students are accountable for:
 - 4.3.1 Demonstrating respect for authority;
 - 4.3.2 Demonstrating respect for others and their property;
 - 4.3.3 Demonstrating respect for school property, equipment and textbooks;
 - 4.3.4 Demonstrating respect for ethnic, racial, religious, and gender differences and values.
- 4.4 Students are prohibited from engaging in unacceptable behavior within the school or on any school or Division-related trips or activities.

Examples of such activities include, but are not limited to:

- 4.4.1 Possession or use of tobacco products;
- 4.4.2 Possession or use of alcohol;
- 4.4.3 Possession or use of illegal substances (including, but not limited to drugs and inhalants);
- 4.4.4 Criminal activity (which includes tampering with fire alarms, extinguishers or safety equipment);
- 4.4.5 Harassment, hazing, froshing, bullying, cyber-bullying or the formation of secret societies; and
- 4.4.6 Possession or use of weapons.

5. Disciplinary Measures

Failure to meet the expectations for behavior and conduct may result in some or all of the following consequences to be applied by, or under the authority of the Principal.

- 5.1 Problem solving, monitoring, or reviewing behavior expectations with student and reprimand;
- 5.2 Parental involvement;
- 5.3 Referral to provincial attendance board;
- 5.4 Temporary removal of privileges;
- 5.5 Detention of student;
- 5.6 Temporary exclusion of student from class;
- 5.7 In-school or out-of-school suspension;
- 5.8 Suspension from riding the school bus;
- 5.9 Behavioral contract with student;
- 5.10 Assignment of designated tasks;
- 5.11 Assessment of student to develop appropriate programming;
- 5.12 Involvement of police; and/or
- 5.13 Expulsion from school (by the Board upon recommendation of the Principal).

Bullying, harassment, teasing, humiliation, or corporal punishment shall not be used as disciplinary measures within the Division.

Under Section 16 of the School Act the Division may seek restitution for damage to Division property; however such restitution cannot be used as a form of discipline under which a student is ordered to provide restitution to an individual or to the Division for damages.

6. Grounds for Disciplinary Action

Some examples of unacceptable behavior that could lead to suspension or expulsion are as follows:

- 6.1 Conduct which threatens the safety of students and/or staff;
- 6.2 Subjecting incoming students to forms of punishment or indignities (hazing/froshing);
- 6.3 Harassment or sexual harassment (as defined by Division Administrative Procedure 170);
- 6.4 Bullying and cyber bullying;
- 6.5 Damage to property;
- 6.6 Abuse of the Division computer network, the internet, email or any electronic privileges;
- 6.7 Tampering with fire, fire alarm or safety equipment;

- 6.8 Possession of a weapon on a student's person, or in a student's locker or desk, that is dangerous to students and staff. A weapon is anything used, designed to be used, or intended for use in causing death or injury to any person, or for the purpose of threatening or intimidating a person;
 - 6.9 Displaying or brandishing a weapon in a threatening or intimidating manner;
 - 6.10 Assaulting another person;
 - 6.11 Possession, being under the influence of, use of, or trafficking in tobacco, illegal drugs, alcohol, or inhalants in school and on school/Division property or at school/Division related events or activities;
 - 6.12 Contravention of Board policies, administrative procedures, or student codes of conduct;
 - 6.13 Conduct that is injurious to the physical or mental well-being of others in the school; and/or
 - 6.14 Conduct that displays an attitude of willful, blatant or repeated refusal to comply with school rules.
7. Student Restraint
- 7.1 For the protection of staff and students in the Division and to prevent potentially violent behaviors, school staff may in specific circumstances be required to use reasonable measures, including restraint, to manage or subdue a student who is out of control or unresponsive to direction, or where to not intervene could expose the student or others in the vicinity to harm.
 - 7.2 The Division shall ensure that some individuals (including all those in specialized programs where students with severe emotional or behavioral needs are served) in all school sites have access to ongoing training in Non Violent Crisis Intervention.
 - 7.3 Certain identified students may require IPP's that incorporate the use of physical restraint. With such students, planned physical restraint shall be used only in the best interests of the student and with appropriate communication between the student, his or her parents and the school staff.

Reference: Section 12, 14, 16, 20, 24, 25, 45, 60, 61, 113, School Act
Occupational Health and Safety Act
Prevention of Youth Tobacco Use Act
Smoke-free Places Act

Revised January 2010

INTERROGATIONS, SEARCHES, OR INTERVIEWS BY OUTSIDE AGENCIES

Background

School personnel are required to act in three different capacities:

- "In loco parentis" (designates of the parents and, therefore, assuming a role of trust and protection with regard to the student);
- Education agent of the Board and the state (delegated to carry out the statutes and regulations of the state and the policies of the Board in maintaining a climate conducive to learning); and
- Police agents of the state (the school is not a sanctuary outside the law; crimes must be reported and the Child, Youth and Family Enhancement Act requires school personnel to report any child in need of protective services).

School personnel are expected to be primarily concerned with the best interests of all of the students in their care. Therefore, school personnel are expected to balance the rights of individual students (reflected in their role of "in loco parentis") with the rights of all students (reflected in their role as education agents and police agents).

The Division expects the following to be observed with regard to student searches, interviews with social workers, and interrogations by police:

- Searches of students or their private property are only to be conducted on the basis of reasonable and probable grounds;
- School personnel have a duty to uphold the law; and
- School personnel are obligated to comply with the provisions of all statutes.

Definition

Reasonable Grounds

- Information received from one student considered to be credible;
- Information received from more than one student;
- A teacher's or Principal's own observations;
- Any combination of these pieces of information that the Principal or designate considers to be credible.

Procedures

1. The Division owns student lockers. Principals or designates have the authority to inspect student lockers. The primary purpose for locker inspection shall be for the protection of health, safety and general welfare of students, staff and school property. Searches may also be conducted when the Principal or designate has reasonable grounds to believe that a student is concealing something, possession of which is a violation of the law, or of school rules.
 - 1.1 Students may be given the opportunity to provide consent for such a search and to be present, or to make voluntary disclosure of the suspected property. Notwithstanding the danger presented by the property being sought, the student's age, record of conduct and the urgency of making the search without delay are circumstances bearing on the justification of requesting such consent.
 - 1.1.1 The inspection shall be conducted by two (2) adults, one of whom must be the Principal or designate.
 - 1.1.2 Should such an inspection result in the discovery of material(s) which are inappropriate to a school building, the Principal has the authority to remove the material(s) or seal the locker for the purpose of seeking further counsel.
 - 1.1.3 The student shall be informed as soon as convenient of any item(s) removed from his/her locker.
 - 1.1.4 Only the Principal or designate is authorized to conduct such searches. Where a search is required at an off campus site, the Principal or designate must be contacted to conduct a search if warranted.
 - 1.1.5 The Principal shall be entitled to terminate any License Agreement for the use of a locker(s) by a student at any time, and for any reason that the Principal considers reasonable.
 - 1.2 If suspected of wrongdoing, a student may be directed to empty his/her pockets, knapsack, purse, etc.; however, physical searches of students are not to be undertaken by school personnel. If, in the opinion of the school authority, a physical search is to be conducted, the police are to be contacted.
 - 1.3 If, at the end of a school term, or when a student has dropped out of school, unclaimed articles are found in a locker, items of value shall be bagged and marked, and retained intact for a period of 30 days, after which time they may be disposed of as the Principal sees fit.
 - 1.4 If the proposed search revolves around a suspicion of criminal activity, then the police may be contacted and a proper search warrant obtained.
 - 1.5 If the police wish to search a student's person, personal property, or locker, then the school officials are to demand that they obtain a search warrant, unless the urgency of the matter dictates otherwise. Pursuant to the provisions of the Controlled Drugs and Substances Act, the police have broad search and seizure powers when drugs are involved. This means that the police have a blanket power of search when they have reasonable grounds for believing the existence of drugs.
 - 1.6 The Principal is to be present during all police searches.

- 1.7 Any property seized as possible evidence in a criminal proceeding must immediately be turned over to police. Property taken as a result of breach of school rules (e.g. possession of skateboard at school) is to be retained in a secure manner and only for such period as may be prescribed by school rules in this regard. If such goods are lost or stolen after being taken from the student, liability for such loss shall rest with the employee who confiscated the goods.
2. School personnel have a duty to uphold the law:
 - 2.1 If crimes have been committed or if there are reasonable grounds to believe that students have committed crimes, the police may be contacted.
 - 2.2 School personnel are to, generally, cooperate with police. As part of that cooperative approach, interviews of students by police may take place at school:
 - 2.2.1 Where a student is to be interviewed at school by police, school personnel are to advise parents that interviews are to take place;
 - 2.2.2 In the case of interviews by police officers, there is no general right for school personnel to be present unless the child is under 12 years of age and the parents are not available;
 - 2.2.3 Under the provision of the Youth Criminal Justice Act, a youth (12 years or older) is entitled to have an adult present during an interview by police. The right belongs to the youth and he/she determines and selects the adult he/she wishes to have present and, in fact, may waive the right to have an adult present at all;
 - 2.2.4 School personnel may also indicate that they do not wish to be present. In such cases, the youth is to be asked if he/she wishes another adult to be present; and
 - 2.2.5 If an employee is designated as the adult, the employee shall keep a written record of proceedings, including the identity of the officer and his/her reasons for being at the school; a summary of these proceedings is to be kept by the Principal, in a place other than the student's file, until such time as it is deemed appropriate to destroy such information. Parents are to be made aware of the fact that this record has been made, and that it is available to them upon request.
3. School personnel are obligated to comply with the provisions of The Youth Criminal Justice Act:
 - 3.1 A police officer is to be questioned as to the urgency of the matter and advised that if it is not urgent, he/she is to attend at the residence of the student, outside school hours, in order to pursue his/her investigation. Notwithstanding the above, the Principal must allow the officer to proceed under the following circumstances:
 - 3.1.1 If he/she possesses a warrant (either for arrest or search);
 - 3.1.2 If he/she is "in hot pursuit" after the commission of an offence; and

- 3.1.3 If he/she possesses specific blanket powers of search, etc. as defined by legislation (an example is drug offences);
 - 3.2 If a student is to be arrested by police, whether under warrant or otherwise, the school is not to voluntarily deliver the student but is to advise the police of the location of the student, and escort the police/welfare worker to the location for the purpose of arrest or apprehension of the student;
 - 3.3 In the event of arrest/apprehension, the student and police are to leave school premises immediately upon carrying out of the arrest or apprehension;
 - 3.4 Where a student is to be arrested pursuant to the Youth Criminal Justice Act, school personnel are to advise the police that parents will be informed of the arrest and be given the name of the police officer and a number at which to contact the police officer;
 - 3.5 The student has the right to attempt to contact a parent, legal guardian or relative in order to apprise them of the situation and to request that they attend; and
 - 3.6 The student must be advised of his rights by the police officer.
4. School personnel are obligated to comply with the provisions of The Child, Youth and Family Enhancement Act.
 - 4.1 Social workers must report to the Principal or designate prior to meeting with any student.
 - 4.2 Upon meeting with a person who claims to be a social worker, the Principal or designate must request to see identification that establishes the person as a bona fide social worker with Alberta Children and Family Services. If the identification is not in order, the person would not be allowed to meet with any student. Further, if this situation should arise, the District Manager of Alberta Children and Family Services is to be contacted immediately.
 - 4.3 A social worker whose identification is in order may:
 - 4.3.1 Request to interview any child. Parental permission to interview the child is to be obtained by the social worker prior to the interview taking place. If this consent is obtained by telephone, the Principal or designate is to be present as a witness on the telephone extension, all parties are to be clearly identified, and parental consent is to be clearly stated. The only exception to this requirement is identified in 4.5 following;
 - 4.3.2 Take the child into custody at the school. This act is accomplished when the social worker touches the child (generally touches the shoulder) and declares that the child is being taken into custody. When such an act occurs, it is the responsibility of the social worker, not the school, to notify the parent(s); or
 - 4.3.3 Remove a child who is the subject of a guardianship order from the school for any period of time. The only evidence that a school may have that a child is under the custody of the Director of Social Services is the word of the social worker. In this instance, the Principal shall require that the social worker states in writing that the child is in custody, and shall

retain a copy of the statement for whatever period of time he/she deems to be advisable.

- 4.4 No child, who is not in custody, is to be removed from the school for any length of time or for any purpose unless parental permission (preferably in writing) to do so has been obtained.
- 4.5 If a social worker requests an interview with a child in matters relating to suspected parental child abuse, the request shall be made to the Principal in writing, parental contact shall not be required, and the interview may take place without any witnesses being present.
- 4.6 Principals shall ensure that a responsible staff member makes and retains in their professional files, a written record of the identity of the social worker, the date of the interview, the reason for the interview, and the name of the child interviewed.

The Board expects the Principal to make every reasonable effort to ensure that the rights of students are upheld and the statutes are applied by non-school personnel.

Reference: Sections 20, 45, 60, 61, 113 School Act
Child, Youth and Family Enhancement Act
Controlled Drugs and Substances Act
Youth Criminal Justice Act

STUDENT CONDUCT ON SCHOOL BUSES

Background

The school bus is an extension of the classroom and therefore classroom conduct is to be observed on the bus at all times.

Procedures

1. Duties and Responsibilities of the Bus Operator
 - 1.1 School bus contractors (and bus operators they employ) are responsible to the Principal for any situation that arises concerning children riding their buses.
 - 1.2 The Principal has the authority to inspect a bus for cleanliness and sanitation and has the authority to direct the driver to clean up an untidy or unsanitary bus. All such cases are to be reported to the Manager, Student Transportation.
 - 1.3 The bus driver shall not put a student off the bus except at the student's regular stop.
 - 1.4 The bus operator will pick up all designated students unless prior arrangements have been made.
2. Duties and Responsibilities of the Student and Parents
 - 2.1 The bus operator is responsible for the safety of the students on his bus and must therefore receive the respect, consideration and cooperation of each student.
 - 2.2 Each student riding a school bus shall be provided with a copy of these guidelines when he/she is registered on the bus. Parents are requested to review the guidelines with their children so both are familiar with them.
3. Duties of the School Administration
 - 3.1 The Principal shall be responsible for seeing that bus loading zones at school sites are supervised.
 - 3.2 The Principal may suspend a child from riding the school bus for violation of the rules established by the bus driver.

Reference: Section 12, 14, 24, 25, 45, 60, 61, 113, 123, 124, 125 School Act
Review by The Minister – Information Bulletin 3.5.1
Revised November 2009

STUDENT SUSPENSION AND EXPULSION

Background

Respectful and responsible behavior by all students is essential to positive learning environments. Suspension and expulsion are acceptable, legal disciplinary actions that may in certain circumstances be necessary.

Procedures

In matters related to student discipline it is expected that a progressive discipline model that enables the student to demonstrate growth and learning shall be followed.

1. A Principal may suspend a student for unacceptable student behavior as per section 12 of the School Act, or for unacceptable behavior as outlined under the school code of student conduct, or for contravention of Board policy or administrative procedures, and/or where the student's conduct is injurious to the physical or mental well-being of others in the school.
2. The Principal shall ensure that any suspension is fair and proper, and that suspensions and/or recommendations for expulsion are made only after other reasonable interventions have proven ineffective or when student conduct is of such a nature that other intervention is not, in the circumstances, deemed to be in the best interests of the student or others in the school.
3. Parents and the student, if he/she is 16 years of age or older, must be provided with a copy of the Letter of Suspension. It is important for the Principal or designate to ensure that the letter is received (registered mail, parents pick up, courier). The documentation must be completed within 48 hours of initiating the suspension.
4. Procedures shall be established by each Principal in consultation with the teaching staff of the school and in accordance with Section 24(1, 2) of the School Act. There is an expectation that there be a level of consistency among teachers in applying such a measure, and the Principal shall discuss same with teaching staff at the beginning of each school year.
5. Suspension of a student by a Principal means the exclusion of the student from one or more class periods, from a course or program, from riding on a school bus, or from school. Such suspensions shall comply with Section 24 of the School Act. The maximum length of suspension a Principal may issue is five (5) school days. However, if there is also a recommendation for expulsion the student shall remain suspended until the Board has made a decision regarding the recommendation for expulsion, for a maximum suspension period of ten (10) school days.

6. Before a Principal suspends a student, the Principal shall:
 - 6.1 Inform the student of the formal disciplinary nature of suspension and its consequences, and of the reasons for which suspension is being considered; and
 - 6.2 Provide opportunity for the student to offer an explanation in defense or mitigation prior to completing his/her investigation.
7. When a Principal suspends a student, the Principal shall:
 - 7.1 Forthwith report to the student's parent or guardian and, where the student is 16 years or older, to the student, by phone if possible and as soon as possible thereafter by letter signed by the Principal or, in the absence of the Principal, the Acting Principal, all the circumstances related to the suspension, including:
 - 7.1.1 The date,
 - 7.1.2 The reason(s) for the suspension,
 - 7.1.3 The date of when the suspension starts and when it ends,
 - 7.1.4 Any other background information that may relate to the suspension.
 - 7.2 Report the suspension to the Superintendent or designate at the earliest possible opportunity, and forward to the Superintendent or designate a copy of the suspension letter sent to parents.
 - 7.3 Provide opportunity for the student's parent or guardian and/or, where the student is 16 years or older, the student to meet with the Principal to discuss the reasonableness of the suspension.
 - 7.4 The Principal may reinstate a student he/she has suspended.
8. Expulsion is an action which can be taken only by the Board and only on the basis of a recommendation provided by a Principal. A student may be expelled from one or more specified schools in the Division, and for a specified period of time if:
 - 8.1 The student has displayed an attitude of willful, blatant and repeated refusal to comply with section 12 of the School Act, or
 - 8.2 The student's conduct is injurious to the physical or mental well-being of others in the school.
9. The Board may expel a student from a class, from school, or from riding on a school bus.
10. In contemplating a recommendation for expulsion, the Principal shall consult the Superintendent or designate in regard to necessary documentation and procedures, prior to making such a recommendation.
11. When it is the Principal's recommendation that a student be expelled, the Principal shall indicate, within 48 hours of initiating the suspension, as much in his/her correspondence to the parent and student (if the student is 16 years of age or older), and shall forthwith inform the Board through the Superintendent of the suspension and recommendation for expulsion.

12. The Principal shall report in writing to the Board all of the circumstances of the suspension together with the recommendation for expulsion. The Principal's report shall include:
 - 12.1 The recommendation for expulsion including recommended duration of the expulsion,
 - 12.2 A detailed description of the nature of the incident,
 - 12.3 A thorough description of the school administration's investigation of the incident,
 - 12.4 A summary of other relevant student behaviors and/or administrative interventions, if applicable.
13. The Principal's report to the Board shall be copied to the Superintendent, the parents and the student, if the student is 16 years of age or older.
14. It is the responsibility of the Superintendent or designate to advise parents and the student, if the student is 16 years of age or older, of the procedural steps relating to a Principal's recommendation for expulsion, and of the actions being taken with respect to a given student.
15. The Superintendent will inform the student and the student's parent(s), in writing, regarding:
 - 15.1 When and where the Board will meet to consider the recommendation for expulsion.
 - 15.2 Their right to be in attendance, to be heard, to provide written information, and to be represented by counsel or an advocate at that time.
16. The student and the student's parent(s) must have the opportunity to make representation to the Board with respect to the Principal's recommendation to expel the student.
17. When a recommendation for expulsion has been made, the student will remain suspended until the Board has made its decision regarding the recommendation for expulsion. The Board shall, within ten (10) school days of the commencement of the suspension, either reinstate the student or expel the student.
18. In the event the Board determines that a student is to be expelled, the Board shall:
 - 18.1 Declare the terms of the expulsion, including rules or conditions under which the student might be able to subsequently return to his/her regular education program.
19. The Superintendent or designate will, in the event a student is expelled:
 - 19.1 Inform, in writing, the student, where the student is 16 years of age or older, the parents and the Principal of the Board decision regarding the recommendation for expulsion.

19.2 Inform the parents and the student, if the student is 16 years of age or older, of their right to request that the Minister of Education review the decision of the Board.

19.3 Inform the parents and the student, if the student is 16 years of age or older, about an alternate program offering(s) for the student.

Reference: Sections 12, 14, 18, 20, 24, 25, 45, 60, 61, 113, 123, 124, 125 School Act
Review by The Minister – Information Bulletin 3.5.1

Cross Reference: Policy 13 – Appeals and Hearings Regarding Student Matters

VANDALISM

Background

Any student who willfully or irresponsibly damages or destroys school property is to be financially responsible for such damage.

Procedures

1. When school property is damaged or destroyed, the Principal shall investigate the matter and attempt to determine responsibility.
2. If, in the opinion of the Principal, school property was damaged or destroyed wilfully or irresponsibly, the Principal shall, in written form, request restitution. The restitution will include materials and labour costs.
3. Principals shall report all break-ins to the Facilities Manager and the police.
4. The Associate Superintendent, Business and Finance shall pursue collection if restitution is not received by the Principal.

Reference: Section 16, 20, 60, 61, 113 School Act

Administrative Procedure 360

STUDENT ASSESSMENT, EVALUATION AND REPORTING

Background

The primary purpose of assessment is to gather information about student progress in order to improve teaching and learning. The primary purpose of reporting is to provide students and parents with an accurate evaluation of student performance in relation to the goals and objectives of every program of studies.

Definitions

Assessment for Learning

Process of receiving from and giving information to, on an ongoing basis, students with respect to their progress towards a clearly specified learning destination (formative assessment).

Assessment of Learning

Process of summarizing information collected about learning in order to share that information with those outside classrooms (summative assessment).

Formative Assessment

Provides information about student progress and direction for improvement and/or adjustment to a program for individual students or for a whole class, but is not part of an achievement grade.

Summative Assessment

Provides information to make judgments about student achievement at the end of a period of instruction and for determining an achievement grade.

Grade (Mark)

A summary statement of student achievement relative to curriculum standards.

Learning Outcomes

What we expect students to learn.

Procedures

1. School based decisions about student assessment and reporting shall be guided by the following expectations:
 - 1.1 All schools employ strategies to ensure the development of a quality student assessment environment, designed to improve both teaching and learning.

- 1.2 All teachers shall provide a written description of the learner expectations (curriculum standards), assessment methods and criteria to students and parents in the first month of each course/program.
- 1.3 The reporting system of the Division shall include:
 - 1.3.1 Communication of student learning in relation to curriculum standards (learner outcomes);
 - 1.3.2 Communication of student performance in relation to citizenship and social responsibility expectations;
 - 1.3.3 Multiple opportunities for conferences between students, teachers and parents;
 - 1.3.4 The provision of regular and timely access to information about student achievement, including on-line access;
 - 1.3.5 Progress reports (report cards).
2. Student assessment practices shall be consistent with the standards and indicators as outlined in the Division's *Standards for Student Assessment*:
 - 2.1 Assessment is based on the Program of Studies;
 - 2.2 Assessment informs the teaching process;
 - 2.3 Students are actively involved in assessment;
 - 2.4 Summative assessment informs evaluation and reporting.
3. Principals shall prepare in written form and annually review with staff the school's philosophy and procedures regarding student assessment, evaluation and reporting, in accordance with the following principles:
 - 3.1 A student's achievement of stated learning (curriculum) outcomes is the only fair basis for grades.
 - 3.2 Effective grading practices separate effort, participation, attitude and other behaviors that may not be curriculum based, from academic achievement.
 - 3.3 Punitive grading practices are inconsistent with the Division's desire to have all students improve their performance.
 - 3.4 The best formative assessment is risk free and not tied to a student's grade.
 - 3.5 Good formative assessment practice informs the teaching process.
 - 3.6 Only those marks derived from summative assessment are to be used to determine grades.
 - 3.7 Student learning is enhanced when students are provided the opportunity to have a second chance at a summative assessment.
 - 3.8 The most important assessment is classroom-based. In the calculation of final course marks, grade 3, 6, 9 Provincial Achievement Test results are to count for no more than 20% of the student's final grade.

4. The reporting of student achievement shall adhere to the following:
 - 4.1 Regular communication between home and school is based on the ongoing formative assessment of each student's progress.
 - 4.2 Each school shall establish at least four (4) summative reporting periods per school year. A written progress report shall be provided for at least three (3) of these reporting periods or two times per high school semester. Statements of final grades may constitute one written report.
 - 4.3 There will be provision for at least two (2) conferences during each school year and one (1) per high school semester.
 - 4.4 Principals are expected to make provisions for proficient interpreter services to facilitate effective conferencing or interviews with deaf parents and students, or where language differences hinder effective conferencing.

5. The student progress report (report card) shall include the following:
 - School name, address, and phone number
 - Division logo and motto
 - Statement of school mission
 - Name of the Principal and student's teacher(s)
 - Record of student attendance and punctuality
 - Alberta student identification number and legal name of student, or preferred alternative name where both names are recorded in the Student Information System
 - Grade or program placement level of student, including an indication where the program has been modified to meet individual needs
 - Provision for parent and student input and response
 - Provision for conference request by school, student or parent
 - Year end program placement recommendation for K-9 students
 - Identification of the grade level of achievement (gr.1-9) demonstrated by the student for social studies, mathematics, language arts and science at the end of each school year
 - Comments regarding student progress are encouraged for each subject area and could outline student strengths, areas for growth, and strategies for improvement
 - Identification of the quality of performance in all subject areas compared to provincial curriculum standards and reported by letter grades, or percentages or descriptors as follows:

Letter Grades	Descriptors	*Percentage
A	Work meets standard of excellence for the grade	80-100
B	Work meets acceptable standard for the grade	65-79
C	Work meets minimum acceptable standard for the grade	50-64
N	Work does not yet meet acceptable standard for the grade	below 50

*It is not required that percentage equivalents or letter grades be used for early years students.

- For students in Kindergarten, the following set of descriptors shall be used for each program area identified in the *Kindergarten Program Statement*:

	Child's achievement meets the standard.
	Child's achievement is approaching the standard.

*Please check appropriate box.

- 5.1 If a formal IPP has been prepared for a student in one or more subject areas his/her progress shall be reported on the IPP in relation to the IPP goals. In subject areas where the IPP is not relevant, the report card shall be used to communicate the student's achievement.
- 5.2 Where graded curriculum is used as the basis for IPP planning, the IPP must communicate the student's grade level of achievement in each curriculum area.
- 5.3 Students with special needs whose entire programs are directed by an IPP shall have their progress reported solely in an IPP. If student progress is not being measured against grade level curriculum standards, appropriate alternate descriptors may be used to describe student performance.
- 5.4 Each student's final grades shall be recorded in the student record (Cumulative folder) annually.

Reference: Sections 12, 18, 20, 22, 23, 39, 47, 60, 61, 113 School Act
 Ministerial Order 016/97 – Teaching Quality Standard
 Freedom of Information and Protection of Privacy Act
 Practice Review of Teachers Regulation 4/99
 Student Record Regulation 225/2006
 Student Evaluation Regulation 177/2003
 Education Placement of Students with Special Needs Policy 1.6.1
 Special Education Policy 1.1.2
 Student Evaluation Policy 2.1.2
 Use and Reporting of Results on Provincial Assessments Policy 2.1.3
 Ministerial Directive 4.2 – Teaching Quality Standards Applicable to the Provision of Basic Education in Alberta

COURSE CHALLENGE ASSESSMENTS

Background

High school students are to have the opportunity to enroll in courses appropriate to their demonstrated knowledge, skill and learning potential. The Division supports the provision of course challenges as one important means for meeting the diverse needs of students, encouraging student ownership of learning and acknowledging the reality that students learn in a variety of settings, not necessarily limited to schools.

Procedures

1. The Principal shall establish and annually communicate to the students and parents the process to challenge courses.
2. The student shall initiate the course challenge process, and shall take the responsibility for providing evidence of readiness to challenge a course.

Reference: Sections 12, 20, 60, 61, 113 School Act
Guide to Education ECS to Grade 12

CITIZENSHIP SCHOLARSHIP PROGRAM

Background

The Division Citizenship Scholarship is awarded to 20 deserving recipients each school year – 10 from each of the Division high schools. Each scholarship is for the amount of \$500. Scholarship recipients will receive a certificate of achievement at the graduation ceremonies. Funds will be awarded upon receipt of proof of enrollment at a post-secondary institution.

Procedures

1. Scholarship recipients meet each of the following criteria:
 - 1.1 Has a weighted average in all grade 12 courses of 70% to 79.5%.
 - 1.2 Has demonstrated good citizenship and participation in their local and school communities, and has strong attendance in school (>80% attendance rate).
 - 1.3 Has not received any other major school-based award or scholarship.
 - 1.4 Is enrolled in a post-secondary institution.
2. In order to be considered for the Citizenship Scholarship, students must:
 - 2.1 Carefully and fully complete the application form and submit it before June 1.
 - 2.2 Include 2 reference letters, one from a community member and one from a school staff member, which support the application. The letters are to reference the student's involvement with the community, the time commitment made to the organization, and the writer's relationship to the student. Referees may not be a relative of the applicant.
 - 2.3 Include a transcript with the application.
 - 2.4 Include an attendance profile.
 - 2.5 Provide proof of enrollment at a post-secondary institution within 18 months of the application submission.

Reference: Sections 20, 60, 61, 113 School Act

ALBERTA SUMMER GAMES SCHOLARSHIP

Background

In 1995, the citizens of the tri-communities of Parkland County, Town of Stony Plain and City of Spruce Grove successfully staged the Alberta Summer Games. Over 4,000 volunteers, hundreds of sponsors and 2,500 athletes, coaches and officials jointly celebrated a festival of athletic competition and cultural activity.

The significance of the success of the 1995 Summer Games is illustrated by the surplus the Games generated. This becomes the legacy for the student awards and a fund of \$100,000 has been established to support this program. It is the desire of the 1995 Alberta Summer Games Society to recognize and celebrate the value of education achievement, leadership and involvement in school and community life. Students who face significant financial hurdles will be supported through this program and will be given preference.

Procedures

Selection Criteria

1. For Grade 12, students who have successfully completed all requirements for an Alberta High School Diploma.
2. Students entering any recognized post-secondary degree or diploma program who have been accepted by such institution, (2 years minimum). Must provide Confirmation of Enrollment Form before funds can be disbursed.
3. Resident in the tri-communities for a minimum of 2 years.
4. Under 25 years of age.
5. Demonstrated leadership qualities.
6. Pattern of participation and involvement in school/community activities.
7. Significant financial need.
8. Deadlines
 - 8.1 Student Application to Awards Committee by June 1.
 - 8.2 Awards Committee Recommendation to Superintendent by June 30.

Reference: Sections 20, 60, 61, 113 School Act

STUDENT AWARDS FROM PRIVATE DONORS

Background

The Division encourages and supports the participation of private donors in recognizing student performance and achievement through the provision of awards.

Procedures

1. The awards shall be considered and defined in terms of:
 - 1.1 Purpose and nature
 - 1.2 Qualification criteria
 - 1.3 Selection process
 - 1.4 Presentation procedures
 - 1.5 Funding arrangements
 - 1.6 Criteria for review
2. If the award is in the form of cash, the funds shall be held in trust by the Division and be administered by the Associate Superintendent Business and Finance.
3. Private donors shall be acknowledged on a regular basis for their contribution towards the recognition of outstanding student performance.
4. Division Level Awards

Students from more than one school are eligible for these awards.

 - 4.1 The donor shall direct the request to the Superintendent. Terms and conditions for the awards which are mutually acceptable to the donor and to the Division shall be specified.
 - 4.2 The Superintendent shall ensure that the award is administered in accordance with the terms and conditions.
 - 4.3 A record of all Division level awards funded by private donors shall be maintained.
5. School Level Awards

Students from an identified school are eligible for these awards.

 - 5.1 The donor shall direct the request to the Principal. Terms and conditions for the award, which are mutually acceptable to the donor and the school, shall be specified and the award shall be submitted to the Superintendent for approval.

- 5.2 The Principal shall ensure that the award is administered in accordance with the terms and conditions.
- 5.3 The Principal shall submit a record of the award to the Superintendent. An updated list of private donor awards that are available in the school shall be maintained at the school.

Reference: Sections 20, 60, 61, 113 School Act

APPEALS CONCERNING STUDENT MATTERS

Background

Students have the right, under law, to natural justice and due process. The Superintendent has established the following procedure whereby appeals on educational matters that cannot be resolved at the school level may be further reviewed at the Division level.

Procedures

1. In the procedures that follow, students who are 16 years of age or older have the same rights and responsibilities as their parents/legal guardians.
2. Every decision must be directed toward the educational interests of the student and must consider the impact of the decision on the total population of students served and the availability of resources.
3. Appeal procedures shall ensure full opportunity for the parties to add information, discuss the issues, and state their positions and supporting arguments.
4. At any of the various steps in the process, parents shall have access to copies of reports and other information used to make the decision about their child, pursuant to the Administrative Procedure 320 - Student Records.
5. Decisions on appeals shall be rendered without undue delay.
6. Parents, staff and students shall have access to information about the appeals policy and procedures at the beginning of each school year.
7. Students shall be informed about their right to appeal marks or grades assigned according to Administrative Procedure 391.
8. It is expected that every effort will be made informally to solve a problem or concern before a formal appeal is filed.
9. Formal appeals may be filed by any individual or group of individuals that wish(es) a reconsideration of an administrative decision. In the case of students under the age of 16, such appeals shall be filed by their parents/guardians. Generally, appeals will be heard in the following order:
 - 9.1 By the individual who is responsible for the original decision;
 - 9.2 By the immediate supervisor of the individual who is responsible for the original decision;

9.3 By the Superintendent or designate.

10. At each level of appeal, every effort will be made to resolve the concern.

11. The decision of the Superintendent or designate is the final decision of the administration.

Reference: Section 8, 10, 12, 18, 20, 24, 25, 47, 48, 60, 61, 113, 123, 124, 125, School Act

Cross Reference: Policy 13 – Appeals and Hearings Regarding Student Matters

STUDENT APPEALS OF SCHOOL AWARDED MARKS

Background

Students have the right to appeal school awarded marks.

Procedures

1. The Principal is responsible for:
 - 1.1 Ensuring teachers provide each student a clear statement of:
 - 1.1.1 Course objectives
 - 1.1.2 Course content
 - 1.1.3 Evaluation and assessment procedures
 - 1.1.4 Other criteria to be used in evaluation
 - 1.1.5 Appeal procedures
 - 1.2 Ensuring comparable assessment from one class to another in the same course within a school in terms of:
 - 1.2.1 Course outcomes, objectives and content.
 - 1.2.2 Evaluation/assessment procedures and criteria.
 - 1.2.3 Standards of achievement.
 - 1.2.4 Ensuring teachers understand administrative procedure on Student Assessment, Reporting and Evaluation, so as to increase the likelihood of consistent assessment procedures and practices across Division schools.
2. A student, or guardian acting on the student's behalf, shall have the right to appeal the final standing awarded in any subject and information about the appeal process is to be communicated to students/guardians annually.
 - 2.1 Appeal of high school grades at the school level
 - 2.1.1 Normally, the first appeal shall be made in writing to the Principal within one week of the time final standings are released by the school to students. The written appeal shall outline the reason or reasons for making the request. The Principal shall acknowledge receipt of the appeal and indicate to the student the expected date when a decision with regard to the appeal will be reached. For appeals of grades awarded during the first semester, the Principal's ruling will be conveyed to the student within one week of the student/s appeal. For second semester appeals, the Principal's ruling will be made available to the student within one week of the opening of the next school year.
 - 2.1.2 Teachers shall make available to the Principal all final examinations and other pertinent material used in the evaluation of their students as directed by the Principal.

- 2.1.3 The Principal shall employ as many of the following procedures as may be necessary when reviewing the final grade awarded to a student:
 - 2.1.3.1 Consultation with teacher(s) involved.
 - 2.1.3.2 A check of records.
 - 2.1.3.3 A personal hearing of the student's appeal.
 - 2.1.3.4 A review of evaluation procedures followed.
 - 2.1.3.5 The granting of permission to the student to see the graded final examination.
- 2.1.4 The Principal shall confirm in writing the outcome for the appeal to the student and keep a copy of the response and supporting documentation on file.
- 2.1.5 If there is an urgent reason for an appeal, such as scholarships, entry into a post-secondary Institution, or job placement, the following procedures will be used:
 - 2.1.5.1 The student wishing to appeal marks must do so upon receipt of his/her report card by the last day of the semester in question.
 - 2.1.5.2 The Principal shall rule on the urgency of the appeal.
 - 2.1.5.3 Where the appeal is deemed urgent by the Principal, he/she shall acknowledge the urgency and process the appeal according to 2.1.3.3 and 2.1.3.4. The results will be forwarded immediately to the student and the student's parents or guardian.
 - 2.1.5.4 Although principals and teachers are not required to be available for appeal purposes during their regular vacation periods, each Principal is expected to make arrangements to deal with urgent appeals.
- 2.2 Appeal of High School grades at the school system level
 - 2.2.1 Should a student and/or parent or guardian not be satisfied with the outcome of an appeal made to the Principal, the student or parent may request a hearing from the Superintendent or designate.
- 2.3 Appeal of Diploma Exam Marks
 - 2.3.1 The student has the right of appeal to the Learner Assessment Branch of Alberta Education, in accordance with the Guide to Education.
 - 2.3.1.1 The Principal will provide the student with the procedures for contacting the Learner Assessment Branch.
 - 2.3.2 The student has the right to request that his/her diploma examination be re-scored or to re-write the examination at a later date.

Reference: Section 8, 10, 12, 18, 20, 24, 25, 47, 48, 60, 61, 113, 123, 124, 125, School Act

Cross Reference: Policy 13 – Appeals and Hearings Regarding Student Matters