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Administrative Procedure 300

REGISTRATION

Background

Persons who are eligible to attend school in Alberta must be:

1. by September 1 of the relevant school year be six (6) years of age or older and younger than twenty (20) years of age, and who is:
 - 1.1 a Canadian citizen,
 - 1.2 lawfully admitted to Canada for permanent residence,
 - 1.3 a child of a Canadian citizen, or
 - 1.4 a child of an individual who is lawfully admitted to Canada for permanent or temporary residence

Procedures

1. In order to have a child attend a Black Gold Regional School, parents or students, if they are over the age of sixteen (16) and living independently, must complete student registration forms and follow the criteria listed below: (Refer to Administrative Procedure 180 – Freedom of Information and Protection of Privacy.)
 - 1.1 Children must be age appropriate to enrol in either kindergarten or grade 1. Refer to Administrative Procedure 301 – School Entrance Age.
 - 1.2 The parents or legal guardian of the children must be Alberta residents, with the custodial parent or legal guardian living within the Division boundaries. Students whose parents or legal guardians are not Alberta residents are considered foreign students. Refer to Administrative Procedure 303 – Foreign Visiting Students.
 - 1.3 Students whose parents or legal guardians are residents of Alberta but do not live within the boundaries of the Black Gold Regional Division No. 18 may attend a Division school if space and resources permit.
 - 1.4 Students within the Division will attend a school within their attendance boundary. Refer to Administrative Procedure 305 – School Attendance Boundaries.

Reference: Section 8, 13, 51, 52 School Act
 Administrative Procedure 180 – Freedom of Information and Protection of Privacy
 Administrative Procedure 301 – School Entrance Age
 Administrative Procedure 303 – Foreign Visiting Students
 Administrative Procedure 305 – School Attendance Boundaries

Form: Student Registration
 Collection/Use of Students' Information Consent
 Consent for Release of Information to School Council and Parent Association Fundraising Society
 Locker and Lock Agreement
 Interview/Photo/Video Consent
 Student Digital Device – Admirable Use Agreement Grades 1 – 4
 Student Digital Device – Admirable Use Agreement Grades 5 - 12

Administrative Procedure 301

SCHOOL ENTRANCE AGE

Background

It is necessary to set a minimum age for entrance into kindergarten and grade 1 in schools within the Division.

Some children who qualify to enter grade 1 may not possess sufficient readiness for formalized school experiences. In these cases parents are encouraged to consider placing their child into kindergarten or into another appropriate pre-grade 1 setting for the school year.

Procedures

1. Children may begin kindergarten in a school within the Division in September if they are five (5) years of age by the end of the following February. An exception is allowed in cases where special learning needs have been identified and an earlier entrance into kindergarten is desirable.
2. Children may begin grade 1 in September if they are six (6) years of age by the end of the following February.
3. Proof of age, presented in the form of a birth certificate or other official document acceptable to the Principal, is required at the start of kindergarten and may be requested at the start of grade 1 in the case of a student new to a school.

Reference: Section 3, 8, 13, 14, 15, 20, 30, 44, 45, 60, 61, 113 School Act

Administrative Procedure 303

FOREIGN (VISITING) STUDENTS

Background

Foreign (visiting) students are welcome to attend Division Schools.

Procedures

1. Foreign (visiting) students do not qualify for funding from Alberta Education and will be required to pay a fee established annually by the Board (refer to Appendix).
2. Students who are on a reciprocal exchange program, where a Division student exchanges places with a student from another country or other part of Canada outside Alberta, will have the fee waived.
3. The Principal will complete the *Application for Alberta Education Approval of Reciprocal Student Exchange, Alberta Access and Funding for International Students in Alberta* located on the Alberta Education website. The signed form will then be sent to the Associate Superintendent, Business and Finance. The Associate Superintendent, Business and Finance will sign the form and submit it to International Education, Alberta Education for approval.
 - 3.1 The appropriate coding to identify these visiting students must be utilized in the Student Information System to ensure Alberta Education funding is provided for the Division student who participates in the exchange.
4. A visiting student applying to register at a Division school is to be referred to the Associate Superintendent, Learning Services for screening.
 - 4.1 The student must provide a copy of their most recent school marks and also confirm his/her comprehension of the English language of instruction.
 - 4.2 When the Associate Superintendent, Learning Services has assessed the student, the Associate Superintendent, Learning Services and Principal will determine if the student will be accepted.
5. The Associate Superintendent, Learning Services will provide a letter to verify acceptance of the student under the condition that a student visa is granted by Canada Immigration (non-Canadian resident) and the student understands his/her responsibility to pay the tuition fee.

Reference: Section 4, 8, 20, 44, 46, 49, 60, 61, 113, 273, School Act
Funding Manual for School Authorities
Alberta Access Funding for International Students in Alberta
International School Partnership Bulletin 3.4.1
International Student Bulletin 3.4.2
Student Exchange Bulletin 3.4.3

Administrative Procedure 303 – Appendix

Appendix - FUNDED STUDENTS

An individual who meets conditions 1, 2, 3, and 4, unless 5, 6 or 7 apply:

1. Is attending a school or a blended program in Grades 1 to 12 on the September count date of the current school year-
 - 1.1. Operated by a school jurisdiction or the governing body of an accredited funded private school; or
 - 1.2. Is the subject of an agreement under Section 62 (1)(b) of the *School Act* entered into by the student's resident board that has been approved for funding by the School Finance Branch, or
 - 1.3. In another province or country under a reciprocal exchange program approved by Alberta Education with a student from that respective province or country.
2. Is at an age on September 1 in the school year in which he/she is counted, as follows:
 - 2.1 At least five (5) years 6 months old and is eligible to enter Grade 1 according to the school entrance age policy of the school authority that enrolls the student, but less than twenty (20) years old; or
 - 2.2 Less than five (5) years 6 months of age, is enrolled in Grade 1, and has previously attended an Early Childhood Services (ECS) program outside of Alberta that meets the learner expectations of the Kindergarten Program Statement; or
 - 2.3 Is six (6) years of age but less than seven (7) years of age and who has a mild, moderate or severe disability/delay and requires another year of ECS.
3. Is a Canadian citizen on the September count date; or
 - 3.1. Is lawfully admitted to Canada for permanent residence; or
 - 3.2. Is a child of a Canadian citizen; or
 - 3.3 Is a child of an individual who is lawfully admitted to Canada as a permanent or temporary resident; or
 - 3.4 Is a stepchild (who has been issued a study permit) of a temporary foreign worker that is in Canada on a work permit; and who is the biological or adopted child of the temporary foreign worker's spouse or partner; or
 - 3.5 Is a step-child of a Canadian citizen and is the biological or adopted child of the Canadian citizen's non-Canadian spouse or partner. The following documentation is required:
 - 3.5.1 Proof of application for permanent resident status and fee payment to Citizenship and Immigration Canada (CIC), and
 - 3.5.2 Valid study permit for the student.
4. As a parent who ordinarily resides in Alberta on the September count date, or is an independent student who is less than eighteen (18) years of age who resides in Alberta and

has a parent that resides in Canada.

5. A First Nations student who resides on a reserve is not counted as a funded student.
6. For funding purposes, a home education student is not counted as funded student
7. For funding purposes within the Base Instruction Formula (Section 1.2 and Section 3.1), Full-Time Equivalent (FTE) for students in a blended program are counted at the percentage of the school program.

Group Home

A foster home operated or approved by the government that provides treatment (therapeutic and/or specialized foster care) where there is more than one individual placed in the home. Group homes approved as institutions must provide twenty four (24) hour supervision and intensive treatment/assessment for students in a specialized, secure setting. If the institution's educational facility is not located on-site in the group home, transportation of students to and from school must be supervised.

High School Base Rate

A funding rate used for high school students who are block funded at the equivalent of 35 Tier 1 Credit Enrolment Units (CEU), such as students with special needs (code 500), students in an Institution (code 550), and high school refugee students (code 640).

Reference: Section 62, School Act
Funding Manual for School Authorities

Administrative Procedure 304

STUDENT INFORMATION SYSTEM (SIS)

Background

The Student Information System (known as “SIS”) is a provincial student information database developed and maintained by Alberta Education. The goal of SIS is to provide educational policy makers and administrators – at all levels of schools, jurisdictions and government with accurate information on Alberta students. This information is crucial to the planning, decision-making, and evaluation of educational programs throughout the province.

Procedures

1. Alberta Education will accept and process complete SIS student registration submissions twice a year. Alberta Education presently requires two (2) submissions per school year – to occur in October and March respectively.
2. The Division has set the following timelines for schools to submit their data to Division Office for processing and consolidation:
 - 2.1 Student data as at September 30 must be received within the first week of October.
 - 2.2 Student data as at March 1 must be received within the first week of March.
3. The roles and responsibilities of Principals:
 - 3.1 To collect and record student data.
 - 3.2 To verify student data for completeness and accuracy.
 - 3.3 To submit student data to the Division in a timely fashion to meet provincial processing schedules.
4. Divisions are the primary contacts between the schools and Alberta Education during the SIS data collection process. The Education Technology Department is the primary contact between the schools and Alberta Education for the data collection process. The roles and responsibilities of the Education Technology Department are as follows:
 - 4.1 To train school personnel in the procedures for collecting and coding student data.
 - 4.2 To help school personnel establish and monitor the data collection and verification process required by Alberta Education.
 - 4.3 To gather and consolidate student data from schools.
 - 4.4 To ensure the accuracy and completeness of student data.
 - 4.5 To transmit the required student information to Alberta Education in a timely fashion to meet provincial processing schedules.

Reference: Section 8, 20, 23, 60, 61, 113 School Act

Administrative Procedure 305

SCHOOL ATTENDANCE BOUNDARIES

Background

It is important to set attendance boundaries for each school in the Division to allow for the efficient utilization of school facilities and resources and to allow for effective program planning.

Procedures

1. The Board will designate schools which will accommodate students residing within defined geographical areas of the Division and/or students requiring particular instructional programs (refer to Appendix).
2. The Superintendent will ensure that school designations remain current and are communicated to parents and the public within the Division.
3. The Division recognizes its obligation, as outlined in the School Act, to accept as an enrolled student a student residing outside a defined attendance area, if sufficient resources and facilities are available.
4. The Superintendent or designate will establish and oversee administrative procedures to guide student relocations.
5. Attendance boundary maps can be viewed on the Division website.

Reference: Section 20, 44, 45, 51, 60, 61, 113 School Act

Administrative Procedure 310

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 are responsible for effective supervision of students under their care during all school and school related activities.
2. Principals will formulate local guidelines and procedures pertaining to the supervision of students during:
 - 2.1 Times when students begin to assemble for classes until their dismissal from schools;
 - 2.2 Morning and afternoon breaks and recesses;
 - 2.3 Noon hour when students are present either for lunch or other activities;
 - 2.4 Times or occasions when students are transported by school buses;
 - 2.5 Extra-curricular activities on the school grounds, in school buildings or away from school but under school sponsorship; and
 - 2.6 During adverse weather conditions.
3. Principals will co-operate with and assist the community in assuring the orderly and safe conduct of all students on the way to and from school.
4. Teachers are responsible for the general supervision of students while they are at school. Specific supervisory duties will be assigned by the Principal to ensure the safety of the school community and to allow for a division of responsibility.
5. All school staff, in order to prevent accidents, will be constant in their attention to unsafe conditions involving equipment, building and school premises. Care is to be taken to see that unsafe conditions are immediately reported to the Principal.
6. During instructional time student supervision is the responsibility of the classroom teacher.
7. The organization of a school or schools may involve volunteer parents for various supervisory duties. Such supervisory duties will be authorized by the Principal, in consultation with the Superintendent or designate. Parents in all cases will be briefed as to their duties as supervisors.

Reference: Section 8, 12, 18, 20, 22, 24, 25, 27, 45, 60, 61, 113 School Act
Supporting Safe, Secure and Caring Schools in Alberta (1999)
Safety Guidelines for Physical Activity in Alberta Schools (1999)
A Safe Place: Creating Peaceful Schools (1994)

Administrative Procedure 311

BEFORE AND AFTER SCHOOL CARE PROGRAM

Background

It may be appropriate to have before and after school care available at feasible school sites.

Procedures

1. A Before and After School Care Program can operate as a Division program or as an independent business, and is subject to approval by the Superintendent.
2. The Principal will be the administrator responsible for the operation of the program.
3. A Before and After School Care Program will operate in accordance with all associated regulating authorities.
4. Division Before and After School Care Program personnel will be members of the program and administrative support staff.
5. Administrative support for the program will be in addition to the allocation for the regular school program. .
6. The Division Before and After School Care Program will operate under the policies and procedures in place for the regular school program.

Reference: Section 8, 12, 18, 20, 22, 24, 25, 27, 45, 60, 61, 113 School Act
Supporting Safe, Secure and Caring Schools in Alberta (1999)

Administrative Procedure 315

ILLNESS/INJURY AT SCHOOL

Background

Staff is expected to act as a reasonable parent would if a student becomes ill or injured at school or during a school-sponsored activity.

Procedures

1. Administrators, staff and volunteers will take all reasonable precautions to prevent accidents from occurring to students under their care and supervision.
2. Potential hazards to students will be reported to the Principal as soon as possible.
3. The Principal will ensure that the school is equipped with first aid supplies and equipment that are accessible to staff at all times.
4. Staff who handle any body fluids will ensure that they take precautions to protect themselves and others from the spread of infection – refer to Administrative Procedure 161 - Appendix A – Universal Precautions.
5. The Principal will ensure that school staff is made aware of basic first aid procedures and the names of persons on staff with first aid training.
6. Accident insurance will be made available to students and their parents.
7. At the commencement of the school year, Principals will ensure that parents have made school staff and bus drivers aware of any specific medical problems their children have and any reasonable precautions and remedies that an adult would be expected to administer. All specific medical problems must be entered as an alert into Power School
8. When a student is ill or injured, staff will ensure that he/she is comfortable and safe before leaving the student to summon additional help. If possible, the staff member is to stay with the student and have another person summon assistance.
9. Staff is expected to take any action to provide medical assistance as would be expected of any reasonable adult.
10. Staff will summon emergency personnel and will accompany students to a medical facility.
11. In non-emergency situations, staff may transport students in a private vehicle to a medical facility.
12. 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 will:

- 12.1 Defer to the opinion of the medical practitioner;
 - 12.2 Advise the Principal or designate of the problem and the recommendation of the medical practitioner; and
 - 12.3 Continue to attempt to contact the parents.
13. If consideration is given to sending an ill or injured student home, the Principal or designate will:
- 13.1 Contact the parents or emergency contact and ensure that the student is escorted home or to a designated location; or
 - 13.2 Keep the student at school if unable to contact the parents or emergency contact.
14. Within twenty-four (24) hours after the occurrence of an accident during school hours or at a school sponsored activity, the Principal will complete a Student Accident Report Form, which will be retained on file at the school and a copy sent to the Associate Superintendent, Business and Finance.
- 14.1 The Associate Superintendent, Business and Finance will make a determination as to the circumstances surrounding the injury and if necessary, pass the accident report on to the OH & S officer for further investigation.
 - 14.2 If the incident occurs during a field trip, the Associate Superintendent, Business and Finance will pass the accident report on to the Associate Superintendent, Learning Services for review and filing along with the Student Excursion - Final Approval Form.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
Emergency Medical Aid Act
Administrative Procedure 161 Appendix A – Universal Precautions

Form: Student Accident Report Form
Student Excursion Final Approval Form

Administrative Procedure 316

STUDENT MEDICAL NEEDS

Background

Due to emergencies or ongoing medical needs of students, actions by staff are sometimes necessary.

Procedures

1. Medical Emergencies

- 1.1 In a medical emergency the doctrine of “in loco parentis” applies as outlined in the Emergency Medical Aid Act.
- 1.2 The Principal or designate will maintain a list of agency emergency phone numbers, i.e. ambulance, fire, police, etc.
- 1.3 A record will be kept of all actions taken and when possible, witnessed by a fellow staff member. (Student Accident Report Form) This record will be maintained in the student's cumulative record.
- 1.4 Employees cannot give legal consent to medical treatment.
- 1.5 The parents/guardians will be contacted as quickly as possible.

2. Conditions which May Require Emergency Measures

In addition to the procedures outlined in Section 1, the following will apply:

- 2.1 The Principal and staff must be notified of any medical conditions which may require emergency treatment.
- 2.2 The nature of the condition and the proper possible intervention and prescribed medication will be clearly indicated, in writing, by a medical doctor.
- 2.3 The Principal is responsible for sharing this information with staff members directly involved with the student and with the Transportation Coordinator, and securing the information, in written form, accessible for staff reference.
- 2.4 Appropriate measures will be established to deal with students involved in off-campus activities.
- 2.5 An appropriate waiver signed by the parents/guardians or adult student is required.
 - 2.5.1 Parent/Guardian Medical Procedure Request/Waiver.
 - 2.5.2 Adult Student Medical Procedure Request/Waiver.

3. An Anaphylaxis Emergency Plan form should be filled out for each student who has been identified as having allergies with the potential of having a severe allergic reaction. These forms should be on file at the school and be shared with school staff. Refer to Administrative Procedure 317 – Anaphylaxis.

4. Students with Ongoing Medical Needs

- 4.1 Medical treatment, which requires staff involvement to administer or supervise, is limited to the kind of service which can be administered by non-medical persons following written direction from a medical doctor.
- 4.2 It is not a standard responsibility of school personnel to carry out medical procedures or dispense medicine.
- 4.3 When a student requires medical procedures or medication, provision of this service will be offered only following written direction from a medical doctor and indemnification by the parents/guardians or, in the case of an adult student, the student.
- 4.4 Medication which is to be self-administered may be safe guarded by staff.
- 4.5 When medication is to be administered by staff, it must be provided in the required dosage in a labelled container, along with written instructions from the medical doctor regarding its administration.
- 4.6 Information must also be included which indicates how the student is to be monitored, a description of possible adverse reactions and the procedures to be followed in response to these reactions.
- 4.7 Some students may require possible intrusive measures to deal with their medical needs. Prior to placing such a student, designated staff member(s) will receive appropriate training and will work under ongoing advice from a medical doctor.
- 4.8 Information regarding a student's medical condition will be posted on Power School. This information will include:
 - 4.8.1 Medication or medical procedure required.
 - 4.8.2 Critical symptoms requiring monitoring.
 - 4.8.3 Training/supervision required for administering the medication or procedure.
 - 4.8.4 Procedures required in the case of an emergency.
 - 4.8.5 Possible side effects of medication or procedure.
 - 4.8.6 Physician's name, phone number, etc.
- 4.9 Any change in medication or procedures will require written direction from a medical doctor.
- 4.10 If requested by the parents/guardians or adult student, medical information will be included in the student record.

5. To facilitate prompt and appropriate attention it is desirable that those students with conditions which may require emergency measures, or those with ongoing medical needs, wear a medic alert bracelet or other form of wearable medical identification.

6. Refer to Appendix for programming for students with prolonged illnesses.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
 Emergency Medical Aid Act
 Occupational Health and Safety Act
 Administrative Procedure 317 – Anaphylaxis

Form: Student Accident Report Form
 Parent/Guardian Medical Procedure Request/Waiver Form
 Adult/Student Medical Procedure Request/Waiver Form
 Anaphylaxis Emergency Plan

Administrative Procedure 316 – Appendix

Appendix - PROGRAMMING FOR STUDENTS WITH PROLONGED ILLNESSES

Consistent with Ministerial directives and Board policy, we provide the most inclusive environment possible for any student. Should a student be unable to attend school by reason of a short sickness or other unavoidable cause, we will arrange for material to be sent home and returned for assessment. Should a student be unable to attend school by reason of prolonged sickness or other unavoidable cause, programming options in order of priority are:

1. Based on suitable medical advice, make reasonable modifications to the school and/or program to accommodate the unique needs of the student. For example, school modifications may mean modification to building access or washroom facilities. Program modifications may mean additional professional supports to create a more inclusive classroom environment. Fulltime accommodation would ensure access to the required number of hours of instruction.
2. Create a blended program between the school and home. The student would attend morning or afternoon, whichever suited the student best, but priority would be to the half day containing the core courses. As there is a range of non-core courses that can be selected on the basis of student interest and parental capacity, it is easier to create a fit using non-core at home to allow access to the required number of hours. Notice that half the day looks like option 1 and the other half day looks like option 3.
3. Register the student with a home based (not home education) program. In this case, Alberta Distance Learning Centre provides the instructional support and the parent provides supervision. If necessary, we would cover the costs of upgrading internet service. The program would be tailored to meet the student's educational needs by balancing on-line and print delivery of courses. Course registration would be sufficient to provide the required number of hours of instruction.
4. Provide a student with a home based program whereby a Division teacher will visit the student in the student's home on a regular schedule to provide the students with instruction and remediation as the student works through on-line or print delivery materials. The teacher would also be available on-line to assist the student with his or her lessons on a regular basis between visits to allow the student access to the required number of hours of instruction.
5. The parent exercises their right under the School Act and registers the student for Parent Directed Education. Specifically, that the parent will design and administer the educational program. Course registration would be sufficient to provide the required number of hours of instruction.
6. The student takes leave from school and returns when a doctor certifies the student is ready to return. While this is the least desirable option, similar to employment circumstances, there are occasions when an individual's health takes priority over school

(or work). Note this is a decision made by a medical official and supersedes the educational directive to provide the required number of hours of instruction.

Clearly, if at all possible, option 1 is the preferred option because it is the only context within which the student participates in an inclusive environment.

Administrative Procedure 317

ANAPHYLAXIS

Background

Anaphylaxis – sometimes called “allergic shock”, is a severe allergic reaction, which can lead to rapid death if untreated. Common allergens causing anaphylaxis in student(s) can be: nuts, milk, eggs, shellfish, wheat, insect stings, medications and latex. Anaphylaxis is a life-threatening condition regardless of the substance which triggers it.

Symptoms

1. An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:
 - 1.1 Skin: hives, swelling, itching, warmth, redness, rash
 - 1.2 Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing
 - 1.3 Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea
 - 1.4 Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/light-headed, shock
 - 1.5 Other: anxiety, feeling of “impending doom”, headache, uterine cramps in females
2. The most dangerous symptoms of an allergic reaction involve:
 - 2.1 Breathing difficulties caused by swelling of the airways and
 - 2.2 A drop in blood pressure indicated by dizziness, light-headedness or feeling faint/weak.
 - 2.3 Both of these symptoms may lead to death if untreated.
3. While the Division cannot guarantee an allergen-free environment, it will strive to provide a safe environment for student(s) with life-threatening allergies.

Procedures

1. Individuals at risk for an anaphylaxis reaction will be identified at the time of registration. Parents/guardians and adult students are asked to provide the school with medical information in accordance with this administrative procedure and Administrative Procedure 316 – Student Health Services.
2. Parents/guardians and adult students must complete medical procedure forms (Parent/Guardian Medical Procedure Request/Waiver or Adult Student Medical Procedure Request/Waiver), the Anaphylaxis Emergency Plan and provide an adequate supply of up-to-date auto-injections and/or other prescribed medications.

3. Parents/guardians and adult students not wishing to comply, must sign the refusal section on the applicable forms.
4. Each Principal or designate will prepare a “school anaphylaxis plan” which defines roles and responsibilities of parents, staff, and students. It will include information about:
 - 4.1 Avoidance strategies
 - 4.2 Staff training, and
 - 4.3 Emergency protocols
5. In the event of an allergic reaction, school personnel will first follow the student’s Anaphylaxis Emergency Plan and then the Severe Injury at School Procedures as noted in the Division Emergency Response Plan (Administrative Procedure 165 – Appendix).

Reference: Section 18, 20, 45, 60, 61, 113 School Act
 Emergency Medical Aid Act
 Occupational Health and Safety Act
 ATA Provision of Medical Services to Medically Fragile Students
 Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association
 Alberta Health Services Healthy Schools Manual
 Administrative Procedure 165 Appendix A – Division Emergency Response Plan
 Administrative Procedure 316 – Student Medical Needs

Form Parent/Guardian Medical Procedure Request/Waiver Form
 Adult/Student Medical Procedure Request/Waiver Form
 Anaphylaxis Emergency Plan

Administrative Procedure 318

PEDICULOSIS (LICE)

Background

The Division recognizes the concern represented by the transmission of pediculosis in schools and therefore encourages close communication between school staff, parents and public health nurses regarding the detection and resolution of instances of pediculosis. Care will be taken to protect the individual from undue invasion of privacy.

Procedures

School staff will work with public health authorities and School Councils to describe and then communicate to parents both preventative and remedial procedures for dealing with instances of pediculosis. Refer to Appendix for additional information as a reference only.

1. Students will not be permitted to return to school until they have undergone a recommended course of treatment.
 - 1.1 Students with head lice will be checked upon their return.
 - 1.2 Should live lice be found during this check, the student will not be allowed to return to school.
2. If there are ongoing concerns about particular cases not responding or being compliant with therapy, then the Principal or designate will inform the Public Health Authority of these concerns.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
Public Health Act

Administrative Procedure 318 – Appendix

Appendix - HEALTH INFORMATION: PEDICULOSIS (HEAD LICE)

What are head lice?

Head lice are small greyish insects the size of a sesame seed that can live on a person's head. They do not jump or fly, but they move quickly. Lice lay tiny grey-white eggs (nits) that stick to hair very close to the scalp. An adult louse can live for one to two (1 to 2) days away from the head.

How are head lice spread?

Lice are spread through head to head contact with someone who has lice or by sharing personal items such as hairbrushes or hats. Anyone can get lice. Lice are not a sign of being 'unclean' or having poor hygiene. Lice are very common in daycares and schools. Head lice may be annoying or embarrassing, but do not harm your health.

What are the symptoms of head lice?

1. Symptoms of lice may include:
 - 1.1 Constant itching of the head
 - 1.2 Red marks on the scalp
2. Nits (1mm long) can be seen firmly attached to hair (don't confuse with dandruff, which is easily brushed off). Lice are hard to see.

How are head lice prevented?

1. Teach your child not to share combs, hats, headgear, etc.
2. Check your child's head every week. Look carefully for nits or lice around the temples, behind the ears and at the back of the neck
3. If you think your child may have lice, but are unsure, contact a health care professional
4. Treat lice as quickly as possible and take time to remove nits after treatment
5. Discretely tell all possible contacts (e.g. schoolmates, daycare workers) so they can be checked or treated
6. All family members should check their hair, but treat only those who actually have lice

After an outbreak of lice, soak combs and brushes for one (1) hour in hot water. Bedding, hats, toys, etc. are to be washed in hot water and dried on a hot dry cycle, dry cleaned, or sealed in plastic bags for two (2) weeks. Do not use fumigant sprays because they can be harmful.

How are head lice treated?

1. You can buy anti-lice shampoo or lotions at a pharmacy. Read and follow directions carefully, as products can be harmful if used incorrectly or too many times.
 - 1.1. Apply to clean hair only. Wash hair with shampoo only (do not use conditioner or combined shampoo/conditioner) and dry well
 - 1.2. Apply enough of the lice shampoo/lotion to soak the hair (long hair may need more than one (1) bottle)
 - 1.3. Leave the product in for the amount of time noted on bottle (usually ten (10) minutes) – not longer
 - 1.4. Do not use conditioner or shampoo for two (2) days after treatment
2. Remove nits from hair with a fine-tooth comb or by pulling them out with your fingernails. Put the nits in a bag and throw it out. It may take several days to remove all the nits. A child can return to school/daycare after the lice are treated with anti-lice shampoo/lotion.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
Public Health Act

Administrative Procedure 320

STUDENT RECORDS

Background

Information regarding students must be maintained in a secure and confidential manner.

Procedures

1. Recorded information regarding students will include the following:
 - 1.1 The student record file as outlined in the Student Record Regulation
 - 1.2 Division Student Information System Records
 - 1.3 Classroom files
 - 1.4 Student Services' Files
 - 1.5 Any other files or records used to provide educational services for students
2. The records will be as complete and accurate as possible.
3. The collection, release, access, transfer and retention of records will be in accordance with prevailing Government acts, regulations or guidelines, and Division administrative procedures. Refer to Appendix.
4. Information recorded is to be factual, objective and concise.
5. Each record is to be dated and signed by the person responsible for its production.
6. Whenever possible, information of a transitory nature is to be segregated from information of a long term or of permanent significance.
7. Management
 - 7.1 Responsibility of the Principal
 - 7.1.1 Establish and maintain the student record and other school-based records
 - 7.1.2 Ensure the confidentiality of these records
 - 7.2 Responsibility of the Teacher
 - 7.2.1 Maintain records necessary for the provision of educational programs and for completing progress reports. This would include samples of student work, marks and information pertaining to student evaluation and classroom instruction
 - 7.3 Responsibility of the School Counsellor
 - 7.3.1 Maintain a record of the provision of counselling services
 - 7.4 Responsibility of Division Office Personnel

- 7.4.1 Maintain information necessary to provide accountability for Alberta Education funding submissions
- 7.4.2 Maintain information obtained in the assessment of students for the purpose of program planning
- 7.4.3 Administer the Student Information System

8. Access and Disclosure

- 8.1 Access to information regarding students will be granted on a “need to know” basis. This would include:
 - 8.1.1 Access by the Regional Health Authority, Alberta Child, Youth and Family Enhancement and other Authorities as provided for in the School Act
 - 8.1.2 Access by law enforcement agencies in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and the Charter of Rights and Freedoms
 - 8.1.3 Release to comply with a Court Order or Subpoena
 - 8.1.4 Release to comply with a written request from the insurers of the Division
- 8.2 Other persons or agencies have access to information regarding students with the consent of the student, if the student is sixteen (16) years or older, or the consent of the parent(s) or guardian(s) if the student is less than sixteen (16) years. Such access is still subject to the FOIP Act.
- 8.3 Legal counsel acting on behalf of the Division may have access to a student information record upon approval of the Superintendent or designate.

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

Form: Personal Information Access Record

Administrative Procedure 320 – Appendix

Appendix – HISTORICAL RECORD INFORMATION

Background

Dated records are to be sent to Provincial Archives of Alberta (daily student attendance registers).

Procedures

1. The Principal or designate is to inform the Administrative Assistant to the Associate Superintendent, Business and Finance there are items to be deposited to Archives.
2. The Historical Information Record Template will be emailed to the Principal or designate which will have the information that is required.
 - 2.1 The template must be completed (for each box) and includes:
 - 2.1.1 Year
 - 2.1.2 School Division
 - 2.1.3 Teacher name
 - 2.1.4 Grades
 - 2.1.5 Division jurisdiction number
 - 2.1.6 Number of boxes being submitted
 - 2.2 Once the template is completed for each box, the information is sent to Division Office with the boxes.
3. The list of items will be brought forward to a Board meeting as a Board motion is required for the deposit of records.
 - 3.1 A copy of the minutes, the template of information provided and the box of the registers will then be forwarded onto the Provincial Archives of Alberta in Edmonton by the Division Courier.
4. Student cumulative records are not forwarded to Archives. As per the School Act, the student records must be retained at the school for seven (7) years or kept at the last school after they have graduated for seven (7) years. After this time, the records may be destroyed.

Form Historical Information Record Template

Administrative Procedure 321

YOUNG OFFENDER RECORDS

Background

1. The Youth Criminal Justice Act provides for the sharing of information between police and designated school personnel when a *provincial director, youth worker, Crown, peace officer, or any other person engaged in providing services to Young Persons*, may disclose to any professional or other person engaged in the supervision or care of a Young Person, including a representative of a school, school board, or any other educational or training institution, any information contained in court, police, or government *records* if it is necessary
 - 1.1 To ensure the young person's compliance with an order *by youth justice court* or reintegration leave
 - 1.2 To ensure safety of staff, students, or other persons
 - 1.3 To facilitate rehabilitation of the young person

Records

1. The person to whom information is disclosed
 - 1.1 Keep the information separate from any other record of the young person to whom the information relates
 - 1.2 Ensure that no person has access to the information unless authorized by the Youth Criminal Justice Act. The person may disclose the information to another person if this is necessary
 - 1.3 Destroy their copy of the record when the information is no longer required for the purpose for which it was disclosed
2. Divisions were charged with the responsibility of selecting a designated staff member to receive the information and ensure disclosure was limited on a "need to know" basis as breach of confidentiality carries legal and professional consequences.
3. The Superintendent or designate has the authority to communicate with Justice personnel about students who have been dealt with under the Youth Criminal Justice Act in accordance with the provisions outlined in the Young Offender's Information Sharing Protocol.

Procedures

1. The Superintendent or designate may receive or provide relevant information regarding a specific student to:
 - 1.1 Protect the safety of students and staff
 - 1.2 Assist Justice with the preparation of disposition or other reports

- 1.3 Ensure compliance with court orders
2. Information requested may include:
 - 2.1 Any offences or a prior record of offences that result in concerns about the safety of staff and students in jeopardy
 - 2.2 Recommendations for reducing the risk of violence and increasing the level of safety
 - 2.3 Patterns of behaviour that may signal the onset of activity that could affect safety.
 - 2.4 Individuals or groups of persons who may be at risk from the student
 - 2.5 The identity of other youths who were convicted along with the youth as a result of gang activity
3. The Superintendent or designate will disclose information only on a "need to know basis" to those staff and others who may have to provide for the safety of students and staff.
4. In determining the persons to whom to release information the Superintendent or designate will bear in mind that:
 - 4.1 Inappropriate disclosure could result in a fine or imprisonment
 - 4.2 The right of the young offender to confidentiality must be maintained
5. The Superintendent or designate may advise school personnel who are involved with the students with young offenders status about circumstances which uphold the spirit and mandate of the Young Offenders Protocol such as:
 - 5.1 Impressing upon the student the requirement to attend school in order to comply with a probation order or conditional supervision or bail
 - 5.2 Establishing appropriate monitoring procedures
 - 5.3 Developing an education program to assist the student in areas such as socialization and anger management
 - 5.4 Providing an environment in which the student could participate in an education program while ensuring the safety of other students and staff members
 - 5.5 Training for staff in dealing with violent persons
6. The Superintendent or designate will arrange for management of records about students and any such management procedure will properly address the following:
 - 6.1 Storage
 - 6.1.1 Files may be kept at the school and at the Division Office but must be kept separate from other student records and will be kept in a secure location
 - 6.2 Access will be:
 - 6.2.1 Restricted to those who require access in order to meet the needs of the student
 - 6.2.2 Limited to those staff or others within the school system placed on a list affixed to the file
 - 6.3 Destruction will occur when the information is no longer required for the purpose for which it was disclosed and youth justice personnel:

- 6.3.1 Notifies the Superintendent or designate in writing that no further safety risk exists
- 6.3.2 Advises the Superintendent or designate of the expiry of the court order relating to bail, probation, conditional supervision or temporary absence, which led to creation of the record
- 6.4 Notification will be made to youth justice personnel, in writing, when the school system's record has been destroyed.
- 6.5 Transfer of a Student
 - 6.5.1 Within the Division
 - 6.5.1.1 It is the responsibility of youth justice personnel to advise the Principal of the receiving school of the safety concerns, or the Court Order relative to that student, not the former Principal
 - 6.5.1.2 The Principal of the sending school will destroy the record
 - 6.5.2 Outside the jurisdiction
 - 6.5.2.1 It is the responsibility of youth justice personnel to inform the Superintendent of the receiving jurisdiction of safety concerns or the relevant Court Order
 - 6.5.2.2 The Superintendent or designate of the sending jurisdiction will arrange for destruction of that jurisdiction's record
- 7. The Superintendent or designate, upon request from youth justice personnel to provide information for a report ordered by a youth court judge, will arrange for the release of information from the student record after first receiving the following information from youth justice personnel:
 - 7.1 Name
 - 7.2 Age
 - 7.3 The nature of the report to be provided and the section of the Youth Criminal Justice Act under which such a report is authorized
 - 7.4 Timelines with respect to providing information
 - 7.5 Specific description of the Information required such as:
 - 7.5.1 Attendance of the student
 - 7.5.2 Program or courses in which the student is enrolled
 - 7.5.3 Performance of the student
 - 7.5.4 Nature of incidents resulting in any disciplinary action and type of discipline imposed
 - 7.5.5 Number of years for which the information is required (for the current school year or the student's entire career in the school)
 - 7.6 Before any information is released, the Superintendent or designate must obtain the written consent of the parent. If the student is sixteen (16) years of age or older, student or parental written consent must be obtained.

8. The Superintendent or designate is authorized to request from youth justice personnel additional information such as:
 - 8.1 Disclosure of pertinent psychological assessments
 - 8.2 Additional information that will assist school personnel in providing an education program for the student and creating an appropriate environment for that program
9. The Superintendent or designate is the delegated authority to act on behalf of the Division with youth justice supervisory personnel whenever a resolution cannot be reached between a school employee and youth court justice personnel.

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)

Administrative Procedure 322

LEGAL CUSTODY OF CHILDREN

Background

Custody disputes between parents or other family members will be complicated by the fact that legal custody of the child has not been assigned. In such cases, de facto custody lies with the parent/guardian with whom the child lives.

While it is preferable to avoid becoming involved in a custody dispute, the protection and best interest of the child must be the major factor in a Principal's decision whether or not to release a student to a person claiming custody.

Students who are the subjects of custody claims are not to be released from school until the normal morning or afternoon dismissal time.

Procedures

1. All claims for the custody of students must be referred to the Principal.
2. Where there is a demand for custody of a student and legal custody is uncertain, the Principal will:
 - 2.1 Ask the claimant to identify himself/herself and produce a legal order or a notarized statement for custody.
 - 2.2 Inform the claimant that the student will not be released from school until the normal morning or afternoon dismissal time; and that the parent/guardian with whom the student lives will be informed that the claim for custody has been made.
 - 2.3 Notify the parent/guardian with whom the student lives that the claim for custody has been made.
 - 2.4 Attempt to bring the two (2) parties to agreement as to whom the student will be released. A school social worker or RCMP officer may be called upon for assistance in the mediating role.
 - 2.5 If the parent/guardian with whom the student lives cannot be contacted and thus the two (2) parties cannot be brought together, then the parents/guardians may seek the assistance of the social worker in making temporary arrangements for the child's care.
3. A record will be kept in the school of any custody claims which will be received, including dates, times, names and demeanour of persons involved, and as much of their actual statements as it will be possible to record.
4. When deemed necessary, the Superintendent will be informed by the Principal of all demands for custody which he/she will receive.
5. Any request for access to a student or information (e.g. student report cards, etc.) about a student from a parent/guardian with whom the student does not live will be referred to the

Principal. Such information will be released to an individual with parental rights. An individual who is a parent of a child and for whom there is no court documentation restricting access to the child is assumed to have parental rights.

6. Principals are to use their discretion in dealing with such requests, bearing in mind that a court order restricting the access of a parent to his/her child applies while the child is in school or on school property.
7. A social worker may be consulted for advice and assistance in dealing with such requests.

Reference: Section 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

Administrative Procedure 325

CHILD ABUSE

Background

Children have a right to be safe and adequately cared for at home, at school and in the community. School staff have a responsibility to safeguard children from abuse and neglect and will seek to work in cooperation with Alberta Children and Family Services, the police and/or medical services in order to fulfill that responsibility.

Definitions

Child in need of intervention services is a term found in the Child, Youth and Family Enhancement Act. A child is in need of intervention services if there are reasonable and probable grounds to believe that the survival, security or development of the child is endangered because of any of the following:

1. The child has been abandoned or lost
2. The parent of the child is dead and the child has no other parent
3. The child is neglected by the parent
4. The child has been, or there is substantial risk that the child will be, physically injured or sexually abused by the parent of the child
5. The parent of the child is unable or unwilling to protect the child from physical injury or sexual abuse
6. The child has been emotionally injured by the parent
7. The parent of the child is unable or unwilling to protect the child from emotional injury
8. The parent of the child has subjected the child to, or is unable or unwilling to, protect the child from cruel and unusual treatment or punishment

Emotional abuse is the impairment of a child's mental or emotional functioning or development and there are reasonable and probable grounds to believe that the emotional injury is the result of:

1. Rejection
2. Deprivation of affection and/or cognitive stimulation
3. Exposure to domestic violence or severe domestic disharmony.
4. Inappropriate criticism, threats, humiliation, accusations or expectations
5. The mental or emotional condition of the parent of the child or of anyone living in the same residence as the child
6. Chronic alcohol or drug abuse by anyone living in the child's home

Neglect is if the parent is unable or unwilling to:

1. Provide the child with the necessities of life
2. Obtain for the child, or permit the child to receive essential medical, surgical or other remedial treatment that is necessary for the health or well-being of the child; or
3. Provide the child with adequate care or supervision

Physical abuse is an intentional, substantial and observable injury to a child as a result of the non-accidental application of force or an agent to the child's body.

Sexual abuse is inappropriate exposure or subjection to sexual contact, activity or behaviour, including prostitution-related activities. Exposing children to child pornography or luring children through the Internet are forms of sexual abuse.

Procedures

1. The Associate Superintendent, Learning Services has the responsibility to ensure that all staff is aware of the obligations to report under the Child, Youth and Family Enhancement Act.
2. Division employees are required to report suspected cases of abuse and neglect to the appropriate authorities in accordance with the Child, Youth and Family Enhancement Act.
 - 2.1 The Child Abuse Hotline may be contacted any time at 1-800-387-KIDS (5437).
 - 2.2 The Supervisor (intake and assessment) for the Edmonton and Area Child and Family Services Authority-Leduc Office can be reached at 780-980-6607.
3. The safety and welfare of the students are of paramount concern in addressing cases of suspected child abuse. Reports of suspected abuse will remain confidential on the basis of those who need to know in order to protect the safety and welfare of the child.
4. The Child, Youth and Family Enhancement Act prescribes penalties for those who fail to report such situations, and provides protection against a person making a report unless the reporting "is done maliciously or without reasonable and probable grounds for the belief".
5. Case workers and police may have access to students in certain circumstances when the students are alleged victims of abuse or neglect. In such special circumstances, Assessors are expected to consider the convenience to the school and student when seeking times for access.
 - 5.1 Case workers advise that, in the interests of confidentiality and full and undistorted disclosure, it is appropriate for assessors and students to meet alone.
 - 5.2 If a student requests that a staff member be present, the Principal will comply with the request.
6. The Principal may ask case workers and police to present; identification, provide an explanation of the nature of the investigation being proposed, and to state reasons for conducting the investigation at school.
7. It will be the out-of-school assessors' responsibility to notify parents about an investigation.
 - 7.1 The Principal will clarify with the assessor when contact will be made with the parent.

- 7.2 The Principal will provide the name of the assessor to the parent in those cases where students are in the care of the investigator.
8. If threats are made against school personnel or the student, the Principal will contact the police.
9. The delivery of child personal safety programs is approved and supported by Division schools. Staff is to ensure that parents are aware of the programs and their contents.

Reference: Section 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

Administrative Procedure 330

STUDENT ATTENDANCE

Background

Regular attendance by students in all of their classes enhances their performance and contributes substantially to their rate of progress. While students have a right to access an educational program, they also have a responsibility to attend these classes regularly and pursue their studies in a diligent manner.

Provincial legislation requires students to attend school regularly and punctually and identifies circumstances under which an absence may be deemed as excusable.

Procedures

1. The Superintendent is the Attendance Officer for the Division. At his/her discretion, other Division personnel may be engaged.
2. Each Principal, in consultation with the school staff and School Council, will develop written procedures that will encourage school attendance.
3. The Principal will maintain accurate attendance records, communicate this information to parents, consult and facilitate interventions to address attendance issues. As well, the information will be communicated to the students who are sixteen (16) years of age or older.
4. Principals are asked to report students with chronic attendance issues 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.).
 - 4.1 The Principal, in consultation with the Attendance Officer, will send a letter of direction to the parents/guardians.
 - 4.2 The Principal will meet with students and their families to consult and facilitate interventions that may assist the student in addressing their school attendance issues.
 - 4.3 Plans, agreed to by all parties, will be closely monitored by the Principal and the Associate Superintendent, Learning Services.

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

Administrative Procedure 331

ATTENDANCE PROTOCOL – HIGH SCHOOL STUDENTS

Background

The School Act requires that students attend school regularly and punctually. Irregular school attendance limits the opportunity for students to achieve at a level commensurate with their ability. Truancy also fails to establish proper expectations for the work world and is linked to a number of risk factors for participation in unhealthy and/or illegal behaviours. The intent of this protocol is to improve high school attendance and performance rates for all students.

This protocol is not applicable to those absences which are excused under the School Act:

1. Sickness or other unavoidable cause.
2. Religious holiday.
3. Suspension/expulsion from school.
4. Board/Minister of Education authorization.

Procedures

1. Home Responsibilities

- 1.1 Parents and their children share in the responsibility to ensure that students conduct themselves so as to reasonably comply with the following code of conduct as outlined in the School Act:
 - 1.1.1 Be diligent in pursuing the student's studies;
 - 1.1.2 Attend school regularly and punctually;
 - 1.1.3 Cooperate fully with everyone authorized by the Board to provide educational programs and other services;
 - 1.1.4 Comply with the rules of the school;
 - 1.1.5 Account to the student's teachers for the student's conduct; and
 - 1.1.6 Respect the rights of others.

2. School Responsibilities

- 2.1 Track school attendance data with a view to identify individual and institutional factors impacting student attendance.
- 2.2 Establish appropriate intervention/communication points along the way (i.e. involving student, parents, internal/external referrals, etc.).
- 2.3 Incorporate available instructional delivery options as appropriate.

- 2.4 Develop an education plan for students whose absence rate has reached ten percent (10%), (minimum of five (5) absences per class) for two (2) or more courses.
 - 2.5 At such a point, the school counsellor, may recommend a sequence of courses and provide the student with the opportunity to complete coursework via a nonattendance-based arrangement.
 - 2.5.1 The education plan must reflect a genuine attempt to provide appropriate programming and may involve additional specialized programming (i.e. Work Experience, RAP, etc.)
 - 2.5.2 Successful completion of the non-traditional program will entitle the student to re-enter regular classroom attendance and programming after the conclusion of the current semester
3. Division Responsibilities
- 3.1 Provide support to schools/students (i.e. alternative education opportunities).
 - 3.2 Track course completion data to determine impact of the protocol.

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

Administrative Procedure 335

STUDENT COURSE LOADS

Background

In order to make optimum use of facilities and resources, high school students are to register in sufficient courses each year in order to allow for graduation within three (3) years.

Procedures

1. High school credits are to be registered through the local school
2. Grade 10 students are to register for a full course load of forty (40) credits or more
3. Grade 11 students are to register for a minimum of thirty-five (35) credits
4. Grade 12 students are to register for a minimum of fifteen (15) credits per semester
5. A Principal may waive these requirements if it is deemed to be in the best interest of the student's educational program

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

Administrative Procedure 340

SPECIALIZED SERVICES FOR STUDENTS AND CHILDREN

Background

Increasing numbers of students and children require specialized services, during school and Early Childhood Services (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. Learners should have access to a flexible continuum of timely and appropriate specialized supports and services within their educational, home and community contexts.

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 Divisions, 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, such as the Leduc and Area Regional Collaborative Service Delivery model).
2. To serve the needs of students and children in each school community, Principals, and 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: Section 20, 45, 47, 60, 61, 113 School Act
Public Health Act
Guide to Education: ECS to Grade 12
Standards for Special Education
Standards for the Provision of Early Childhood Special Education

Administrative Procedure 350

STUDENT CONDUCT

Background

The Division promotes, reinforces and encourages the growth of student self-discipline, respect and responsible behaviours in order to foster a welcoming, caring, respectful and safe learning environment and enhance student achievement.

Procedures

1. Each Principal is required to establish, maintain and review regularly a set of expectations for student behaviour, hereby referred to as code of student conduct.
2. As part of this process each Principal will:
 - 2.1 Consult with School Council, parents, staff, and students (where appropriate) to prepare a code of student conduct and supporting disciplinary procedures for the school which are consistent with the School Act, Board Policy and Administrative Procedures;
 - 2.2 Ensure that expectations for student behaviour are reasonably and clearly stated;
 - 2.3 Submit the code of conduct and supporting disciplinary procedures to the Superintendent/designate for approval;
 - 2.4 Communicate to the school community the code of conduct approved by the Superintendent/designate;
 - 2.5 Conduct an annual review of the school's code of conduct and supporting disciplinary procedures and communicate any revisions to the Superintendent/designate;
 - 2.6 Keep accurate documentation of all descriptions of efforts to resolve specific discipline problems;
 - 2.7 Use the resources available at the school to provide reasonable assistance to students and parents in their efforts to resolve problems;
 - 2.8 Provide parents with written information at appropriate stages of the discipline process; and
 - 2.9 Provide the Superintendent/designate with copies of all correspondence concerning student suspension and/or probation.
3. Student discipline is to be fairly and consistently applied and is to be based upon logical and realistic consequences of misbehaviour.
4. Certificated staff is required to keep a detailed log of student discipline, concerns and parental contacts pertaining to a student's conduct at school.
5. Teachers and Principals are to share a student's conduct concerns and corrective measures with the student's parents regularly and in a timely fashion.

6. School based staff is to work with parents and Division or outside partners, when appropriate to help student's maintain appropriate behaviour.
7. While teachers may sometimes use corrective force to remove children from classrooms, or secure compliance with instructions, the use of corporal punishment by teachers is not permitted.
8. The code of student conduct, the supporting disciplinary procedures established for each school and Administrative Procedure 355 – Student Probation, Suspension and Expulsion will indicate how the concepts of probation and/or suspension will be applied in an escalation of responses to student misbehaviour.
9. Parents who choose to send their child/children to Division schools have the right to be informed about and involved in solving problems exhibited by their child/children. They also bear responsibilities concerning student discipline, including the necessity to:
 - 9.1 Co-operate with school officials in attempts to resolve discipline problems;
 - 9.2 Inform school officials as early as possible about external factors which they believe may influence student behaviour at school; and
 - 9.3 Communicate to school officials any initiatives they have undertaken outside the school to address the student's behaviour problem.
10. The Division reserves the right to specify, at any future time, other rules applicable to students in all Division schools.
11. The Division considers the following specific misbehaviours to be grounds for possible probation, suspension or expulsion:
 - 11.1 Conduct injurious to the physical or mental well-being of others in the school;
 - 11.2 Wilful damage to public property;
 - 11.3 Possession of prohibited items (weapons) and/or prohibited substances (alcoholic beverages, tobacco products, and/or other narcotics or drugs) on school property, or at school-sponsored functions;
 - 11.4 Being under the influence of alcohol and/or other narcotics or drugs while on school property, or at school-sponsored functions;
 - 11.5 Use of profane or improper language.
 - 11.6 Bullying
12. Students and parents are to be made aware of appeal procedures following significant decisions made concerning student misbehaviour. (Refer to Administrative Procedure 390 – Student Appeals and Board Policy 13 – Appeals and Hearings Regarding Student Matters.)

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
 Board Policy 13 – Appeals and Hearings Regarding Student Matters
 Administrative Procedure 355 – Student Probation, Suspension and Expulsion
 Administrative Procedure 390 – Student Appeals

Administrative Procedure 351

STUDENT CONDUCT ON SCHOOL BUSES

Background

The student's primary responsibility is to conduct himself/herself in a manner which will not cause the bus driver to divert his/her attention from driving the bus.

Procedures

1. Violation of any of the following may lead to the loss of riding privileges, or suspension from school.
2. Students are expected to be at the road, at the designated stop, five (5) minutes prior to the arrival of the bus.
3. Students who reside on the opposite side of the road, from the designated stop, are to cross in front of the bus and at least five (5) meters ahead of the bus and should not cross until directed by the driver and until the students also visually check for traffic.
4. The operator will report any serious student misconduct to the Principal of the school. Any student who continues to misbehave may be denied the privilege of riding the school bus.
5. The Board of Education encourages operators to assign seats to students on the bus to assist with discipline as well as indicate who may be responsible for any vandalism if it occurs.
6. While the bus is in motion, students must not extend any part of their bodies out of windows, try to get on or off the bus, or move about within it.
7. Students must remain seated, during the entire trip.
8. Students will not consume food or beverages on the bus, due to the safety concern of potential choking.
9. Students must not throw paper or other waste materials on the floor or out of the windows of the bus.
10. Students must conduct themselves in a quiet and courteous manner, showing consideration to the bus driver, and others, while boarding, riding, or departing from the bus.
11. Students must not distract the bus driver with use of cell phones or entertainment devices or unnecessary loud conversation.
12. Silence must be maintained when the bus stops at railroad crossings.

13. Students causing wilful damage to the bus will be held responsible for all costs.
14. Bus drivers may appoint a monitor to assist in safety practices.
15. Bus passes for urban transportation must be produced upon request or ridership may be denied.
16. Rural students or their parents/guardians are to inform the driver when they do not require bussing for the morning or the afternoon runs.
17. As the Division is operating a student transportation system, drivers are not to transport individuals not registered on the bus. Furthermore, drivers are not required to add stops to the routes to accommodate the students' personal activities such as piano lessons, sports activities, etc.
18. Parent Responsibilities
 - 18.1 Instruct their children to obey all school bus regulations.
 - 18.2 Ensure their children are at the bus stop on time and follow appropriate loading procedures.
 - 18.3 Accept responsibility for the proper conduct of their children prior to boarding the bus, during the daily trips and upon leaving the bus.
 - 18.4 Provide the necessary supervision for their children when they are going to and from the bus stop.
 - 18.5 Make certain their children are appropriately dressed for the weather conditions.
 - 18.6 Ensure their children are aware of your alternate arrangements to follow in the event of emergent conditions (e.g. inclement weather, school closure, evacuation, bus breakdown).
19. Student Discipline
 - 19.1 For violation of rules of conduct, a student may be reported by the driver to the parents/guardians and/or Principal.
 - 19.2 The Principal may suspend any student under the provisions of the School Act, from riding on any bus and report the circumstances, in writing, to the parents/guardians, the driver and the Transportation Manager.
 - 19.3 The Principal may reinstate a student suspended from riding the bus.
 - 19.4 When a student is not to be reinstated on the bus within five (5) school days of the date of his/her suspension, the Principal will immediately report, in writing, all the circumstances of the suspension to the Superintendent or designate, together with his/her recommendations.
 - 19.5 The Board may reinstate the student or expel the student from riding the bus.
 - 19.6 The Division strongly supports its bus drivers in maintaining proper student behaviour on the bus.

Reference: Section 12, 16, 20, 24, 25, 45, 51, 60, 61, 113 School Act
Traffic Safety Act
Student Transportation Regulation 250/98 (Amended AR 125/2005)

Administrative Procedure 352

DRUG / ALCOHOL / TOBACCO PREVENTION

Background

It is important to keep Division schools free of illicit drugs, alcohol and tobacco

Procedures

1. Programs designed to educate students about the consequences of illicit drug, alcohol and tobacco use will be promoted in schools.
2. Guidance to students and their families to assist them in addressing addictions will be provided in schools.
3. Students and parents/guardians will be informed that the Principal may conduct random searches of school property, including lockers, to detect drugs, alcohol or tobacco.
4. Students and parents/guardians will be informed that certified drug detection dog handlers may be requested by the Principal to conduct searches of the school.
5. All students making use of lockers will be required to sign an Locker and Lock Agreement acknowledging that the locker is the property of the Division, and are subject to random search at any time by school administration, or other school staff approved by the Principal. Failure to sign such an agreement will prevent the student from locker use.
6. All Locker and Lock Agreements will include the following acknowledgement:
"In signing this agreement, I acknowledge that the locker is the property of the Division and is subject to random search by the school administration, or other staff as approved by the Principal."

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

Form: Locker and Lock Agreement

Administrative Procedure 353

INTERVIEWING STUDENTS BY POLICE AND SOCIAL SERVICES

Background

All school staff including school custodians, support staff and volunteers, as well as administrators and consultants will be familiar with, and guided by the material which follows.

The Principal will conduct an annual review of this administrative regulation so that all school staff is knowledgeable about Division procedures. Student Learning Services staff is available to assist with the review.

Any person, who has reasonable and probable grounds to believe a child is in need of intervention, is legally required to report the matter to Child and Youth Services. The Child, Youth and Family Enhancement Act RSA (2000) prescribes penalties for those who fail to report such situations, and 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".

Similarly, the Alberta Teachers' Association Professional Code of Conduct does not prevent members from reporting unprofessional conduct against another member. Members have no liability for wrongful complaints unless "malicious" intent is involved

Procedures

- 1 The Division strongly encourages investigating officers and officials to conduct their investigation of students away from the school, unless they deem such interviews essential to proper investigation.
- 2 Interviews will be conducted in a manner that ensures student individual rights are protected.
- 3 Legal guardians of the student, law enforcement officers, and under some circumstances, Child and Family Services authorities may interview students at school.
- 4 Interviews by Law Enforcement Officers
 - 4.1 When law enforcement authorities find it necessary to visit a school to interview a student, they will report to the Principal, provide appropriate identification of themselves and make known the purpose of their visit.
 - 4.2 Prior to the interview taking place, attempts are to be made to contact the parents, except in cases where the investigation has to do with alleged child abuse/neglect by the parent. If possible, parents are to be present at the interview.
 - 4.3 If the parent cannot be present
 - 4.4 The Principal or another staff member may sit in on the interview at the request of the youth. , It is desirable that the individual comply "in loco parentis". However, the staff

member is not obligated. Therefore, if the request is refused, the student may select another adult to be present.

- 4.5 The Principal or designate does not automatically have the right to be present at interviews. However, they can request to "sit in" on the interview, as a silent observer. The law enforcement officer is then responsible to inform the student of the request. If the student does not consent, the Principal or designate may then:
 - 4.6 Allow the interview proceed without the Principal or designate in attendance; or
 - 4.7 Request that the interview be removed from the school premises.
 - 4.8 At the request of the youth, another staff member may sit in on the interview and act 'in loco parentis'. However, that staff member is not obligated to sit in.
 - 4.9 It is important to note that any person present in the interview may be subpoenaed to appear in court.
 - 4.10 The Principal will bring the student to the office where the interview will take place in the presence of an adult.
 - 4.11 The law enforcement officer is responsible for informing a student twelve to seventeen (12 to 17) of age of their civil rights
 - 4.12 Before removing a student from the school, the law enforcement officer is to communicate by phone with the parent and inform them of the course of action taken.
 - 4.13 In the event of arrest or apprehension, the law enforcement officer and the student will leave the school immediately.
 - 4.14 The responsibility for notifying parents about an investigation rests with the law enforcement officer. The Principal is to clarify with the law enforcement officer that the parents will be informed about the investigation if it involves students under eighteen (18) years of age and when contact with the parents will be made.
 - 4.15 The Principal is encouraged to express the Division's position to law enforcement officers.
 - 4.16 Any unusual circumstances must be reported immediately to the Superintendent or designate.
- 5 Interview by Child and Family Services Workers
 - 5.1 When Child and Family Services workers find it necessary to visit a school to interview a student, they will report to the Principal, provide appropriate identification, make known the nature of the investigation and indicate why the interview must be conducted.
 - 5.2 If the matter is urgent and there is a need to conduct the interview during school hours, the Principal or designate will advise the official of the location of the student and escort the official to that location.
 - 5.3 Interviews are to be permitted on school premises in cases of suspected child abuse or neglect when the investigation involves suspected physical/sexual abuse.
 - 5.4 The Principal, following consultation with the student and the Child and Family Services worker will determine whether or not it is in the best interest of the child to have a staff member sit in on the interview.
 - 5.5 Child and Family Services authorities have the power to apprehend a child where there is sufficient evidence to suggest the child is in need of protection.

- 5.6 Child and Family Services are not authorized to take a child from the school unless they have apprehended them or the child is under ward ship.
- 5.7 The responsibility for notifying parents about an investigation rests with the Child and Family Services worker. The Principal is to clarify with the worker that the parents will be informed about the investigation if it involves students less than eighteen (18) years of age and when contact with the parents will be made.

Reference: Section 20, 45, 60, 61, 113 School Act
Child, Youth and Family Enhancement Act
Controlled Drugs and Substances Act
Youth Criminal Justice Act
Criminal Code (Canada)

Administrative Procedure 354

SEARCHES

Background

The School Act states that a school board must provide a safe and caring environment for students that fosters and maintains respectful and responsible behaviours. From time to time in order to discharge that duty it is necessary to conduct student searches. The Supreme Court of Canada decision in the case of R. v. M. (M.R.) established requirements for a school board when conducting a student search.

This regulation outlines the process to use when conducting student searches in a manner that is consistent with the decision of the Supreme Court of Canada and with the School Act.

1. In this regulation
 - 1.1 "Reasonable grounds for a search" means any one of the following
 - 1.1.1 Information received from a credible student or person,
 - 1.1.2 Information from more than one person,
 - 1.1.3 A teacher's or Principal's own observations, or
 - 1.1.4 Any combination of the above information that the Principal or designate considers credible;
 - 1.2 "School property used by a student" means a desk, locker, school storage area or any other school article or object used by a student including Division owned electronic information resources;
 - 1.3 "Student articles and objects" means articles or objects owned or used by a student either on school board premises or during off-site activities including but not limited to electronic devices, backpacks, clothing, purses, suitcases, and tote bags.
2. Random and arbitrary searches of students, school property used by students or student articles and objects including random and arbitrary canine searches are prohibited.
3. A Principal or designate may conduct a search of a student school property used by a student and student articles and objects in the following circumstances:
 - 3.1 When there are reasonable grounds to believe that there has been a breach of school rules or discipline and that the search will reveal evidence of the violation;
or
 - 3.2 In an investigation of a violation of school discipline; or
 - 3.3 As a matter of school welfare or safety.

4. A student's person, student articles and objects and school property used by a student are subject to search and searches must be conducted in accordance with this regulation.
5. For the purpose of this regulation, during an off-site activity the Principal's designate is the teacher-in-charge of the activity.
6. All searches must
 - 6.1 Be carried out in a reasonable manner
 - 6.2 Respect the privacy of the student
 - 6.3 Be minimally intrusive and
 - 6.4 Be conducted in a sensitive manner and take into consideration the age and gender of the student, their religious practices and all related circumstances
7. The requirements in this regulation for reasonable grounds for a search do not apply to a situation where the Principal or teacher observes disruptive student activity or behaviour and immediately requests that a student hand over an article or remove material from their pockets, backpacks, purses, suitcases, tote bags, desks or lockers and present it to the teacher or Principal. Examples of these requests include:
 - 7.1 "Give me whatever you shoved into your locker"
 - 7.2 "Take that item out of your pocket"
 - 7.3 "Give me that chewing gum"
8. Principals must ensure that school handbooks advise students and parents that the aforementioned articles may be subject to search.
9. A notice to parents is provided for schools to provide to parents in the Appendix A.
10. It is not necessary to notify a parent before a search of the student's person is conducted, but the Principal or designate must inform the student's parents about the search of the student's person as soon as practicable.
11. Searches of a student's person may only be conducted by the school Principal or designate in the presence of another Division employee or volunteer.
12. A Principal or designate conducting a search of the student's person may ask the student to do any one or more of the following:
 - 12.1 Empty out their pockets, and any other articles and objects belonging to or used by the student
 - 12.2 Shake out their clothing
 - 12.3 Roll up their sleeves, waist bands or pant cuffs
 - 12.4 Remove belts, head coverings, hats, overcoats, jackets, scarves, mitts, gloves, socks or shoes, and any other accessories
13. Division employees and volunteers are prohibited from conducting strip searches of students under any circumstances.

14. It is preferable but not necessary to have the student present during the search.
15. The person conducting the search must document the search in writing and include the following information:
 - 15.1 The name of the student
 - 15.2 The name of the person doing the search
 - 15.3 The Division employee or volunteer witness to the search
 - 15.4 The date, place, location and time of day
 - 15.5 The results of the search and
 - 15.6 Any other relevant information
16. A Student Search Report must be completed whenever a search is conducted.
17. If a teacher or Principal has confiscated unauthorized material other than alcohol, drugs, tobacco, or weapons, the teacher or Principal must
 - 17.1 Ensure that the unauthorized material is kept in a secure location
 - 17.2 Enter the item into the school office permanent record of confiscated property as soon as is practicable (Power School discipline log), and
 - 17.3 Return the item to the student at the end of school day, or, in the case of a parent or guardian, at a time that is mutually agreeable to the teacher or Principal and the parent or guardian.
18. The student, parent or guardian must show photographic identification and sign the school's permanent record of confiscated property to show that they have received the property.
19. Searches Involving Drug Detection Dogs and Their Handlers
 - 19.1 Searches may be carried out by the Principal and the dog detection team.
 - 19.2 The Lock Down Mode, as defined in the Division Emergency Response Plan (Administrative Procedure 165 – Appendix A), will be activated prior to any dog detection team search.
 - 19.3 Following any search using the dog detection team, the Principal will submit a written report to the Superintendent or designate.

Reference: Section 20, 45, 60, 61, 113 School Act
Child, Youth and Family Enhancement Act
Controlled Drugs and Substances Act
Youth Criminal Justice Act
Criminal Code (Canada)
Administrative Procedure 165 Appendix A – Division Emergency Response Plan

Form: Student Search Report

Administrative Procedure 354 - Appendix

Appendix - NOTICE TO PARENTS: STUDENT SEARCHES

What does Search and Seizure mean?

When necessary, teachers must be able to quickly intervene, search students, and seize articles or items that interfere with the safety and maintenance of a learning environment. Student searches cannot be at the expense of students' basic rights. The Supreme Court of Canada's decision in *R. v. M. (M.R.)* 1998 found a balance between these two positions by requiring the search to be both reasonable at its inception and reasonable in scope.

The Supreme Court of Canada mandated a two-part procedure.

- 1 Is the search reasonable at its inception?
 - 1.1 Teachers and school administrators must have reasonable grounds to believe there has been a breach of school regulations or discipline. The information received must be credible; it should be from a reliable source. The information could come from a student, personal observations or colleagues.
 - 1.2 Having received information that a violation of school policy by a particular student has/is taking place, teachers and school administrators must believe that a search of this student or the student's possessions would reveal further evidence of that breach.
- 2 Is the scope of the search reasonable?
 - 2.1 If there are reasonable grounds based on credible information that the student has violated school policy and that the search would result in supporting evidence, a search is permissible.
 - 2.2 The search must be conducted in a sensitive and minimally intrusive manner. Factors such as age and gender of the student, the gender of those performing the search, and where the search is conducted must be taken into consideration.

Searches

The School Principal or designate in the presence of another Division staff member or volunteer may search with or without the student present:

1. School property, used by the student (i.e. locker)
2. Student articles or objects owned by the student
3. Articles of student clothing

School officials may not 'strip search' a student. If a search is conducted of a student's clothing, articles or property, or school property, the Principal will inform the student's parent / guardian and provide relevant details pertaining to the incident.

Administrative Procedure 355

STUDENT PROBATION, SUSPENSION AND EXPULSION

Background

There can be more than one valid process for dealing with student misbehaviour which is consistent with Board Policy and Division Administrative Procedures.

Definitions

Probation is a trial period in which a student is given an opportunity to correct undesirable behaviour and to demonstrate that appropriate behaviour can be maintained.

Probation may occur at two levels:

1. School Probation
 - 1.1 A period of time established by the Principal for a student to correct specified undesirable behaviour and to replace it with behaviour considered by the Principal to be appropriate and acceptable.
2. Division Probation
 - 2.1 A period of time established by a Committee assembled for a student to correct specified undesirable behaviour and to replace it with behaviour considered by the Committee to be appropriate and acceptable.

Suspension is a disciplinary action whereby a Principal temporarily excludes a student from school or a component thereof, in compliance with these terms and in the School Act. Technically, the term can refer also to disciplinary action whereby a teacher temporarily excludes a student from a class.

Expulsion is a disciplinary action whereby the Board withdraws a student's right to attend a specified school or any school in the Division.

Procedures

1. General
 - 1.1 Within the "probation model", a Principal may initiate either School Probation or Division Probation to address inappropriate student behaviour.
 - 1.2 These stages will normally occur in sequence; however, a Principal may request Division Probation at the outset if the Principal considers the step to be most appropriate to the student and to the best interest of the school.
 - 1.3 A Principal may initiate a student suspension, either in conjunction with probation or entirely on its own.
 - 1.4 After consultation with the Superintendent, a Principal may bypass the Division Probation stage and move directly to immediate suspension with a recommendation for expulsion.

- 1.5 Within the model which does not incorporate probation in a strictly defined way, student suspension will occur as a measured response by a Principal to continuing unsatisfactory student behaviour. Similarly, after consulting the Superintendent, a Principal may decide to suspend a student with a recommendation for expulsion.
2. School Probation
 - 2.1 This stage makes provision for the problem to be solved at the school level through the cooperative efforts of the student, parents, staff and administration.
 - 2.2 A student who has not shown improvement in achievement, conduct and/or attitude, as a result of counselling activity noted in Administrative Procedure 350 – Student Conduct, may be placed on School Probation.
 - 2.3 School Probation will be administered by the Principal who will, in consultation with the student's teacher(s):
 - 2.3.1 Judge the seriousness of the problem,
 - 2.3.2 Determine the terms or conditions of the probation, and
 - 2.3.3 The length of the probationary period.
 - 2.4 The Principal will inform the parents in writing that the student has been placed on school probation and outline the details and conditions of the probation and will provide the Superintendent or designate with a copy of this and all other correspondence related to the probation case.
 - 2.5 The Principal may review and shorten the term of the probation, providing that the student's behaviour has been exemplary.
 3. Division Probation
 - 3.1 This stage of probation will be applied, if, in the judgment of the Principal, in consultation with the Superintendent or designate:
 - 3.1.1 A student's misbehaviour is serious.
 - 3.1.2 A student has failed to show satisfactory progress on the terms and conditions specified when the student was placed on school probation.
 - 3.2 The Principal, after due consideration of the case, will recommend to the Associate Superintendent – Learning Services that the student be placed on Division probation.
 - 3.3 The Associate Superintendent – Learning Services will arrange for a meeting of a Probation Hearing Committee consisting of the Principal, Associate Superintendent – Learning Services, and a representative from the Board, and will invite the parents or guardians, and the student to attend.
 - 3.4 At the Probation Hearing, the Principal will present the school's case for Division Probation. This case may include information on student achievement, attendance records, samples of the student's work, teacher's anecdotal comments, copies of correspondence to parents and any other documents that give meaningful insight into the student's problems and the previous efforts that have been made to resolve these problems.
 - 3.5 During the Division Probation Hearing, the Probation Hearing Committee will:
 - 3.5.1 Decide whether or not to place the student on Division Probation,
 - 3.5.2 Determine the period of probation, and

- 3.5.3 Determine any specific conditions that it may decide to set beyond those already specified as part of School Probation.
 - 3.6 The decision of the Probation Hearing Committee will be communicated to the parents or guardian, by the Superintendent or designate.
 - 3.7 If at the end of Division Probation, the student has shown improvement in behaviour, achievement, and/or attitude, the probation will be lifted.
 - 3.7.1 The Principal will notify the Associate Superintendent – Learning Services of the improvements and the Associate Superintendent – Learning Services will in turn notify the parents of the student concerned that all probation status has been lifted.
 - 3.7.2 The student will then resume the status of a regularly-registered student in the school.
 - 3.8 If the student shows little or no improvement in behaviour, achievement and/or attitude, the Principal may suspend the student from school and recommend to the Board that the student be expelled.
4. Student Suspension/Expulsion
- 4.1 The School Act outlines requirements and procedures concerning student suspensions and expulsions.
 - 4.2 A teacher is empowered to suspend a student from a class period.
 - 4.3 A Principal is empowered to suspend a student from one (1) or more class periods, from one (1) or more courses or school programs from school or from riding a school bus.
 - 4.4 Under the terms of the School Act, a Principal may exclude a student from participating in an activity sponsored or approved by the Division or by the school. Such exclusion is not to be considered a suspension under these terms.
 - 4.5 A Principal may reinstate a student suspended by the Principal or by a teacher.
 - 4.6 When a Principal suspends a student from school, the Principal will:
 - 4.6.1 Immediately inform the student's parents/independent student and report in writing the circumstances of the suspension.
 - 4.6.2 Submit to the Associate Superintendent – Learning Services copies of correspondence concerning student suspension once the Principal has initiated the action.
 - 4.7 If a suspended student is not to be reinstated within five (5) school days of the date of suspension the Principal will immediately report all the circumstances of the suspension to the Board together with his/her recommendation.
 - 4.8 Upon a report from the Principal, the Board will initiate the process outlined in Board Policy 13 – Appeals and Hearings Regarding Student Matters.

Reference: Section 12, 14, 18, 20, 24, 25, 45, 60, 61, 113, 123, 124, 125 School Act
 Review by the Minister – Information Bulletin 3.5.1
 Board Policy 13 – Appeals and Hearings Regarding Student Matters
 Administrative Procedure 350 – Student Conduct

Administrative Procedure 356

VIOLENCE THREAT/RISK ASSESMENT

Background

All students and staff are entitled to work and learn in environments that are caring, respectful and safe. As a Division, we are committed to maintaining an acceptable standard of student behavior and decorum in the school creating an environment where educators can teach and students can learn. To this end, the following protocol will be used for responding to student threats/high-risk behaviors.

Definitions

High Risk Behaviors: Behaviors which express a plausible intent to do harm or act out violently against someone or something.

Immediate Risk Situations: Situations involving high risk that require immediate police interventions and a protective school response.

Risk Assessment: The process of determining if a child or youth of concern may pose a risk to some unknown target(s) at some unknown time.

Threat Assessment: The process of determining if a threat maker poses a risk to the target he/she has threatened.

Violence Threat/Risk Assessment, Stage I (VTRA): The primary purpose of the Stage I VTRA is data collection and initiation of immediate risk-reduction interventions. A Stage I VTRA includes the Principal or designate, the school counselor, the classroom teacher(s), the learning support teacher or Division programming teacher (when involving a student with special needs) and may include a police officer.

Violence Threat/Risk Assessment, Stage II (VTRA): A Stage II VTRA may be recommended by the Stage I VTRA team when a more comprehensive response including risk evaluation, long-term intervention and treatment planning are needed. The Director of Student Services will be contacted to initiate expansion of the team to include mental health services professional(s), physician(s), child protection staff and other community organizations who are members of the VTRA protocol.

Violence Threat/Risk Assessment (VTRA) Protocol: A formal agreement signed by each of the participating partners which is representative of their commitment to the VTRA process as well as their participation and support.

Worrisome Behaviors: Behaviors which cause concern and may indicate that a child/youth, who is not overly threatening or violent, may be moving towards a greater risk of violent behavior.

Procedures

1. Any person in a school having knowledge of high-risk student behavior, or having reasonable grounds to believe there is a potential for high-risk behavior, will immediately report the information to the Principal and/or designate.
2. No action will be taken against a person who makes a report unless it is made maliciously or without reasonable grounds. In cases where a report is made maliciously, the person will be dealt with according to Division procedures and the police where applicable.
3. At the start of every school year, students, parents and staff will be provided with information about the protocol and procedures so that “fair notice” is given that high-risk/threatening/violent behaviors will not be tolerated.
4. Schools will respond to high-risk/threat related behaviors. High-risk behaviors will be taken seriously, assessed accordingly and responded to appropriately.
5. When a student exhibits immediate risk behaviors, the Principal or designate will contact the police without delay, and take steps to ensure the safety of all those in the school by activating established security procedures. The Principal will notify the Superintendent or designate and the Director of Student Services as soon as possible following contact with police.
6. Violence Threat Risk Assessments (VTRA) will be initiated when required.
7. The Principal will notify the parent(s)/guardian(s) of the student making a threat at the earliest opportunity.
8. When a student exhibits high risk behaviors the Principal or designate will:
 - 8.1. Initiate Stage I of the Violence Threat Risk Assessment. Stage I involves data collection only; determining the facts of the incident, who was involved, and any mitigating factors.
 - 8.2. Upon completing Stage I, the Principal or designate will contact the Director of Student Services to review the finding of Stage I and decide if it is necessary to proceed to Stage II of the protocol. Stage two involves engaging the support of the appropriate participating protocol partners and conducting a comprehensive risk evaluation by a multi-disciplinary team.
9. When dealing with students who exhibit worrisome behaviors, staff will consult with the counselor, inform the Principal, and contact the student’s parent(s)/guardian(s).
10. The Principal will consult with the counselor and other appropriate staff as to whether or not a Violence Threat Risk Assessment will be conducted.
11. The Principal or designate will be responsible for completing a Threat Risk Assessment Incident Report, which will be kept on file.
12. The Director of Student Services is responsible to ensure the effective implementation of Violence Threat/Risk Assessment Protocol in the Division.

Reference: Section 12, 24, 45 *School Act*
Section 264.1(1) *Criminal Code of Canada*

Administrative Procedure 357

VANDALISM

Background

Vandalism to Division property will not be tolerated and those responsible will be held accountable.

Procedures

1. All work orders as a result of vandalism must be submitted to the Facilities Department and accompanied by a School Vandalism Incident Report.
2. Necessary repairs will be carried out using current standard procedures.
3. Costs associated with the work will include material and labour.
4. For collection purposes, the Finance Department will provide the Principal with an invoice for the total costs.
5. Should the Principal be aware of the individual(s) responsible for the vandalism, an invoice for damages will be sent for payment within thirty (30) days of receipt.
6. Should the Principal be unable to collect the total amount of the costs of the damage or make arrangements for the total damage costs to be paid, the invoice will be handed over to a collection agency.
7. All monies collected for work done as a result of vandalism will be accredited to the Facilities Department budget.
8. In any acts of vandalism, the Division reserves the right to press criminal charges.

Reference: Section 16, 20, 60, 61, 113, 116 School Act

Form: School Vandalism Incident Report

Administrative Procedure 360

STUDENT EVALUATION

Background

The Principal, in consultation with the Associate Superintendent, Learning Services, is responsible for all aspects of student evaluation that take place within the school. All student evaluation must be conducted in a fair and just manner.

Procedures

1. Student evaluation is to be designed to encompass the following characteristics:
 - 1.1 Facilitate student learning;
 - 1.2 Enhance public confidence in the Division's schools;
 - 1.3 Founded on the values of fairness and justice;
 - 1.4 Recognize the worth and dignity of the individual;
 - 1.5 Provide for consistency and comparability throughout the Division;
 - 1.6 Provide for consultation among parent, student and school;
 - 1.7 Provide for effective reporting and communication procedures and for meaningful and permanent records;
 - 1.8 Provide for adherence to curriculum objectives established by the Government of Alberta;
 - 1.9 Provide for Government of Alberta examinations and
 - 1.10 Provide for appropriate review and appeal procedures for students and parents.
2. Principals will ensure that staff is fully cognizant of these procedures.
3. Teachers will make themselves fully aware of the objectives and content prescribed in curriculum guides.
4. Teachers will have available on file a document that outlines the evaluation procedures for each course for which they are responsible.
5. Parents/students will receive, prior to the commencement of instruction, a course outline which includes the course objectives, and the philosophy and practice for evaluation of the course.
6. Evaluation will be based on mastery of skills and content in Division 1.
7. Teachers will use a variety of evaluation procedures appropriate to the needs of the students and the subjects.

8. Appropriate examinations and tests are an essential part of an effective evaluation procedure.
9. Collaboration among teachers is encouraged in order to achieve expectations for consistency, fairness and comparability.
10. For each special needs student, the teacher will prepare a detailed Individual Program Plan (IPP) structured in accordance with the directions of the Director of Student Services.
11. Report cards will be:
 - 11.1 Issued three (3) times during the year, two (2) of which correspond with the system of parent-teacher interviews and the final issued in June for elementary and junior high students.
 - 11.2 Issued two (2) times during each semester for high school students. The first report will correspond with the parent-teacher interviews and the final will be issued at the end of the semester.
 - 11.3 Reported as percentages for Divisions 3 and 4.
12. Notwithstanding 11.1, 11.2, and 11.3, schools which do not issue formal report cards will make paper report cards available to parents upon request. Principals are responsible that teachers are proficient in the use of Power Teacher module of Power School.
13. Each teacher is responsible for ensuring that parents have current marks and comments regarding their child's progress available to them via Power School.
14. For programs for special needs students, reporting will be done in an anecdotal manner using a Division format.
15. In addition to the scheduled parent-teacher interviews, teachers are encouraged to communicate with parents by phone or in writing to convey information with respect to classroom operation or student achievement.
16. All marks achieved by a student on each and every achievement test will be recorded in the student's record and where applicable, raw scores, grade scores and the year of testing.

Reference: Section 12, 18, 20, 22, 23, 39, 47, 60, 61, 113 School Act
 Freedom of Information and Protection of Privacy Act
 Practice Review of Teachers Regulation 11/2010
 Student Record Regulation 225/2006
 Student Evaluation Regulation 177/2003
 Ministerial Order 004/98 – Goals and Standards Applicable to the Provision of Basic Education in Alberta
 Ministerial Order 015/2004 – Standards for Special Education
 Ministerial Order 016/97 – Teaching Quality Standard
 Guide to Education ECS to Grade 12
 Achievement Testing Program Grades 3, 6 and 9 General Information Bulletin
 Diploma Examinations Program General Information Bulletin

Administrative Procedure 361

USE AND REPORTING OF RESULTS ON PROVINCIAL ASSESSMENTS

Background

The Division and schools will analyze, interpret, use, and communicate the results of provincial assessments.

Procedures

1. Results of provincial assessments conducted in Division schools will be used to plan for improvements in student performance where required.
2. In accordance with provincial policy:
 - 2.1 The Board will annually report the jurisdiction's results to the public.
 - 2.2 The Principal will annually report the school results to the parents of the students in the school and to the School Council. The reporting will include local context and the limitations of the assessment.
3. Alberta Education, the Superintendent or designate, and the Principal will provide any available additional aggregated information on provincial, jurisdiction or school results when requested by parents and members of the public. Results of provincial assessments for individual students and for groups of fewer than six (6) students will not be publicly released.
4. In accordance with provincial policy, results of provincial assessments will not be used as the sole basis for evaluating teacher performance. Student performance on provincial assessments is the result of several years in school and other variables and cannot be attributed to one (1) teacher.
5. When jurisdiction or individual school results comparisons are made against provincial standards and results, they are to take into account local goals, context and plans.
6. For student accommodations and exemptions, refer to Appendix.

Reference: Section 3, 12, 18, 20, 22, 23, 39, 47, 48, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers Regulation 11/2010
Student Evaluation Regulation 177/2003
Student Record Regulation 225/2006
Ministerial Order 016/97 – Teaching Quality Standard
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Diploma Examination Program General Information Bulletin

Administrative Procedure 361 – Appendix

Appendix – STUDENT ACCOMODATIONS/EXEMPTIONS

1. Provincial Achievement Test (PAT)

1.1 Request for Accommodations

Students who are identified with an Exceptional Student Code may be granted one (1) or more accommodations. Students must have Individual Program Plans (IPP) on which necessary accommodations are indicated and the students must be receiving these accommodations in the school throughout the year in order to receive them for the writing of an achievement test.

The Principal will submit a request for test accommodation to the Associate Superintendent, Learning Services for approval and indicate the name of the student and the specific test accommodation(s) required. The Principal will have documentation in the student's file that substantiates the need for the accommodation.

1.2 Request for Exemptions

Students who are identified with an Exceptional Student Code may be granted an exemption from writing the PAT's. (A Sample Permission-to-Excuse Letter is located in the Sample/Forms/Letters section of the PAT General Information Bulletin located on the Alberta Education website.)

- 1.3 Once the parent/guardian has signed the letter agreeing to the exemption, the Principal will forward the letter to the Associate Superintendent, Learning Services for approval and indicate the name and grade of the student and the specific test(s) the student is to be exempted from writing. The Principal will have documentation in the student's file that substantiates the request for the accommodation. Requests for accommodations and exemptions of exceptional students will be forwarded to the Associate Superintendent, Learning Services by the specified deadline. The Associate Superintendent, Learning Services will set a deadline for submissions for both the January and June Administrations of the Provincial Achievement Tests.

Parents/Guardians may submit an unsolicited letter to have their student(s) exempted from writing the PATs to the Principal. The Principal will forward the letter to the Associate Superintendent, Learning Services for information, indicating the name of the student, grade and the specific test(s) the student will be exempted from writing. The Principal will mark the student as "**absent**" for the date of the applicable test(s).

2. Diploma Examinations Accommodations and Exemptions

2.1 Exemptions

Principals are required to complete the form(s) located in the Diploma Examination General Information Bulletin located on the Alberta Education website and to submit them to Alberta Education by the date specified on the form(s).

2.2 Accommodations

- 2.2.1 Principals will submit accommodation requests to the Associate Superintendent, Learning Services for students who have a current Alberta Education Exceptional Code **and** a current Individualized Program Plan (IPP) that includes specific reference to the provision and use of the accommodation(s) within the learning environment.
- 2.2.2 Principals will submit accommodation requests to the Associate Superintendent, Learning Services for ESL/Francisation students who require extra time and/or CD accommodations due to their language acquisition status.
- 2.2.3 The Associate Superintendent, Learning Services will set a deadline for the submission of Accommodation Requests for both the January and June Administrations of the Diploma Examinations.
- 2.2.4 Diploma examination accommodations that are approved by school authorities are done once and extend across all diploma examination sessions for the school year.
- 2.2.5 School authorities will review and approve students with the following categories of accommodations within their own jurisdiction:
 - 2.2.5.1 Students who have a current Alberta Education Exceptional Code and
 - 2.2.5.2 A current Individualized Program Plan (IPP) that includes specific reference to the provision and
 - 2.2.5.3 Use of the accommodations within the learning environment and for diploma examinations.
 - 2.2.5.4 ESL/Francisation students who require extra time and/or CD accommodations due to their language acquisition status.
- 2.2.6 Alberta Education will continue to process two categories of diploma examination accommodation requests:
 - 2.2.6.1 All unique accommodations; and
 - 2.2.6.2 Students with disabilities or equivalent conditions who do not have a current Alberta Education Exceptional Code and/or do not have a current Individualized Program Plan.
- 2.3 The deadline for Principals to submit accommodation requests will be included in the Alberta Education Diploma Examination Information Bulletin located on the Alberta Education website.
- 2.4 Accommodation Reporting Requirements:

Prior to each diploma examination session, Principals will report to Alberta Education the number of students approved by the Associate Superintendent, Learning Services, including any applicable special-format materials. Details regarding this process and associated time-lines will be provided in the Diploma Examination General Information Bulletin located on the Alberta Education website.

Administrative Procedure 362

PROMOTION AND RETENTION OF STUDENTS

Background

It is expected that students will normally progress from one grade level to the next on an annual basis. Parents will be consulted if the teacher, in consultation with the Principal, determines that a student would benefit from spending more time in a particular program or advancing to a more difficult program. Considering that the research during the past century has failed to support the practice of grade retention, educational professionals must carefully examine the evidence supporting why retention would help a particular student more than promotion to the next grade. Research also provides evidence supporting other educational interventions to promote the cognitive and social competence of students.

Procedures

1. The Principal and staff will exercise their best professional judgment regarding academic performance, maturity, social factors and other factors considered to be relevant to individual students.
2. Parents will receive sufficient advance notice by the second reporting period if there may be a potential for retention or promotion.
3. The parent will be invited to a conference with the Principal and staff to discuss a potential retention at least one (1) month prior to the end of the school year.
4. If the parents believe that retention or promotion is not in the best interests of the student, the Principal and staff, in collaboration with the parent will determine the appropriate placement.
5. A report on the conference will be prepared and submitted to the Superintendent and the parent indicating the nature and the outcome of the discussion.
6. A student will remain no longer than four (4) years in any one (1) of Divisions 1, 2 or 3.
7. Special consideration will be given to special needs students.
8. When a student is retained, the Principal and staff will ensure that appropriate program modifications are made.

Reference: Section 12, 18, 20, 22, 23, 39, 47, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers Regulation 11/2010
Student Record Regulation 225/2006
Student Evaluation Regulation 177/2003
Ministerial Order 004/98 – Goals and Standards Applicable to the Provision of Basic Education in Alberta
Ministerial Order 015/2004 – Standards for Special Education
Ministerial Order 016/97 – Teaching Quality Standard

Guide to Education ECS to Grade 12
Achievement Testing Program Grades 3, 6 and 9 General Information Bulletin
Diploma Examinations Program General Information Bulletin

Administrative Procedure 363

COURSE SEQUENCE TRANSFER

Background

A student may transfer between course sequences at the high school level, if appropriate.

Procedures

1. High school Principals are to develop course sequence transfer procedures.
2. The procedures are to consider the recommendations of Alberta Education as found in the Guide to Education ECS to Grade 12.
3. Exceptions to the procedures may be made by the Principal on a case-by-case basis.
4. The course sequence transfer procedures are to be communicated to the School Council, parents and students.

Reference: Section 12, 18, 20, 22, 60, 61, 113 School Act
Guide to Education ECS to Grade 12

Administrative Procedure 365

COURSE CHALLENGE

Background

Special assessment opportunities will be established for any student who is registered in senior high school and believes that he or she already possesses the knowledge, skills, and attitudes prescribed for that course by the Program of Studies, to challenge a course.

Procedures

1. A course challenge is a provision that will allow senior high school students to participate in a summative assessment/evaluation process, be given a final course mark, and, if successful, credits in that course.
2. A course challenge in diploma examination courses applies only to the school-awarded component of that course. The diploma examination component must be written in order for that student to receive credit in that course.
3. The student will initiate the course challenge process, and will take the responsibility for providing evidence of readiness to challenge a course.
4. A student's readiness for course challenge will be determined through consultation that includes the Principal, student, parent(s), and subject teacher(s). The Principal will make the final decision about the student's readiness for the course challenge based upon this consultation.
5. The Principal will assign the administration and evaluation of assessment for a course challenge to a certificated teacher who has taught the course.
6. When a student has successfully completed a course challenge, waived prerequisite credits, a "P" for "pass" for courses lower in the course sequence will be awarded.
7. No fee will be charged to students and their families for the cost of administering course challenges.
8. The school will receive twenty percent (20%) of the full credit enrolment unit funding for a student who completes the course challenge and who does not take the course in that semester.
9. A student is allowed a particular course challenge only once
10. The course challenge process must assess a student's achievement of the depth and breadth of the outcomes of the course. Assessment procedures for course challenges must include a variety of formats and strategies.

11. High school Principals are required to have policies that govern the administration of course challenges. Parents and students are to be made aware of the availability of, and procedures for, course challenges.

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

Administrative Procedure 370

SCHOLARSHIPS – BOARD SPONSORED

Background

It is important to recognize student achievement. Scholarships will be provided for secondary students.

Procedures

1. Schools accommodating junior high students will receive one hundred and twenty five dollars (\$125) for every fifty (50) junior high students or portion thereof.
2. Schools accommodating senior high students will receive two thousand dollars (\$2000) for the first two hundred and fifty (250) senior high students or portion thereof and three hundred dollars (\$300) for each additional one hundred (100) senior high students or portion thereof.
3. Principals, in consultation with staff and School Councils, will develop award criteria.
4. Senior high school awards will include the following categories:
 - 4.1 Academics,
 - 4.2 Athletics,
 - 4.3 Career and Technology Studies,
 - 4.4 Citizenship, and
 - 4.5 Fine Arts.
5. A list of recipients and award amounts will be submitted to the Associate Superintendent, Learning Services annually.

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

Administrative Procedure 371

SCHOLARSHIPS – TRUST FUNDS

Background

The establishment of trust funds to provide scholarships for students is supported.

Procedures

1. Trust funds may be established at individual schools or at the Division level.
2. All trust funds will be administered according to criteria indicated by the respective donors and approved by the Associate Superintendent, Business and Finance.
3. Scholarships amounting to more than the interest payable on the trust fund will only be awarded for as long as funds are available.
4. An accounting of each trust fund will be provided annually as part of the Audited Financial Statements, and copies made available to the donor upon request.
 - 5.1 Prior to November 30, Principals are to forward a list to the Finance Department of the student scholarship winners who are awarded a minimum of five hundred dollars (\$500).
 - 5.2 The list is to include the recipient's name, address and social insurance number.
 - 5.3 T4A's will be postmarked and mailed by February 28.

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

Administrative Procedure 375

GRADUATION CEREMONIES

Background

The Division's core purpose is to inspire all students to explore, develop and celebrate their unique gifts and abilities. The Division expects that students will complete a program of studies and fulfill a set of graduation criteria as defined by Alberta Education in order to graduate and complete their educational career in the Division. The recognition of students who are graduating from Division schools is supported.

Procedures

1. The Executive Assistant to the Superintendent will share the previous year's high school graduation ceremony information with high school Principals who are to update the information by March 1.
2. The following information is to be provided:
 - 2.1 Date
 - 2.2 Time
 - 2.3 Location
 - 2.4 Theme
 - 2.5 Number of graduates so Division graduation pins can be sent to the school in advance for presentation to graduates
 - 2.6 Who is to attend the ceremony and/or banquet: trustee, Division Office Administrator or both?
 - 2.7 Are speeches to be provided? If so, by the trustee, Division Office Administrator or both. Identify time limits of speech
3. Once the Board and Division Office Administration have determined who will be attending the graduation ceremonies, a schedule will be shared with all high school Principals to confirm the trustee and representative from Division Office Administration.
4. A Division graduation pin is given to each graduate from Division Office.
5. Principals will provide complimentary tickets to the trustee representative and Division Office Administrator who are representing the Division at the graduation ceremony/banquet.
6. If the Division Office Administrator or trustee brings a spouse/guest to the graduation ceremonies, the school will not be responsible for the cost of this ticket.
7. No alcohol is to be consumed, served or sold at school sponsored activities, or school graduation banquets and ceremonies.
8. Refer to Appendix for information regarding diploma covers.

Reference: Section 20, 22, 50, 60, 61, 113 School Act

Administrative Procedure 375 – Appendix

Appendix – GRADUATION DIPLOMA COVERS

The following procedures have been developed for Graduation Diploma Covers:

1. The Black Gold Regional Division No. 18 logo/motto must appear on the diploma cover.
2. The diploma covers must all be the same size (to accommodate an 8.5" X 11" certificate) but can be printed in different colours.
3. Certificates can be unique except for size.
4. Principals are to order to meet their school needs.
5. Principals must submit a purchase order to the Accounting Coordinator to receive reimbursement.
6. A portion of the expense will be charged to the Instructional Pool. The Associate Superintendent, Business and Finance will determine the amount of support per diploma cover based on previous years costs.

Reference: Section 20, 22, 50, 60, 61, 113 School Act

Administrative Procedure 380

STUDENTS' COUNCIL

Background

The experience of participation in Students' Councils and Students' Council activities within schools is supportive and complementary to the education of students and can contribute to the preparation of students to become socially responsible citizens in a changing world. The Division, therefore, encourages the formation of Students' Councils in schools.

Procedures

1. The Principal has final authority over all Students' Councils activities.
2. Students' Councils will operate according to an acceptable constitution.
 - 1.1 Students' Council will develop a constitution
 - 1.2 The Students' Council constitution and any amendments will be filed with and approved by the Principal
3. Students' Councils must operate within the framework of acceptable financial practices.
 - 3.1 An annual Students' Council financial statement will be filed with the Principal.
 - 3.2 The Principal will report Students' Council fund activities as part of the annual report required under Administrative Procedure 520 – Fundraising.
4. Appropriate teacher guidance will be provided to Students' Councils.
 - 4.1 One (1) or more teachers will be appointed as Students' Council advisors

Reference: Section 20, 60, 61, 113 School Act
Administrative Procedure 520 - Fundraising

Administrative Procedure 390

STUDENT APPEALS

Background

In accordance with Section 123 of the School Act, the parents of a student and/or a student who is sixteen (16) years of age or older, have the right to appeal the decision of a Division employee that significantly affects the education of the student.

Students who are sixteen (16) years of age or older, have the same rights and responsibilities as parents.

Policies regarding student appeals must be included in each school's student / parent handbook.

Procedures

1. 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.
2. Appeal procedures will ensure full opportunity for the parties to add information, discuss the issues, and state their positions and supporting arguments.
3. At any of the various steps in the process, the appellant will have access to reports and other information concerning his/her child which were used to make the decision, pursuant to Administrative Procedure 320 – Student Records.
4. Channels of Communication
 - 4.1 If the appellant is not satisfied with a decision made by a teacher, the appellant may appeal to the Principal.
 - 4.1.1 It is expected that the appellant will have discussed the teacher's decision with the teacher prior to contacting the Principal.
 - 4.1.2 The Principal may request that appellant's appeal be expressed in writing.
 - 4.2 With the exemption of student marks and assessment, if the appellant is not satisfied with a decision made by a Principal or an employee of the Division other than the Superintendent, the appellant may request that the decision be referred to the Superintendent, who will review the circumstances, and decide whether to uphold or change the decision.
 - 4.2.1 The Superintendent may request that such an appeal be expressed in writing.
 - 4.3 If the appellant is not satisfied with the decision made by the Superintendent, the parent may appeal the decision to the Board in accordance with Board Policy 13 – Appeals and Hearings Regarding Student Matters, if applicable.
5. The parent and student cannot independently appeal the same decision.

6. Decisions will be rendered without undue delay.
7. Appeals of Student Marks and Assessment
 - 7.1 If the appellant is not satisfied with a decision made by a teacher, the appellant may appeal to the Principal.
 - 7.1.1 It is expected that the appellant will have discussed the teacher's decision with the teacher prior to contacting the Principal.
 - 7.2 Appeals of an assignment or test mark must be made, in writing to the Principal, within ten (10) school days of the student receiving the mark or assignment being returned.
 - 7.3 Appeals of a course mark must be made, in writing to the Principal, within ten (10) school days of the mark being assigned.
 - 7.4 Appeals filed after this deadline will not be heard.
 - 7.5 The Principal's decision will be final regarding student marks and assessment.

Reference: Section 8, 10, 12, 18, 20, 24, 25, 47, 48, 60, 61, 113, 123, School Act
Student Records Regulation 225/2006
Board Policy 13 – Appeals and Hearings Regarding Student Matters
Administrative Procedure 320 – Student Records