

RED DEER CATHOLIC REGIONAL

DIVISION NO. 39

ADMINISTRATIVE PROCEDURES

300 SERIES

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ADMINISTRATIVE PROCEDURE NO. 301**ADMISSION INTO GRADE ONE****Background**

The Board will accommodate all students who meet the requirements of the School Act who are entitled to have access to education. The Board believes that the best interests of the child must be taken into consideration in deciding when they enter school. This decision should be made in consultation between the parents and the school system.

Procedures

1. Only the following children will be accepted into grade one:
 - a) those children whose sixth birthday occurs on or before the last day of December in the calendar year following school opening; or
 - b) children who have successfully completed kindergarten in another school jurisdiction.
2. Proof of age and a Catholic baptismal certificate must be produced at the time of registration.
 - a) Non-Catholic students may be accepted according to Administrative Procedure No. 302 – Admission of Non-Catholic students.

ADMINISTRATIVE PROCEDURE NO. 302**ADMISSION OF NON-CATHOLIC STUDENTS****Background**

The schools operated by the Division exist to serve the educational needs of the resident students of the Division. They have a legal mandate to offer the Program of Studies prescribed by Alberta Education and the mandate to do so within the context of the Catholic Church's mission to educate the whole person in the name of Jesus Christ.

The educational program must be based on the Catholic concept of the human person and that the objectives and purposes of education, as stated by Alberta Education, must be set in this total Christian concept.

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

1. educational climate;
2. personal development of each student;
3. relationship established between culture and the Gospel; and
4. illumination of all knowledge with the light of faith.

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

It is recognized that many parents of the pluralistic and believing community, some of whom are not of the Catholic faith, are seeking an education that includes the spiritual and moral, as well as the cognitive, social and physical domains. The Division shall enroll resident students of another division in the school requested by the parents if there are sufficient resources and facilities available to accommodate the student.

Procedures

1. Resident students are defined in accordance with Section 44 of the School Act.
2. Red Deer Catholic Regional Division welcomes the children of parents who wish them to:
 - a. participate in the academic, social, physical and religious education program, offered in the Division's schools;
 - b. be educated in the context of the Catholic community, which is a sign of the reign of God as revealed in Jesus Christ; and

- c. receive all the benefits and assume all the responsibilities of membership associated with membership in the Catholic school community.
3. Resident students residing in a designated attendance area for a school shall be enrolled in that school. The Division shall employ the following priorities provided that there is sufficient space in the Division's schools:
 - 3.1 A resident student of the Division who resides in a designated attendance area for a school shall be given priority over a resident student who does not reside in the designated area for that school if there are insufficient resources and facilities to accommodate both students.
 - 3.2 An out of boundary resident student shall be given priority over a non-resident student if there are sufficient resources and facilities to accept that student.
 - 3.3 Out of province students who are involved in an exchange can be placed in a school subject to sufficient resources and facilities.
 - 3.4 Non-resident students can be accepted and become resident students upon acceptance by a school principal. In boundary non-resident students will be accepted before out of boundary non-resident students.
 - 3.5 A school principal may have an admittance waiting list if there is not sufficient room to accept out of boundary resident students and any non-resident students. Priority will be as defined by this administrative procedure.
4. The principal shall, on receiving a request for admission from the parents of a non-Catholic (non-resident) student, interview the parents to ensure that they understand that their children will be expected to participate in all prescribed school programs and the formal Religious Studies program, including liturgical events and prayers.
5. The principal shall make the decision to admit the student dependent on student and parent commitment to respect the Catholic faith and activities within the school, sufficient resources, facilities and programs, as defined by the appropriate Division policies and procedures regarding facilities, class size and staffing.
 - 5.1 The principal must ensure that sufficient resources and facilities are available so the needs of resident students within each designated attendance area for that school are being met prior to enrolling other students.

6. Upon accepting a student to the school, the parents and principal shall fill out the appropriate paperwork including having the parents sign agreeing to support their child participating in all Division programs and faith mandates. The principal shall sign the student registration form and place it into the Student Record.
 - 6.1 When a student is accepted into a Division school, other family members will be accepted in their neighbourhood school but are not necessarily accepted at a school of choice.
 - 6.2 Registration is accepted at the beginning of each school year and must be completed before the Alberta Education funding Count Date (defined as the last instructional day in September) otherwise a student completes the school year with their division of residency.
 - 6.2 Once a non-resident student is enrolled in a school they become a resident of the Division until they graduate or leave the Division.
 - 6.3 In the event there is some question with regard to residency, the parent, guardian or independent student will be asked to provide proof of guardianship and Catholicity.
 - 6.4 Non-resident students with severe special needs will be accepted into Division programs with appropriate services available to meet their needs.
7. In the event a resident student becomes a non-resident student, the Division shall not assume responsibility to provide transportation for that student.
8. Admission to Early Childhood Education programs will be made in accordance with Administrative Procedure No. 210.
9. These procedures shall also apply to independent students.
 - 9.1 Residency of independent students, as defined by the School Act, Sec. 1 (m), will be determined by where the student resides rather than where his/her parents reside.

Reference: School Act, Section 1, 3, 8, 13, 30, 44, 45, 49, 55, 60, 61, 113

ADMINISTRATIVE PROCEDURE NO. 303**ADMISSION OF INTERNATIONAL STUDENTS****Background**

Applications for admission to Division schools will be accepted from international students who are authorized to study in Canada through the Canadian Immigration Act and have the legal status to study in Canada.

Procedures:

The Superintendent or his/her designate has been authorized to accept applications from international students and to issue letters of acceptance, subject to the following conditions:

1. The student applicant:
 - a. is Roman Catholic and can provide documentation to this effect or is accepted to our Division as a non-resident student;
 - b. has achieved academic standing in their country of residence sufficient to qualify for enrolment in a school;
 - c. has sufficient command of English to be able to benefit from regular classroom instruction or is enrolled in an approved ESL program;
 - d. has adequate accommodation arranged for the period of attendance at school either through an agency approved by the Division or through the Division Homestay Program;
 - e. has paid the international student fees set by the Division according to the policies and procedures of the International Student Program;
 - f. obtains the necessary Canadian Immigration Authority approval to reside in the area for study purposes; and
 - g. assumes all transportation costs to and from school each day.
2. The Superintendent or his/her designate shall issue a Letter of Acceptance if all the conditions are met and there is sufficient space and resources at the school.

3. Since no financial assistance is provided from Alberta Education for international students, tuition fees shall be established at a rate above all grants and monies received on behalf of non-international students.

ADMINISTRATIVE PROCEDURE NO. 304**SCHOOL ATTENDANCE BOUNDARIES AND STUDENT PLACEMENT**
Grades 1-12**Background**

Students should be accommodated in regular programming as close to their homes as possible. However, as student growth in some areas may exceed the capacity of local schools or where special education programming is required, it may be necessary to direct students to attend other schools.

Procedures

1. Attendance boundaries will be established for each school within the Division.
2. Students residing within the attendance boundary of a school are expected to attend that school.
3. A parent may request their child be placed in a school other than the designated school. When approved, the parent is responsible to transport the child to and from school. This placement is dependent upon sufficient space, resources and appropriate programming.
4. Information regarding school attendance boundaries shall be communicated to parents and other interested parties and is available on the Division website.
5. The school division offers parents the opportunity to select a *Program of Choice* for their child's education. If parents elect to enroll their child in a *Program of Choice* which is not their designated school, and they reside less than 2.4 km. from their designated school, they will be responsible to transporting their child to and from school or paying a transportation fee. Such programs include Fine Arts, Sports Excellence, year-round and other future designated programs.
6. Where a student is directed to a division special education program outside of their designated school, the division will transport the child to and from the school.

ADMINISTRATIVE PROCEDURE NO. 310**SCHOOL AND CLASSROOM MANAGEMENT****Background**

If all students are to benefit from the instructional program in school and from the wide variety of activities planned for them by the teaching staff, both inside and outside of the school building, then proper control of individual student behavior must be exercised by school principals and teaching staff. The Board expects all interventions to be based upon respect for the student as a person, unique in God's creation. Any disciplinary measures administered will be focused on enhancing the student's self-image.

Procedures

1. The principal, in consultation with the staff, is responsible for developing the rules of conduct for all students in attendance.
2. The principal and staff are responsible for the development of positive school management measures for students who contravene school rules.
3. The teacher is responsible for identifying the rules of conduct within the classroom and for identifying classroom management measures that must conform to the expectations of the Board and the school.
4. The teaching staff shall be guided by Christianity in the fair and just treatment of all students when developing school and classroom rules of conduct and disciplinary measures.
5. The following forms of management shall not be permitted within the school or classroom:
 - a. corporal punishment;
 - b. psychological mistreatment;
 - c. sarcasm; or
 - d. belittling of students.
6. A student who becomes violent, physically or verbally abusive towards a staff member, another student or who is at risk of harming themselves or others may be restrained by such physical means as are necessary in the situation.

7. The principal must provide students and parents with a clear statement of the expectations held for their conduct within the school. This information should be communicated at the beginning of each school year and as necessary during the year.
8. The teacher must communicate clearly to the students in the classroom the expectations for their conduct.
9. The teacher is expected to deal with classroom discipline matters. If a student is persistent in disruptive behavior, the teacher shall be expected to contact the parent or guardian. Discipline matters should be recorded in a manner as required by individual school policy. If matters are not resolved in a timely manner the teacher should refer the matter to the principal.
10. The principal shall contact the parents or guardian of a student that is repeatedly referred for disruptive behavior and involve them in decisions regarding disciplinary action which may take the form of an in-school or out of school suspension or placement in another program.

ADMINISTRATIVE PROCEDURE NO. 311**INTERVIEWING OF STUDENTS – INVESTIGATION OF OFFENCES****Background**

It is recognized that, from time to time, it will be necessary for the principal or a member of the school staff to question a student regarding a breach of the school rules or an incident that occurred within the school. It is also recognized that members of outside agencies, such as police officers or Child and Family Services Authority workers (to be referred to as CFSA), may wish to interview a student, or students, at school during the school day.

Procedures

1. The Board 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 and searches will be conducted in a manner that ensures students' individual rights are protected.
3. When authorized persons find it necessary to visit a school to interview a student, they shall report to the principal, provide appropriate identification of themselves, and make known the purpose of their visit.
4. The principal is responsible for protecting the individual rights of the student, which includes informing the student of the right to have parents and/or counsel present during questioning. The student must be informed of the right to decline to be interviewed or to make a statement.
5. The principal shall notify students who are 12 years of age or older of their right to have their parents, or other adult counsel, present during any questioning.
6. The principal shall insist that the parents of a student, who is under the age of 12, be present for any questioning taking place by representatives of outside agencies. If the parents are unavailable, the principal shall stand IN LOCO PARENTIS and sit in on the interview. In the case of an interview with a CFSA worker, an exception can be made for the student to be interviewed without the principal present (see Sec. 9.c.).

7. In the case of investigations into internal school matters, the following shall apply:
 - a. The classroom teacher and the principal shall have the right and responsibility to question students in private regarding minor breaches of classroom or school rules;
 - b. The principal shall notify the parents immediately in those cases where the principal deems the matter under investigation to be serious and warranting punishment that would be other than routine;
8. **SUSPECTED CRIMINAL ACTIVITY** - In the case of investigations into suspected criminal activities, the following shall apply:
 - a. The principal shall question the investigating police officers or officials of other agencies as to the urgency of the matter and if not deemed urgent they should be advised that they are to deal with the matter at the student's residence and outside of school hours;
 - b. The principal must immediately attempt to contact the parents of any student whom the police wish to interview;
 - c. The principal shall bring the student to the office where the interview will take place in the presence of an adult;
 - d. If the student is 18 years of age or older, the right to have parents or counsel present may be waived. In these cases, the principal shall have the student sign the waiver form in the presence of the principal and another adult witness.
 - e. Before removing a student from the school the police officer should communicate with parents and inform them of the course of action taken.
9. **CHILD PROTECTION** - In the case of requested interviews by CFSA Workers, the following will apply:
 - a. If a CFSA worker comes to the school to interview a student, the principal shall require the worker to provide appropriate identification, advise as to the nature of the interview, and, if not deemed urgent, they should be advised that they are to deal with the matter at the student's residence and outside of school hours;
 - b. The principal shall facilitate access to the student if the matter is urgent and there is a need to conduct the interview in school during school hours. The principal shall confirm that parental permission has been obtained from the parent by the CFSA Worker prior to the interview taking place;

- c. Notwithstanding (a) and (b), the principal shall permit interviews in the school in cases of suspected child abuse or neglect or investigations involving suspected physical or sexual abuse. The principal shall obtain a written statement from the CFSA worker stating that this is the case. Parental contact shall not be required prior to the interview. The principal shall determine whether or not it is in the best interest of the child to have a staff member sit in on the interview;
 - d. The principal shall seek assurance from the CFSA worker that the parents will be informed about the investigation if it involves students under the age of 18 and seek information as to when that might occur;
 - e. CFSA workers have the power to apprehend a child where there is sufficient evidence to suggest the child is in need of protection (evidence includes legal documents, court orders and similar documents); and
 - f. CFSA workers are not authorized to take a child from the school unless they have apprehended the child or unless the child is under wardship.
10. Principals, teachers, counselors and other school staff are under no legal obligation to give police officers information which has been given to them by a student regarding an offence.
 11. The proceedings of an interview should be carefully documented with particular attention given to the following:
 - Date;
 - Time;
 - Names of persons present;
 - Information provided regarding informing of rights;
 - Digest of the conversation;
 - Time of conclusion; and
 - Disposition – action to be taken.
 12. Any unusual circumstances must be reported to the superintendent.
 13. In the event that a school staff member is to be questioned about a student in regard to an investigation, the principal shall require the interviewer to provide appropriate identification and advise as to the nature of the interview. The principal will determine if the interviewer has authority to receive information about a student (i.e., FOIP). The principal and/or staff member will inquire with the investigating person when the student's parent(s) will be notified. While the school realizes that notification of the parents is the responsibility of the interviewer, the school shall do all possible to ensure the student and family are informed.

ADMINISTRATIVE PROCEDURE NO. 312**SUSPENSION AND EXPULSION OF STUDENTS****Background**

To ensure a safe and caring Christian environment for learning, rules and regulations must be observed by students, teachers and principals must be empowered to enforce those rules and regulations.

The suspension or expulsion of a student is a serious measure to be invoked only when other interventions have proven to be ineffective or when the seriousness of the offense warrants such action.

The School Act, Section 12 identifies expectations for student conduct and Sections 24 and 25 outline regulations pertaining to suspensions and expulsions.

The contents of this administrative procedure shall be in effect during school days, off-site school activities and at school sponsored events when students are not necessarily in the school building but are still under the control and the responsibility of the Division.

Procedures**Suspension of Students**

1. The following items may be considered as reasons for student suspension, but this listing shall not be considered either complete or so prescriptive as to require that suspension follow automatically when the student commits the offense:
 - a. Open opposition to the authority of the principal or school staff;
 - b. Willful disobedience over a prolonged period or in a single instance where the disobedience endangers pupils, staff, building, or general climate of orderly behavior;
 - c. Habitual neglect to do work that is assigned to the pupil and which is within their competence to complete;
 - d. Use of profane or indecent language in the presence of other students or staff;
 - e. Threats or acts of physical violence against a staff member or pupil that occur during or after the school day and may be a result of school events or carry over into following school days;

- f. Any act of indecency;
 - g. Failure to observe and to obey any reasonable rule, regulation, or procedure established by the teacher or by the principal for maintaining an environment conducive to learning;
 - h. Willful damage to school property or equipment;
 - i. Misuse of drugs or alcohol; or
 - j. Behavior that is not in agreement with Catholic Christian beliefs.
2. The principal and the teachers of a school shall ensure that they are familiar with sections 24 and 25 of the School Act that provide the legislated framework for student suspensions.
3. A teacher may suspend a student for one class period. A teacher's suspension of a student is defined as asking a student to leave the class during the period or for any part of a period and to finish the period outside of the classroom (This includes such areas as in the hall, in the counselor's office, in a room designated by the principal or in the office.) A teacher suspension is subject to the following:
- a. The teacher notifies the principal of the suspension;
 - b. The teacher directs the student to an area where they are under the supervision of a staff member until the student's normal class dismissal time;
 - c. The teacher reports all the circumstances surrounding the suspension to the principal in writing;
 - d. The teacher informs the parents of the student by telephone of the suspension and the circumstances surrounding it as soon as possible; and
 - e. The teacher and student work to resolve the problem that led to the suspension.
4. A principal may suspend a student from class, from school, or from riding on a school bus subject to the following:
- a. The principal will confer with effected staff members or other individuals to gather information about the student's misbehavior;
 - b. The principal prepares a written record of the actions taken in regard to the incident;

- c. The student will be given an opportunity to offer an explanation of their behavior;
- d. The principal will inform the student about the proposed suspension, its consequences and the reason suspension is being considered;
- e. If the principal is of the opinion that a suspension is warranted, the principal will inform the student of the reason for the suspension and the length of the suspension;
- f. The principal shall inform the parents by telephone of the suspension and immediately report in writing to the parent the circumstances surrounding the suspension, reasons for and the length of the suspension with a copy being provided to the Superintendent. A copy of the suspension letter shall be kept in the student record for one year from the date of suspension or to the end of the following school year;
- g. The principal shall, if requested, provide an opportunity to meet with the parents, and the student if the student is 16 years of age or older, to discuss the reasons for the suspension;
- h. A principal may reinstate a student that has been suspended:
 - i. If the student is not to be reinstated within five (5) school days of the date of the suspension, the principal shall immediately inform the Superintendent of the suspension and report in writing all the circumstances respecting the suspension and provide a recommendation;
 - j. On receipt of a recommendation from the principal that a suspended student not be reinstated within five (5) school days, the Superintendent shall refer the matter to the Student Discipline Committee;
 - k. The Student Discipline Committee, which shall consist of three trustees appointed by the Board chair on an ad hoc basis as needed, has been delegated the authority to reinstate the student or expel the student in accordance with the School Act;
 - l. The Student Discipline Committee shall within ten days school days from the date of suspension, conduct a hearing into the case and render a decision to either reinstate or expel the student;
- m. The parents of the student will be advised by telephone and in writing of the date, time and location of the hearing by the Student Discipline Committee and of their right to have legal counsel present;

- n. The Student Discipline Committee will conduct the hearing in the following manner:
 - i) The committee shall select a trustee chair for the meeting;
 - ii) The chair of the School Discipline Committee will chair the meeting;
 - iii) The principal will present documents and statements outlining the circumstances leading to the suspension and other relevant information. Information will include documented instances of inappropriate student behavior as well as administrative responses to the behavior;
 - iv) The student and parents will be given an opportunity to respond to the information that has been presented as well as to add any information they feel is relevant;
 - v) Other appropriate individuals may be invited to make representation by the chair of the Student Discipline Committee;
 - vi) The members of the Student Discipline Committee may ask questions or request additional information regarding the case; and
 - vii) The Student Discipline Committee shall make a decision to reinstate or expel the student in the absence of the parents, student, and school administration.
 - o. The Student Discipline Committee may expel a student if the principal has recommended expulsion and if the student has been offered another educational program;
 - p. An expulsion by the Student Discipline Committee shall be for a period of more than 10 days;
 - q. The Student Discipline Committee's decision shall be communicated in writing to the parents and the student, if the student is 16 years of age or older, with copies being sent to the principal. If the student has been expelled, the letter will advise of the right to request a review under the School Act;
 - r. The Student Discipline Committee may re-enroll a student who it has expelled.
5. In most cases, an expulsion shall end June 30 of the year in which it occurred.

ADMINISTRATIVE PROCEDURE NO. 313**SUSPENSION OF A STUDENT FROM RIDING A SCHOOL BUS****Background**

Students riding on a school bus are under the immediate authority of the driver, who shall report cases of significant misconduct to the principal. The principal may, should circumstances dictate, suspend the student from riding school bus in accordance with the *School Act* and the administrative procedures of the Division.

Procedures

1. The principal shall inform the parents of any student reported for any significant misconduct on a school bus.
2. The principal may, if the misconduct is deemed serious enough, temporarily suspend the student from riding the school bus and/or from attending school.
3. The principal shall inform the parents as soon as possible of the suspension by telephone which will then be followed by a letter detailing the particulars of the misconduct and the length of the suspension.
4. The principal shall request the parents, and the student if the student is 16 years of age or older, to attend a meeting to discuss means of improving the behavior of the student and the conditions necessary to have the student reinstated.
5. If the student is not to be reinstated within 5 school days of the date of suspension, the principal shall inform the Superintendent of the suspension and report in writing all of the circumstances respecting the suspension and the principal's recommendation.
6. Cases of suspension from riding a school bus may be appealed by the parents, or the student if the student is 16 years of age or older, to the Superintendent.
7. The parents, or the student if the student is 16 years of age or older, shall be advised of their right to appeal the decision of the Superintendent to the Board.

ADMINISTRATIVE PROCEDURE NO. 314**PROTOCOL RESPECTING SEARCH OF SCHOOL PROPERTY****Background**

Red Deer Catholic Regional Schools and the respective local detachment of the RCMP are working together to ensure that Red Deer Catholic students feel safe in their schools. Together, we have developed a common statement to remind parents and students of our commitment to ensure that our schools are safe and caring educational environments.

Be advised that all schools in Red Deer Catholic Regional Schools are committed to implementing the Protocol Respecting Search of School Property. It states:

- The Board is committed to dealing with illicit substances, prohibited goods, or dangerous materials in the school environment in a vigorous way.
- As a general principle, any illegal or questionable activity is incompatible with the statutory requirement of the School Act and the Student Code of Conduct.
- Possession of, or trafficking in illicit substances, and possession of prohibited good or dangerous materials in any form is an act incompatible with the School Act. The School Act states that students are to comply with the rules of the school and respect the rights of others.
- If random searches of the school, conducted by school administrators and/or the RCMP, including certified detection dog handlers, result in detection of unacceptable or illegal goods, students may be suspended or recommended for expulsion from the school.
- If a student is found in possession of an illicit substance, prohibited goods, or dangerous materials, parents or legal guardians will be notified.

Student lockers belong to the school, not to the student. Since students have been made aware that school lockers are the property of the school, the locker is subject to search at any time, without notification, by any personnel associated with the school or by persons representing other authorities, including the police.

Procedures

1. School administration may conduct administrative lockdowns and/or conduct unannounced searches of the school.
2. School administration may ask students to remove the contents of their jacket, backpack or other personal possessions.

3. RCMP personnel assisted by certified Detection Dog Handlers in cooperation with school personnel may conduct unannounced searches of the school.
4. A designated school-based individual, generally the school administrator, will accompany RCMP personnel in any search of the school.
5. If any illicit substance, prohibited goods or dangerous materials are detected within school property as a result of a search of the school, school administration and/or the RCMP will deal with the appropriate student.
6. In all cases, the parents or legal guardians of an affected student will be notified of salient facts that have come to light as a result of any contravention of the Protocol.
7. Appropriate discipline, which can include suspension or recommendation for expulsion, will be enacted.

ADMINISTRATIVE PROCEDURE NO. 315**THREAT ASSESSMENT PROTOCOL**

The Board is committed to creating and maintaining a Christ-centered environment in schools where students, staff, parents, and others feel safe. To this end, the Board shall establish a protocol for responding to student threats/high risk behaviors.

Definitions

High-risk behaviors include, but are not limited to, possession of weapons, bomb threats, and threats to kill or injure others. Threats may be written, verbal, posted on the Internet, or made by gesture. They may be direct, indirect, conditional, or veiled. High risk behaviors are those of students twelve years of age and older who are believed to have contravened Section 264.1 (1) of the Criminal Code of Canada which states that any student “who in any manner, knowingly utters, conveys, or causes any person to receive a threat ...to cause death or bodily harm” has committed an offense.

Immediate risk situations are those situations involving high-risk that require immediate police intervention, such as when a student is making a threat and is in possession of a weapon.

Worrisome behaviors are those that cause concern for members of the school system that may indicate that a student is moving toward a greater risk of violent behavior. This may include drawing pictures, writing stories, or making vague statements that do not, of themselves, constitute “uttering threats” as defined by law, but are causing concern for some members of the school community because of their violent content.

Threat Assessment Team (TAT) should be composed of the principal or designate, school counselor and a police officer, and may also include the Family-School wellness worker, and the classroom or resource teacher when involving a student with special needs. A Division-wide TAT may be used in very serious cases and this team may be expanded to include the Supervisor of Student Services, parish staff, physicians, psychologists or psychiatrists, child welfare workers, mental health professionals, or criminal profilers.

Procedures

1. Reporting

- a) 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 shall immediately report the information to the school TAT leader.
- b) No action shall be taken against a person who makes a report unless it is made maliciously or without reasonable grounds.
- c) In cases where a report is made maliciously, the person shall be dealt with according to school division policy and the law, where applicable.

2. Fair Notice

- a) Prior to any threat assessment protocol being implemented, all students, staff, and parents shall be provided with information about the protocol and procedures so that "fair notice" is given that threat behavior will not be tolerated.
- b) The Supervisor of Student Services shall take the lead to ensure that students, staff, and parents are aware of the protocol and that a consistent message is given regarding the use of the protocol.

3. Duty to Respond

- a) Schools shall respond to all high risk/threat related behaviors; all high-risk behaviors shall be taken seriously and assessed accordingly.
- b) Each school shall designate a threat assessment team leader, who should be either a school administrator or school counselor.
- c) Interviews shall be conducted with students involved in the incident. In scheduling the interviews, the procedure as outlined in "Series of Interviews" shall be used as a guideline (Appendix A). The interview questions will be organized along the protocol as outlined in "Interview Guiding Questions" (Appendix B).

4. Immediate Risk Procedures

- a) These are those matters for immediate police intervention.

- b) The school principal shall contact the police immediately and take steps to ensure the safety of all those in the school by activating established procedures such as school evacuation or school security (lock down).
- c) The school principal shall notify the Supervisor of Student Services, as soon as possible, following initial police contact.

5. High Risk Behaviors

- a) Upon receiving a confirmed report of high-risk behavior, the principal shall initiate the protocol for the response of the TAT composed of the principal, counselor, and police in order to assess the high-risk behavior.
- b) In cases where it is believed a Criminal Code violation has occurred, the police officer assigned to the Threat Assessment Team has the “first call “ as to the course of action.
- c) The school principal shall notify the Supervisor of Student Services as soon as possible following initial police contact.
- d) If the police choose not to lay initial charges, the TAT shall continue to conduct a risk assessment and determine follow-up recommendations.
- e) Although there is ongoing collaboration among TAT members (Mental Health, FSW, other school personnel, RCMP), each team member has his/her own responsibilities as defined by their position, their professional duty, and /or their jurisdiction.
- f) The school principal shall notify the parent(s) of the student making the threat at the earliest opportunity, as well as the parents of those students against whom the threat was made. Parents become an integral part of the initial risk assessment process.
- g) When information suggests that a student who has displayed high-risk behavior poses a threat, other members of the Division TAT may become involved in the comprehensive assessment phase.
- h) In order to protect others and/or the threat maker, students may be suspended from school by the principal during the assessment period.

(A suspension may create the necessary context for the high-risk student who is already struggling with suicidal or homicidal ideation (fluidity). When a suspension occurs, a key question beyond “when to suspend” is “where to suspend”. The isolation and disconnection felt by high risk students during a

suspension may be exacerbated if steps are not taken to keep the student connected to healthy supports.)

- i) The TAT shall guide the process from initial assessment, to planning interventions to decrease risk, to plans for re-entry to school where a suspension has occurred.
- j) If circumstances warrant and following the completion of necessary assessments, team members may work with the student and their parent(s) to develop a re-entry plan for school that becomes a signed contract by all participants.

6. Duty to Victims and Others

- a) The TAT shall ensure that appropriate support is provided to those against whom threats have been made.
- b) The principal shall notify all school staff, and parents, if necessary, within a reasonable time period, when the protocol has been activated as a result of high-risk behavior.

7. Students Requiring Special Consideration

- a) When dealing with students under twelve years of age, students with special needs, or other exceptional students, accountability/maturation issues and cognitive abilities shall be taken into consideration.
- b) Since these students can still pose a risk, the TAT shall be consulted.
- c) The school principal and the TAT shall determine the level of police involvement. (Some of these students may benefit from police involvement as a way to provide a “teaching moment” for the child.)

8. Worrisome Behaviors

- a) The school staff shall communicate all worrisome behaviors to the TAT leader for consultation.
- b) The school principal or school TAT leader shall consult with the school counselor and other appropriate staff as to whether or not a comprehensive threat assessment needs to be conducted.
- c) The police may be consulted, but it is generally not done as a formal complaint.

9. Threat Assessment Incident Report

- a) The school TAT leader shall be responsible for completing a Threat Assessment Incident Report, which shall be kept on file. A copy shall be forwarded to the Supervisor of Student Services. The format of this report is contained in the Crisis Response Manual (Threat Incident Report, Form 38).
- b) The notification of a completed threat assessment incident report will be placed in the student's cumulative file (Threat Assessment File Report, Form 39).

ADMINISTRATIVE PROCEDURE 315

APPENDIX 'A'

SERIES OF INTERVIEWS

The **first question** to be asked is an “overriding” one. **“How much time do we have?”** When threats are clear, detailed and denote a specific time that is imminent, (i.e. A student reports after lunch that his friend said at 2:15 p.m. today he is going to finally “bring a gun to school and blow away the freaks in math class”) action will need to be taken to ensure the safety of possible targets. In these situations police involvement is critical and lockdown procedures may need to be implemented. When the threat is not imminent, circumstance will help the team determine who and when to engage in the clinical interviewing process. In some instances the threat maker may be among the last people to be interviewed.

The **second question** to be asked is, **“Who will be interviewed?”** It is understood that those selected for initial interview often provide information that results in further interviews being conducted with more individuals. Teams need to decide whom the most credible and best-informed individuals and focus on them first.

The **third question** to be asked is, **“What order will we interview them in?”** If the threat is not imminent, the threat assessment team has the flexibility (based on circumstance) to decide what order to interview. For example, the threat maker may be one of the last individuals to be interviewed if initial data suggests the risk is low and the team wants to look at credible collateral information first (i.e. Talk with some of the threat makers’ teachers before interviewing the threat maker).

The **fourth question** to be asked is, **“Who will interview whom?”** The answer to this question will depend on circumstance and *“relationship”* between the team members and those to be interviewed. Some individuals may be interviewed one on one while the team may decide that two members should be present while interviewing others.

ADMINISTRATIVE PROCEDURE 315**APPENDIX 'B'**
Interview Guiding Questions

1. What are the student's motive(s) and goals?
 - What motivated the student to make the statements or take the actions that caused him or her to come to attention?
 - Does the situation or circumstance that led to these statements or actions still exist?
 - Does the student have a major grievance or grudge? Against whom?
 - What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel any part of the problem is resolved or see any alternative?
2. Have there been any communications suggesting ideas or intent to attack?
 - What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal or Web site concerning his/her ideas and/or intentions?
 - Have friends been alerted or "warned away"?
3. Has the student shown inappropriate interest in any of the following?
 - School attacks or attackers;
 - Weapons (including recent acquisition of any relevant weapon);
 - Incidents of mass violence (terrorism, workplace violence, mass murderers).
4. Has the student engaged in attack-related behaviours? These behaviours might include:
 - Developing an attack idea or plan;
 - Making efforts to acquire or practice with weapons;
 - Casing, or checking out, possible sites and areas for attack;
 - Rehearsing attacks or ambushes.
5. Does the student have the capacity to carry out an act of targeted violence?
 - How organized is the student's thinking and behaviour?
 - Does the student have the means, e.g., access to a weapon to carry out an attack?
6. Is the student experiencing hopelessness, desperation and/or despair?
 - Is there information to suggest that the student is experiencing desperation and/or despair?
 - Has the student experienced a recent failure, loss and/or loss of status?
 - Is the student known to be having difficulty coping with a stressful event?

ADMINISTRATIVE PROCEDURE 315

APPENDIX 'B'

Page 2

- Is the student now, or has the student ever been, suicidal or “accident prone”? Has the student engaged in behaviour that suggests that he or she has considered ending their life?
7. Does the student have a trusting relationship with at least one responsible adult?
 - Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and toward hope).
 - Is the student emotionally connected to or disconnected from other students?
 - Has the student previously come to someone’s attention or raised concern in a way that suggested he or she needs intervention or support services?
 8. Does the student see violence as acceptable or desirable or the only way to solve problems?
 - Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
 - Has the student been “dared” by others to engage in an act of violence?
 9. Is the student’s conversation and “story” consistent with his or her actions?
 - Does information from collateral interviews and from the student’s own behaviour confirm or dispute what the student says is going on?
 10. Are other people concerned about the student’s potential for violence?
 - Are those who know the student concerned that he or she might take action based on violent ideas or plans?
 - Are those who know the student concerned about a specific target?
 - Have those who know the student witnessed recent changes or escalations in mood and behaviour?
 11. What circumstances might affect the likelihood of an attack?
 - What factors in the student’s life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
 - What is the response of other persons who know about the student’s ideas or plan to mount an attack? (Do those who know the student’s ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?)

ADMINISTRATIVE PROCEDURE NO. 316**TURNING POINTS TIMEOUT PROCEDURE****Rationale**

Timeout is a procedure that involves denying a student access to all sources of reinforcement (e.g. teacher and peer attention, participation in ongoing activities) as a consequence of undesired behavior. The purpose is to reduce future occurrences of such behavior. Timeout shall always be used in conjunction with an array of positive reinforcement, and timeout may be implemented on several levels, with the most restrictive version being seclusion timeout. Procedures shall be designed to teach students how to appropriately take a timeout, through role playing and modeling, with a clear understanding of what behaviors can lead to seclusion timeout and how the student can avoid this procedure. Seclusion timeout shall only be used when other less restrictive interventions have been attempted and documentation verifies they have been ineffective. Most often when other less extreme procedures are used appropriately, it is not necessary to use seclusion timeout.

Timeout Definitions

1. Contingent Observation or Non-exclusion Timeout – The student is removed from the reinforcing activity, but is still allowed to observe the activity. For example, a grade 4 student continues to disrupt the class by poking a neighbour and talking during a class project, despite attempts from the teacher to encourage the student to stop and focus on the task at hand. The teacher directs the student to a timeout area in the classroom where the student is able to listen to the discussion, but not allowed to participate for a brief period of time.
2. Exclusion Timeout – The student is excluded from the reinforcing activity and is not allowed to participate or observe the activity. For example, the student continues to talk while in contingent observation. The student yells, throws a pencil and disrupts the class activity. The teacher asks the student to leave the timeout area and go to another supervised area until the student demonstrates appropriate behaviour and is ready to return to class.
3. Seclusion Timeout – The student is removed from the reinforcing activity area, placed in a separate area and is supervised during the entire seclusion timeout. For example, the student grabs a pair of scissors off the teacher's desk and runs around the room and then out of the class. The student threatens other students and is in danger of hurting self and/or others. The student is moved to a timeout area that is safe, where he or she is constantly supervised.
4. Suspension and Expulsion – These interventions are recognized as forms of timeout. Refer to *RDCRD Administrative Procedure #312 – Suspension and Expulsion of Students* for details.

Procedures

1. Contingent Observation requires the student to remain in a position to observe the group without participating or receiving reinforcement for a specified period. The student may accomplish this by resting their head on their desk.
2. Exclusion timeout denies access to reinforcement by removing a student from an ongoing activity. This is a process of time-away, removing the student to a quiet area within the classroom, the Montfort Forum, or the Reflection Room.
3. Seclusion timeout removes the student from the instructional setting as a means of denying access to reinforcement; this timeout utilizes a low stimuli environment in a timeout room. Seclusion timeouts shall only be considered as part of a continuum of interventions and strategies used with students who display inappropriate behaviors. The use of seclusion timeout is a drastic measure that shall be used as a last defense measure as part of an overall program to instruct the student in appropriate behaviors. Use of any timeout must be documented by staff in the daily notes, and must be an intervention in place within the Individualized Program Plan (IPP). Prior to being placed in such a setting, the student must fully understand the circumstances under which he or she may be put into timeout and what to expect from the experience (e.g. length of time and expectations for release). Prior to the use of seclusion timeout, the Turning Points staff shall have knowledge of the student's social and developmental history and any other relevant information about the student's emotional and psychological background. Seclusion timeout shall only be used with students when data supports the reduction of the student's inappropriate behavior; in other words, the timeout was proven to be effective in the past. The use of all levels of time out, especially exclusion or seclusion must be premised on assurances that the student's behavior is not a reaction to ineffective instruction.

The following are guidelines for implementation of effective seclusion timeout:

- a) The parent/guardian of each student in the Turning Points program shall sign the permission form on the use of timeout prior to the student starting the program. This form is part of the Turning Points information package, which is given to each parent/guardian.
- b) Timeout shall be used as one component of an extensive array of behavior interventions utilized by the Turning Points staff. Seclusion timeout shall be used as a last resort and shall never be used in isolation as the only behavior intervention being applied. Timeout is only one component of an effective behavior program, and seclusion timeout is near the end of the spectrum of more restrictive approaches to reducing undesired or challenging student behavior.

c) Staff members should try to avoid forcing a student through physical means to take a seclusion timeout. Physical restraint is the last resort and is only utilized when the student is a risk to himself or others (staff or students). If a student is posing physical danger to self or others, a plan of action shall be in place and staff will be properly trained on its implementation. All physical contact with a student must be documented in the student notes. All Turning Points staff members shall be trained in the Management of Assaultive Behaviour (MAB) protocol, the Mandt System or a similar behaviour technique such as offered by the Crisis Prevention Institute.

d) A staff member who is familiar with the student's behaviour plan shall continuously supervise the student in seclusion timeout. A student shall not be locked in a timeout room.

e) Detailed written records shall be kept for the use of seclusion timeout, including the student's name, date, time and incident, prior interventions used, length of timeout and results. Staff shall use the Timeout Form for this documentation.

f) Students are released from timeout when their behavior is in control and a hassle log is completed.

ADMINISTRATIVE PROCEDURE NO. 317**SUPERVISION OF STUDENTS****Background**

In order to protect the safety of students, it is necessary to have clear guidelines for the supervision of students. Teachers have an obligation under the School Act to maintain order and discipline among students while they are in the school, on school grounds and while attending or participating in school sponsored /authorized activities. Supervision can be carried out by professional staff, paraprofessional staff, paid supervisors or trained volunteers.

The Board expects all staff to carry out their supervision responsibilities in accordance with the regulations. The principal shall consult with school staff in the establishment of a supervision schedule, for it is understood that supervision is a joint responsibility of all staff members.

Procedures

1. The principal shall post and maintain a supervision schedule. Effective supervision of students includes:
 - a) when arriving and departing by bus;
 - b) during activities in the gymnasium;
 - c) when on the school grounds or playground;
 - d) when eating lunch at school;
 - e) in hallways and classrooms;
 - f) in other areas when necessary.
2. Students who do not travel to school by bus shall not arrive excessively early nor stay excessively late, except as approved by the principal. In these circumstances, supervision shall be for fifteen minutes prior to the commencement of school and to ensure orderly dismissal and dispersal at the end of the day.
3. While at school, a minimum supervision ratio of one supervisor per 100 students in kindergarten to grade 9 shall be maintained, with the principal responsible to determine the specific ratio of supervisors to students. There should always be at least two supervisors on duty.
4. All supervisors shall report all accidents or incidents of a serious nature to the principal at the earliest possible opportunity.

5. A teacher assigned supervisory duties during the noon recess is entitled to a duty free period of at least 30 minutes for lunch.
6. Principals shall provide parents information regarding the supervision of students at school at the beginning of the school year.
7. There will be times when supervision plans must be altered due to extraordinary circumstances (i.e. inclement weather, special events, emergency situations). Principals may alter the supervision plan to address these scenarios, as necessary, but must maintain overall control of the situation and ensure supervision at all times.
8. Supervision on field trips shall be guided by Administrative Procedure No. 342 – Field Trips.

ADMINISTRATIVE PROCEDURE NO. 318**VANDALISM, DAMAGE AND LOSS OF PROPERTY****Background**

The Division encourages preventative measures to avoid vandalism, but will also seek restitution in cases of damage or loss of property.

Students who willfully or ignorantly destroy or damage school property will be held financially responsible for their actions.

Procedures

1. Students will be held responsible for their actions in regard to destruction or damage to school property whether occurring through vandalism or lack of due care and attention.
2. The principal shall investigate all incidents of damage and loss of school property to determine where responsibility lies.
3. If a student is found responsible for damage or loss of school property, the cost of repairing or replacing the property will be charged to the student through his/her parents.
4. If more than one student is found responsible, the costs for repair or replacement shall be divided amongst the students.
5. Where a student is found responsible for damage to or theft of school property, the principal shall:
 - Immediately inform the parents or guardians of the student involved that the incident has occurred and that they will receive a claim for restitution when the costs of repair and/or replacement have been determined;
 - Request the head custodian to complete a Damage/Loss Report form and Work Order form for the necessary repair and replacement;
 - Provide the Secretary-Treasurer with the details of the incident, including names and addresses of the student involved and confirmation that parents have been informed;
 - Where the costs of repair and, or replacement have been determined, claim restitution from parents by letter and inform the Secretary-Treasurer; and
 - Notify the police if necessary.

6. In cases of minor misdemeanors, and when carelessness on the part of a student results in damage to, or destruction of, Division property, principals shall assess a percentage of the costs of repair and/or replacement to be borne by the student.
7. In the event that the principal is unable to determine who is to be held responsible for the damage, the principal will report the matter to the Secretary-Treasurer, who will instruct the appropriate Supervisor to assess the damage. If the matter is of a serious enough nature, the Secretary-Treasurer may ask the police to investigate in order to try to determine responsibility prior to starting repair work.
8. If necessary, in order to obtain restitution, the Secretary-Treasurer may undertake legal proceedings.

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

ADMINISTRATIVE PROCEDURE NO. 320**STUDENT ACCIDENTS****Background**

Student safety is of extreme importance. Every student accident which results in a student requiring medical treatment shall be reported.

Procedures

1. The principal, or the teacher supervisor, shall notify the parents/guardians as soon as possible in the event of a serious student accident. The name of the parent/guardian communicated with shall be recorded on the Student Accident/Medical Emergency Report Form (Form 25).
2. The principal shall arrange for an injured student to be taken to a medical clinic or the emergency department of the hospital if immediate medical attention is required and the parents/guardians cannot be reached.
3. The principal or the teacher supervisor must summon an ambulance if a student appears to be seriously injured and cannot be moved.
4. School personnel should not administer drugs to an injured student unless it is essential to preserve the life or physical well-being of the student.
5. Neither the principal, nor a teacher supervisor, shall sign a consent form for treatment when a student who is seriously ill or injured has been taken to a medical clinic or the emergency department of a hospital.
6. The principal, or the teacher supervisor, shall notify the attending medical personnel that he/she is not the parent of the ill or injured child.
7. The principal, or a member of the school staff, shall advise the Superintendent or designate as soon as possible by phone if a student has been seriously injured.
8. The principal shall ensure that the Accident Report Form (Form 25) has been completed and filed with the Superintendent or designate within three school days of an injury to a student.
9. The school administration shall conduct an investigation into all cases where serious injuries to student have occurred from an accident in order to determine what can be done to prevent similar occurrences in the future.

10. When appropriate, the principal or designate shall make a follow up call to the parents/guardian to inquire about the student's wellbeing.

ADMINISTRATIVE PROCEDURE NO. 321**ADMINISTERING MEDICAL TREATMENT TO STUDENTS
ADMINISTRATIVE PROCEDURE NO. 321****ADMINISTERING MEDICAL TREATMENT TO STUDENTS****Background**

The Division believes that medications are to be administered to students by parents at home whenever possible. Division employees do not generally possess the expertise to determine the need for, or the appropriate means of, administering medical treatment to students. In order for some students to maintain their health and well being in the school setting, it may be necessary for them to receive medical treatment during the course of the school day.

The Division recognizes that while it is not the mandate of schools, staff may be requested to administer medicine or emergency first aid treatment to a student in order to preserve the life or physical well-being of the student. This is a natural extension of the school personnel's duty to exercise reasonable care and skill in attending to the safety, health and comfort of their pupils.

The Division further believes that medical treatment of students including the administration of medication is to be limited to the resources available in the school. The Superintendent delegates responsibility to the school principal to provide for the administration of medication and/or treatment as defined on Form 26 – Medical Release Form and signed by the parent and physician.

Notwithstanding the above, the Division reserves the right to reject requests for the administration of medication/treatment to students.

Procedures

1. The following guidelines shall apply to the administration of medication or emergency first aid to a student:
 - a. In situations relating to the medical treatment of students, the Board recognizes that its employees are subject to the responsibilities inherent in the common law doctrine of "in loco parentis". Specifically, in loco parentis requires that:
 - 1.1 An employee acts as would a reasonable and prudent parent in the same circumstances and conditions.

- 1.1.1 The principal shall ensure the school has a lockable storage area for student medications.
 - 1.1.2 The principal shall have a procedure, including the keeping of a written log, on the administering of medications.
 - 1.1.3 Medical information should only be shared with staff that need to know or are involved in administering medication.
 - 1.1.4 Staff who may be required to administer medication or other health-related support services to students shall be trained by qualified professionals or other individuals with expertise, including parents.
 - 1.1.5 A master list of all students requiring ongoing, long-term medication or who may require emergency medical treatment shall be posted in an area of the school accessible to staff but which provides a reasonable level of confidentiality for the student (i.e. school office or staffroom).
- 1.2 The employee does not have all of the authority that a parent would have; eg. employees do not have the authority to provide consent for the medical treatment of a student.
 - 1.3 The employee recognizes the limitations of his/her ability to provide direct assistance.

2. SCOPE OF ROUTINE MEDICAL SERVICES

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

- 2.1 The attending physician may indicate in writing that:
 - 2.1.1 The service requested is of such a simplistic nature that a lay person, e.g. teacher, teacher assistant, could successfully perform the function.
 - 2.1.2 The service has to be performed during regular school hours and/or approved school activities.
 - 2.1.3 The service is critical to the well-being and functioning of the student.
 - 2.1.4 No other reasonable alternative service is available, e.g., through Alberta Health Services, Community Health Services Division.
- 2.2 The principal deems that appropriate resources are available and that the services will not be disruptive to the educational program.

3. EMERGENCY ASSISTANCE

Employees may, from time to time, encounter situations that necessitate taking immediate action supportive of a student's physical well-being. Staff members who render assistance to a student who is ill, injured or unconscious as a result of accident or emergency will be protected from legal action as outlined in Section 2 of the Emergency Medical Aid Act. (See Appendix 'A' attached.)

PROCEDURES

1. ADMINISTRATION OF PRESCRIPTION DRUGS TO STUDENTS

1.1 If a student who is incapable of self-administration must receive medication, administered at the written request of the parent, (Form 26 – Medical Release Form) and prescribed by a medical practitioner, during the school day or during an extracurricular or co-curricular activity, the principal will provide a monitoring function.

1.2 Where staff members are designated by the principal to monitor the administration of medication, it is essential that medical directions be obtained and followed explicitly and that adequate records are kept. E.g.

1.2.1 Student's name;

1.2.2 Name of medication or preparation;

1.2.3 Prescription number;

1.2.4 Physician;

1.2.5 Prescribed dosage during school hours;

1.2.6 Observed dates and times of consumption;

1.2.7 Notes of any related incidents, if applicable;

1.2.8 Reactions, if any;

1.2.9 Breaks in routine, if any;

1.2.10 Related communication with parents, guardian or physician;

1.2.11 Extenuating circumstances.

Refer to Appendix 'B' and Form 26.

1.3 All students known to have a life-threatening allergy should have available an Epi-Pen to be used for such an emergency. Epi-Pens and other forms of adrenalin are prescribed by a physician.

1.4 Principals shall ensure that staff monitoring the administration of any medication are informed in advance concerning possible reactions which may

occur and the appropriate procedures to follow. Parents or guardians should be consulted as necessary.

2. LIFE-THREATENING MEDICAL CONDITIONS

- 2.1 The principal, through registration procedures and in consultation with parents or guardians, shall attempt to identify any students who are subject to medical conditions which may be life-threatening and who, therefore, may require specific medical attention.
- 2.2 Having secured advice in such cases, the principal shall attempt to ensure that all who may be involved with the student, e.g. school staff, volunteers, school bus drivers and substitutes, are informed concerning any required emergency procedures.
- 2.3 Specific instruction by medically qualified personnel should be sought for staff members who may be required to apply respiratory equipment or give injections; e.g. severe allergic reactions, etc.
- 2.4 Prevention measures will be taken at all schools to minimize the risk of allergen exposure of an anaphylactic individual without depriving the individual of normal peer interactions and placing unreasonable restrictions on the activities of students and other school personnel.

See Appendix 'C', "Avoidance" and Appendix 'D', "Emergency Response Plan".

3. SERIOUS INJURY OR ACCIDENT

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

- 3.1 The staff member should apply first aid treatment if required and practical, and if the staff member is competent to do so.
- 3.2 In all instances of serious injury or illness, the staff member should stay with the injured person and direct a responsible person to notify the school office. The principal shall notify the parents or guardians.
- 3.3 The paramedics should be called to arrange for treatment and transportation to the nearest medical facility.

- 3.4 In the event that paramedics are not available, eg. on camping trips, excursions, etc., appropriate arrangements should be made to access medical attention or transport the injured student to a medical facility.

4. NON-PRESCRIPTION DRUGS

Non-prescription drugs shall not be purchased on the accounts of the Board or the school nor distributed to any student enrolled in a school operated by the Board.

5. LEGAL CONSENT FOR MEDICAL TREATMENT

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

- 5.1 Defer to the opinion of the medical practitioner;
- 5.2 Advise the principal (or designate) of the problem and the recommendation of the medical practitioner;
- 5.3 Continue to attempt to contact the parents or legal guardian;
- 5.4 In circumstances involving an emergency of an anaphylactic individual, the exposed individual will be given Epi-Pen and transferred to the hospital and given medical treatment even if a parent or guardian is not available to give consent. Permission to administer Epi-Pen and transport should be included on the parent consent form, Appendix 'D'.
- 5.5 The principal shall inform bus drivers and other non-school staff that may need to know about a student medical condition.

ADMINISTRATIVE PROCEDURE NO. 321

APPENDIX 'A'
EMERGENCY MEDICAL AID ACT
CHAPTER E-9

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

Definitions

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

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

PROTECTION FROM ACTION

2. If, in respect of a person who is ill, injured or unconscious as the result of an accident or other emergency,
 - a) A physician, registered health discipline member, or registered nurse voluntarily and without expectation of compensation or reward renders emergency medical services or first aid assistance and the services or assistance are not rendered at a hospital or other place having adequate medical facilities and equipment, or
 - b) A person other than a person mentioned in Clause (a) voluntarily renders emergency first aid assistance and that assistance is rendered at the immediate scene of the accident or emergency,

the physician, registered health discipline member, registered nurse or other person is not liable for damages for injuries to or the death of that person alleged to have been caused by an act or omission on his part in rendering the medical services or first aid assistance unless it is established that the injuries or death were caused by gross negligence on his part.

RSA 1980 cE-9 s2; RSA 1980 cH-5.1 s34; 1984 c53 s27

Repealed RSA 1980 c7(Supp.)sl.

ADMINISTRATIVE PROCEDURE NO. 321
APPENDIX 'B'

EPINEPHRINE (ADRENALIN) ADMINISTRATION

Epi-Pen is Epinephrine in a disposable spring-loaded self-injectable syringe with a concealed needle.

DIRECTIONS:

1. Place the black tip on the outer thigh, at a right angle to the leg. (Can administer through clothes.)
2. Pull off the grey safety cap. (This prepares the injector to be triggered.)
3. Press hard into thigh until auto-injector mechanism functions (constrain the individual, if necessary) and hold in place for 15 seconds (counting slowly). (Do not release pressure when the Epi-Pen clicks -- keep right on outer thigh.) Remove unit. Massage injection area for 10 seconds.
4. After injection, immediately phone for ambulance and transport to Emergency Department.
5. A second or subsequent injection may be necessary if medical care is not immediately available.
6. Dispose of used Epi-Pen unit in a safe place.
7. Periodically check the expiration date on the medication and whether it has become discoloured.

ADMINISTRATIVE PROCEDURE NO. 321**APPENDIX 'C'****AVOIDANCE**

Appendices 'C' and 'D' are taken from the document entitled, ANAPHYLAXIS: A Handbook for School Boards, produced by Health Canada and the Canadian School Boards Association.

II Avoidance

The goal of the board's policy is to provide a safe environment for children with life-threatening allergies, but *it is not possible to reduce the risk to zero*. However, the following list of precautions offers school boards suggestions of ways to minimize the risk and allow the anaphylactic child to attend school with relative confidence. It is strongly recommended that policies and procedures be flexible enough to allow schools and classrooms to adapt to the needs of individual children and the allergens which trigger reactions, as well as the organizational and physical environment in different schools. It should also be noted that precautions may vary depending on the properties of the allergen. The viscosity of peanut butter, for example, presents particular challenges in terms of cross-contamination and cleaning; and while it may be possible to eliminate peanut products from school cafeterias, it would be virtually impossible to do so with milk or wheat products.

All of the following recommendations should be considered in the context of the anaphylactic child's age and maturity. As children mature, they should be expected to take increasing personal responsibility for avoidance of their specific allergens.

Schools are encouraged to find innovative ways to minimize the risk of exposure without depriving the anaphylactic child of normal peer interactions or placing unreasonable restrictions on the activities of other children in the school. One school developed a "red card" system, where any child who ate peanut butter left a red card on the table, signaling it as a high-risk area for the anaphylactic student until properly cleaned.

A. Providing Allergen-Free Areas

Eliminating allergens from areas within the school, where the anaphylactic child is likely to come into contact with food, may be the only way to reduce risk to an acceptable level.

- If possible, avoid using the classroom of an anaphylactic child as a lunch room.
- If the classroom must be used as a lunch room, establish it as an "allergen-free" area, using a co-operative approach with students and parents.
- Establish at least one common eating area, or a section of the single common eating area, as "allergen-free".
- Develop strategies for monitoring allergen-free areas, and for identifying high-risk areas for anaphylactic students.
- As a last resort, if allergen-free eating areas cannot be established, provide a safe eating area for the anaphylactic child.

B. Establishing Safe Lunchroom and Eating-area Procedures

The most minute quantities of allergen can trigger a deadly reaction. Peanut butter on a friend's hand could be transferred to a volleyball or a skipping rope. Therefore, protection of the anaphylactic child requires the school to exercise control over all food products, not only those directly consumed by the anaphylactic student.

- Require anaphylactic students to eat only food prepared at home.
- Discourage the sharing of food, utensils and containers.

- Increase lunch-hour supervision in classrooms with an anaphylactic child.
- Encourage the anaphylactic child to take mealtime precautions like:
 - Placing food on wax paper or a paper napkin rather than directly on the desk or table;
 - Taking only one item at a time from the lunch bag to prevent other children from touching the food; and
 - Packing up their lunch and leaving it with the lunch supervisor, if it is necessary to leave the room during lunchtime.
- Establish a hand-washing routine before and after eating. Success will depend on the availability of hand-washing facilities.
- If the school has a cafeteria, keep the allergen, including all products with the allergen as an ingredient, off the menu. Provide in-service for cafeteria staff, with special emphasis on cross-contamination and labeling issues.
- If the school has a vending machine, ensure that products containing the allergen are not available.
- Ensure that tables and other eating surfaces are washed clean after eating, using a cleansing agent approved for school use. This is particularly important for peanut-allergic students because of the adhesive nature of peanut butter.

C. Allergens Hidden in School Activities

Not all allergic reactions to food are a result of exposure at meal times.

- Teachers, particularly in the primary grades, should be aware of the possible allergens present in curricular materials like:
 - Play dough;
 - Bean-bags, stuffed toys (peanut shells are sometimes used);
 - Counting aids (beans, peas);
 - Toys, books and other items which may have become contaminated in the course of normal use;
 - Science projects; and
 - Special seasonal activities, like Easter eggs and garden projects.
- Computer keyboards and musical instruments should be wiped before and after use.
- Anaphylactic children should not be involved in garbage disposal, yard clean-ups, or other activities which could bring them into contact with food wrappers, containers or debris.
- Foods are often stored in lockers and desks. Allowing the anaphylactic child to keep the same locker and desk all year may help prevent accidental contamination.

D. Holidays and Special Celebrations

Food is usually associated with special occasions and events. The following procedures will help to protect the anaphylactic child:

- Establish a class fund for special events, and have the classroom teacher or the parent of the anaphylactic child provide only safe food.
- If foods are to come into the classroom from home, remind parents of the anaphylactic child's allergens, and insist on ingredient lists.
- Limit the anaphylactic child to food brought from his or her own home.
- Focus on activities rather than food to mark special occasions.

E. Field Trips

In addition to the usual school safety precautions applying to field trips, the following procedures should be in place to protect the anaphylactic child.

- Include a separate "serious medical conditions" section as a part of the school's registration/permission forms for all field trips in which the details of the anaphylactic student's allergens, symptoms and treatment can be recorded. A copy of this information should be available on site at any time during the field trip.
- Require all supervisors, staff and parents to be aware of the identity of the anaphylactic child, the allergens, symptoms and treatment.

- Ensure that a supervisor with training in the use of the auto-injector is assigned responsibility for the anaphylactic child.
- If practical, consider providing a cell phone for buses used on field trips.
- Require the parent of the anaphylactic child to provide several auto-injectors to be administered every 10 to 15 minutes en route to the nearest hospital, if breathing problems persist or if symptoms reoccur.
- If the risk factors are too great to control, the anaphylactic child may be unable to participate in the field trip. Parents should be involved in this decision.

F. Substitute Teachers, Parent Volunteers and Others with Occasional Contact

All schools involve adults in their classrooms who are unfamiliar with individual students and school procedures. The following suggestions would help to prepare them to handle an anaphylactic emergency.

- Require the regular classroom teacher to keep information about the anaphylactic student's allergies and emergency procedures in a visible location.
- Ensure that procedures are in place for informing substitute teachers and volunteers about anaphylactic students.
- Involve substitute teachers and volunteers in regular in-service programs, or provide separate in-service for them.

G. Anaphylaxis to Insect Venom

Food is the most common trigger of an anaphylactic reaction in school children, and the only allergen which schools can reasonably be expected to monitor. The school cannot take responsibility for possible exposure to bees, hornets, wasps and yellow-jackets, but certain precautions can be taken by the student and the school to reduce the risk of exposure. It should also be noted that desensitization treatment for allergies to insect venom is available, and has a 95 percent success rate (Ontario Allergy Society, "Information Notes: Allergic Reactions to Insect Stings").

- Avoid wearing loose, hanging clothes, floral patterns, blue and yellow clothing, and fragrances.
- Check for the presence of bees and wasps, especially nesting areas, and arrange for their removal.
- If soft drinks are being consumed outdoors, pour them into a cup and dispose of cans in a covered container.
- Ensure that garbage is properly covered.
- Caution children not to throw sticks or stones at insect nests.
- Allow students who are anaphylactic to insect stings to remain indoors for recess during bee/wasp season.
- Immediately remove a child with an allergy to insect venom from the room, if a bee or wasp gets in.

In case of insect stings, never slap or brush the insect off, and never pinch the stinger, if the child is stung. Instead, flick the stinger out with a fingernail or credit card.

ADMINISTRATIVE PROCEDURE NO. 321 APPENDIX 'D'

EMERGENCY RESPONSE PROTOCOL

III Emergency Response Protocol

Even when precautions are taken, an anaphylactic student may come into contact with an allergen while at school. It is essential that the school develop a response protocol, and that all staff are aware of how to implement it. A separate emergency plan should be developed for each anaphylactic child, in conjunction with the child's parents and physician, and kept in a readily accessible location. The plan should clearly identify individual roles. (See Appendix G1-G2)

Anaphylactic children usually know when a reaction is taking place. School personnel should be encouraged to listen to the child. If he or she complains of any symptoms, which could signal the onset of a reaction, they should not hesitate to implement the emergency response. There is no danger in reacting too quickly, and grave danger in reacting too slowly.

School boards should be aware of local ambulance regulations and take them into account when developing their own procedures. In some cases, ambulance attendants are not qualified to administer epinephrine. In some jurisdictions, school staff are not permitted to accompany the child in the ambulance.

A. Emergency Plans

Every emergency plan should include procedures to:

- Communicate the emergency rapidly to a staff person who is trained in the use of the auto-injector;
- Administer the auto-injector (NOTE: Although most anaphylactic children learn to administer their own medication by about age 8, individuals of any age may require help during a reaction because of the rapid progression of symptoms, or because of the stress of the situation. Adult supervision is required.);
- Telephone 911 or an ambulance (Inform the emergency operator that a child is having an anaphylactic reaction; in some areas, hospitals will send a physician on the ambulance to begin emergency treatment at once);
- Transport the child to hospital at once, if no ambulance service is available (School boards should ensure that their insurance policies cover such an emergency situation.);
- Telephone the hospital to inform them that a child having an anaphylactic reaction is en route;
- Notify the provincial police and provide them with a description of the vehicle and licence number if transportation is by car;
- Telephone the parents of the child;
- Re-administer epinephrine every 10 to 15 minutes while waiting for the ambulance and en route to the hospital, if breathing does not improve or if symptoms reoccur; and
- Assign a staff person to take extra auto-injectors, accompany (or follow, if necessary) the child to the hospital, and stay with him or her until a parent or guardian arrives.

B. Location of Auto-injectors

- Auto-injectors should be kept in a covered and secure area, but unlocked for quick access. Although epinephrine is not a dangerous drug, the sharp needle of the self-injector can cause injury, especially if injected into the fingertip.
- As soon as they are old enough, students should carry their own auto-injectors. Many young children carry an injection kit in a fanny pack around their waist at all times.
- An up-to-date supply of auto-injectors, provided by the parents, should be available in an easily accessible, unlocked area of the child's classroom and/or in a central area of the school (office or staff room). NOTE: Auto-injectors are expensive. If families have difficulty supplying the school with an adequate supply, the school board should consider seeking financial assistance to ensure that medication is available, whenever and wherever it is required.)

- All staff should know the location of the auto-injectors. Classmates should be aware of the location of the auto-injector in the classroom.

C. Training Older Students to Assist

Older students may be trained to administer the auto-injector, and can play a role in the emergency response, particularly in a secondary school setting. Information about anaphylaxis and auto-injector training may be included in the health curriculum.

D. Role-playing

The school should occasionally simulate an anaphylactic emergency – similar to a fire drill – to ensure that all elements of the emergency plan are in place.

E. Review Process

School emergency procedures for each anaphylactic student should be reviewed annually with staff and parents. In the event of an emergency response, an immediate evaluation of the procedure should be undertaken.

ADMINISTRATIVE PROCEDURE NO. 322**COMMUNICABLE DISEASE CONTROL AND BLOOD BORNE INFECTIONS**

1. Principals shall follow the guidelines and standard precautions established by the David Thompson Health Region Communicable Disease Control for communicable diseases and blood borne infections.
2. Questions regarding communicable diseases, including blood borne infections, should be directed to:

Health Link Alberta

Toll Free Telephone No. 1-866-408-5465 (24 hours)

3. Providing that the routine hygienic practices and policies are in place, the infected student does not present a risk to other students or staff. Consequently, there is no need to inform school authorities or other staff of the diagnosis except in instances where it is required for the protection of the child or public. In the unlikely event that this notification is necessary, the number of personnel who are made aware of the child's condition must be kept to an absolute minimum. Should persons involved in the care and education of such students become aware of the HIV infection, the child's right to privacy must be respected and any record kept must be strictly confidential. Confidentiality of information is required by the Public Health Act.
4. In reference to blood borne infections, no restrictions need to be placed on routine school activities of either students or staff. No student or staff will be prevented from attending school or from carrying out assigned tasks unless, in the opinion of the Medical Officer of Health and the individual's physician, in consultation with the Director of Communicable Disease Control, there are special circumstances that necessitate some restrictions.

ADMINISTRATIVE PROCEDURE 323

STUDENTS WITH SEVERE (ANAPHYLACTIC) ALLERGIES

Background

The Division recognizes the dangers faced by students with severe allergic or anaphylactic reactions. While the Division cannot guarantee an *allergen-free* environment, the Division will take reasonable steps to ensure an *allergy safe* or *allergy aware* environment for students with life-threatening allergies further to the goal of maintaining an appropriate learning environment for all students.

The responsibility for communicating concerns about students with severe or anaphylactic reactions belongs to parents and to the students themselves, depending on the student's age and maturity.

The Division has a supportive role to play in helping parents of students with severe allergies avoid exposure to pre-identified allergens while the student is at school or on school buses.

Definition

Anaphylactic reactions are those severe allergic reactions that involve several body systems and can lead to death unless immediate medical attention is received.

Most common triggers for anaphylaxis include foods such as peanuts, tree nuts, shellfish, fish, milk, soy, wheat and eggs. Venom from bees, wasps, yellow jackets, hornet and some poisonous ants can also cause anaphylaxis. More rarely, vigorous exercise or exposure to certain medications or latex can cause an anaphylactic reaction.

The most distinctive symptoms of anaphylaxis include hives; swelling of the throat, tongue or around the eyes; and difficulty breathing or swallowing. Other common symptoms include a metallic taste or itching in the mouth, flushing/itching of the skin, digestive discomfort, increased heart rate, rapidly decreasing blood pressure, sudden weakness, anxiety, collapse and loss of consciousness.

There is an urgent need to respond quickly and appropriately to an anaphylaxis as it can threaten life within a very short period of time. Most commonly, an injection of epinephrine via an auto-injector (*EpiPen*) will offer a short window of time to get the affected person to emergency care at a hospital.

Procedures

- 1. Identifying individuals at risk:** It is the responsibility of parents of children with severe or anaphylactic allergies to ensure that their child wears an *Allergy Alert* bracelet and carries an epinephrine auto-injector (*EpiPen*). Parents must also provide

information about the diagnosis or change in diagnosis to the Principal, home room teacher and bus driver at the beginning of each school year, or when their child changes schools.

- 2. Information request:** The Principal shall request from the parents written information regarding:
 - proof of diagnosis;
 - allergens which trigger anaphylaxis;
 - treatment protocol, signed by the child's physician;
 - consent form describing and authorizing emergency measures; and
 - permission to post and/or distribute the student's photograph and medical information in key locations such as classrooms, school bus, and staff room

- 3. Anaphylaxis Emergency Response Protocol:** The Principal will ensure that an individual emergency response protocol is developed for each student with anaphylactic allergies in cooperation with the parents, the student's physician and where the Principal deems it necessary, the public health nurse. The protocol will:
 - outline the respective roles of the parents, student (when appropriate) and school personnel;
 - describe in detail the steps to be taken in the case of anaphylaxis;
 - include emergency contact information;
 - be kept in several readily accessible locations at the school and school bus.

- 4. Communication:** Effective and planned communication strategies that target the different participants in a school community will help to reduce fear and uncertainty while building capacity to respond to individuals with severe allergies.
 - 4.1** All staff members (certified and non-certified) and including bus drivers will be made aware that a child at risk of anaphylaxis is attending their school or riding their bus and that child shall be identified before or immediately after the child registers at the school.
 - 4.2** Students who share a classroom or school bus and their parents shall be informed about the presence of a student at risk of anaphylaxis.
 - 4.3** Regular reminders shall be sent to school personnel, students and parents regarding problematic foods.

- 5. Allergen Avoidance Strategies:** Strategies must be based on the developmental age of the student and the particular allergen. Avoidance strategies do not imply that there is zero risk, but strive to create an *allergy safe* as opposed to an *allergen-free* environment.
 - 5.1** The Principal shall ask parents of students who share a classroom or school bus with a student at risk of anaphylaxis, to refrain from sending foods containing the allergen to school.
 - 5.2** Young children will be supervised by an adult while eating.
 - 5.3** Parents of a student at risk of anaphylaxis shall work with food service staff to ensure that food served during lunch and snack programs is appropriate.
 - 5.4** The school shall avoid using the classroom(s) of an anaphylactic student as a lunchroom. If a classroom must be used as a lunchroom, it will be established as

an “allergen-free” area, using a cooperative approach with students and parents. The school staff shall develop strategies for monitoring such “allergen-free” areas and for identifying high-risk areas for students at risk of anaphylaxis.

- 5.5 If parents provide food to the class for special occasions, they shall provide a complete ingredient list to the classroom teacher and/or the child’s parent.
- 5.6 Garbage cans in outdoor play areas will be covered with tightly fitted lids.
- 5.7 The Principal/maintenance supervisor will have insect nests professionally relocated or destroyed, as appropriate.

6. Training:

- 6.1 Principals will ensure that as many teachers, school-based non-teaching staff, and lunch program supervisors as possible receive first aid training so they learn how to recognize and respond to the signs of anaphylaxis. The Director of Transportation shall likewise arrange training for bus drivers.
- 6.2 With the consent of the parent, the Principal and the classroom teacher will ensure that classmates of a student at risk of anaphylaxis are provided, in a manner appropriate for their age and maturity level, with information on severe allergies and the dangers of sharing or trading lunches.
- 6.3 The entire school population will be educated regarding the seriousness of anaphylaxis and taught how to respond appropriately to an anaphylaxis emergency.

7. Roles and Responsibilities: Anaphylaxis management is a shared responsibility that includes allergic children, their parents, caregivers, and the entire school community.

7.1 Parents

- 7.1.1 Must make every effort to teach their allergic children to protect themselves through avoidance strategies.
- 7.1.2 Are responsible for informing the school about the student’s allergies, and updating the school on any changes (e.g. diagnosis of an additional allergy, outgrowing an allergy).
- 7.1.3 Must provide the child/school with an epinephrine auto-injector which is not expired.
- 7.1.4 Will complete a Medical Release Form and provide allergy information, emergency contact numbers, emergency protocol, and signature of the parent/guardian and physician.
- 7.1.5 Will provide consent to allow school staff to use an epinephrine auto-injector when they consider it necessary in an anaphylaxis emergency.
- 7.1.6 For food-allergic children, will provide non-perishable foods and safe snacks for special occasions.
- 7.1.7 Will communicate with school staff about field trip arrangements.
- 7.1.8 Will meet with food service staff to inquire about allergen management policies and menu items, if their child is to eat foods prepared at school.

7.2 Students at Risk

- 7.2.1 Will have one epinephrine auto-injector with their name on it, kept in a readily available, unlocked location (preferably carried on the person) as designated by the school principal.

- 7.2.2 Will avoid eating if they do not have ready access to an epinephrine auto-injector.
- 7.2.3 Will be very cautious when eating foods prepared by others.
- 7.2.4 Will wear medical identification, such as a *Medic Alert* bracelet or necklace which clearly identifies their allergy, or a special badge in the case of very young children.

7.3 School Community

- 7.3.1 All school staff (including volunteers in supervision of students at risk of anaphylaxis) will be made aware of children who are at risk of anaphylaxis and be trained to respond to an allergic reaction. Teachers will keep a copy of their student's Anaphylaxis Emergency Response Protocol in their day planner or emergency binder where it will be available for substitute teachers.
- 7.3.2 The child's Emergency Response information shall be kept in areas which are accessible to staff, while respecting the privacy of the student (e.g. office, staff room, lunch room or cafeteria).
- 7.3.3 The entire school population will be educated regarding the seriousness of anaphylaxis and be taught how to respond appropriately in the case of anaphylaxis.

7.4 Food Service and Bus Companies/Drivers

- 7.4.1 Food service personnel will be trained to reduce the risk of cross-contamination through purchasing, handling, preparation, and serving of food. The contents of foods served in school cafeterias and brought in for special events will be clearly identified.
- 7.4.2 When possible, bus drivers shall include anaphylaxis training as part of the regular first-aid training. Bus companies/drivers will establish and enforce a 'no eating' rule during travel on buses that transport students at risk of anaphylaxis.
- 7.4.3 If possible, staff at both food service and bus companies will participate in the school's anaphylaxis training, which includes the identification of students at risk and how to use an epinephrine auto-injector.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
Emergency Medical Aid Act
Anaphylaxis in Schools and Other Child Care Settings by Canadian Society of Allergy and Clinical Immunology, 2005 (www.csaci.ca/schools.html)

ADMINISTRATIVE PROCEDURE NO. 330**STUDENT RECORDS****Background**

A student record shall be maintained for each student or child enrolled in Red Deer Catholic Regional Division No. 39. Student records shall contain information relevant to the program placement in accordance with *Student Record Regulation A.R. 71/99* and explained in Policy 3.2.7. The information in the student record shall be maintained in a format that protects the privacy of the student in accordance with the *Freedom of Information and Protection of Privacy Act (FOIP)*.

Procedures

1. The school principal shall ensure that student records are complete and that they are properly secured.
2. A student record must contain all information affecting decisions made about the education of the student. The record must contain:
 - 2.1 Identification data: the student's name as registered under the *Vital Statistics Act* and any other surnames by which the student is known; the student's date of birth; the student identification number as assigned by the Minister and any number assigned by the Board; gender of the student; name(s) of parents /guardian(s); addresses and telephone numbers of the student and the student's parent(s)/guardian(s); a copy of the student's birth certificate; a copy of the student's baptismal certificate; and a copy of any separation agreement or court order relating to custody or guardianship as defined under Section 18 or 19 of the *Provincial Court Act*;
 - 2.2 The Board of which the student is a resident student;
 - 2.3 The citizenship of the student, and if the student is not a Canadian citizen, the type of visa or other documentation which lawfully admits the student to Canada for permanent or temporary residence, and the expiry date of the visa and/or documentation;
 - 2.4 The names of all schools attended by the student in Alberta and the dates of enrolment, if known;
 - 2.5 An annual summary or summary at the end of each semester of the student's achievement or progress in the courses and programs and courses in which the student is enrolled;

- 2.6 Results obtained by the student on any diagnostic test, achievement test, and diploma examination conducted by or on behalf of the Province and standardized testing administered by the Board;
 - 2.7 The results of any application under the *Student Evaluation Regulation (A.R. 169/98)* for special provisions and directives to the writing of achievement and/or diploma exams;
 - 2.8 The name and date of any assessment or evaluation administered individually to the student by the Board, the interpretive report of the assessment, and any action taken as program planning as a result of the assessment;
 - 2.9 Any health information that the parent or student wishes to be placed on the student record;
 - 2.10 An annual summary of the student's school attendance;
 - 2.11 Information relating to any suspension or expulsion to the student. This information must be retained for one year or until June 30 of the year following the year in which suspension or expulsion occurred;
 - 2.12 A notation to indicate if the parent of the student is eligible to have his children taught in the French language pursuant to Section 23 of the *Canadian Charter of Rights and Freedoms* and whether the parents wishes to exercise that right;
 - 2.13 An Individual Program Plan with all amendments, if applicable; and
 - 2.14 A Threat Assessment File Report (Form 39) indicating that a formal risk/threat assessment was performed in the past school year.
3. Access to information contained in a student record shall be granted to those who are entitled to receive such access. The principal may ask that the individual requesting access to a student file make an appointment for a time that is convenient to both parties. Any person claiming right of access to a student record must provide supporting documentation which is satisfactory to the principal. If there is any doubt regarding an individual's right of access to a student record, the matter shall be referred to the Superintendent. The following people may review the student record:
- 3.1 The student for whom the record was created;
 - 3.2 The parent, except where the student is an independent student;
 - 3.3 A person who has access to a student under a separation agreement, under a court access order;
 - 3.4 An employee or agent of the Board if the information is relevant and necessary to a matter being dealt with by that person;

- 3.5 The Minister, for the purpose of carrying out any program or policy under the Minister's administration;
 - 3.6 A person in accordance with the *Freedom of Information and Protection of Privacy Act*;
 - 3.7 Officers of a court under subpoena, court, or a search warrant;
 - 3.8 The Department of Justice of the Government of Alberta or to its designate when requested by that Department for the purpose of administering the *Youth Justice Act or the Youth Criminal Justice Act (Canada)* or carrying out any program or policy under either act;
 - 3.9 A medical officer of health may request in writing a student's name, address, date of birth, gender, school and the name, address, and telephone number of the student's parent(s) or guardian(s); and
 - 3.10 The student's new school, in accordance with the provisions for transfer of a student record as required by the *School Act*.
4. Before access is given to a student record, the record must be reviewed by the principal, in accordance with *the Freedom of Information and Protection of Privacy Act*, to ensure that there is no reference to, or personal information of others, included in the student record.
 5. A request for a copy of a student record must:
 - 5.1 Be in writing;
 - 5.2 Identify what is to be copied;
 - 5.3 Name the recipient of the copy;
 - 5.4 Include the written consent of the student or parent, if the recipient is other than the student or parent; and
 - 5.5 Include payment for any applicable fees.
 6. When a student record has been reviewed or requested, the date, the names of the individual(s) making the request, and the reasons for the request as stated by the individual for requesting the record shall be recorded in the record.
 7. Information contained in a student record cannot be altered, removed or destroyed except in accordance with *Student Record Regulation 71/99, School Act, Section 23 (8) and Section 123 (4) and FOIP Ch. F-18.5 Section 35*. Requests for correction or alteration of a student record must be received in writing. Information relating to the

request for a change to the student record and the resolution of the request must be placed in the student record. In the case of an unresolved dispute, the principal may refer the matter to the Superintendent.

8. The principal shall ensure that the student record is forwarded to the Division office at the completion of the student's education or when the student has left the province. The student record then becomes the responsibility of the Superintendent. The Board will keep the student record for at least 7 years after the date the student could be expected to have completed grade 12. When a student record has been kept for the required amount of time, it shall be shredded.

ADMINISTRATIVE PROCEDURE NO. 331**STUDENT ATTENDANCE RECORDS****Background**

It is important that schools keep accurate attendance records on all students registered in Divisional schools in order that accurate financial and educational planning can occur.

Procedures

1. The principal shall set up acceptable procedures for the accurate and consistent reporting of student attendance.
2. The student attendance records shall possess the following:
 - a. A monthly attendance register or computer listing of all students enrolled in classroom or program which would be used to record the total days present or absent.
 - b. Each student shall be identified by name, student identification number, address and birth date.
 - c. The teacher shall sign and certify each monthly register or attendance record as being correct.
 - d. The guidelines determined by the principal shall apply to all forms used to maintain student attendance.
 - e. The original approved attendance records shall be retained in the school general office.
3. School personnel are to be aware that an enrolled student for provincial funding purposes must be enrolled and attending classes on September 30.

ADMINISTRATIVE PROCEDURE NO. 332**YOUNG OFFENDERS' RECORDS****Background**

Students and staff should have a safe and secure environment. In order to ensure that this occurs, school staff require access to information that will enable them to protect the safety of students and staff and at the same time protect the right of the student to the preservation and responsible use of their confidential information.

Procedures

1. The Superintendent has been delegated the authority by the Board to communicate with youth justice personnel about students who have been dealt with under the Young Offenders Act.
2. The Superintendent may seek relevant information from youth justice personnel regarding a specific file including the following:
 - a. Any offences which may lead to concerns about the safety of students and staff;
 - b. Prior record of offences which may lead to concerns about the safety of students and staff;
 - c. Recommendation for reducing the risk of violence and increasing the level of safety;
 - d. Patterns of behavior that may signal the onset of activity that could affect safety;
 - e. Individuals or groups of persons that may be at risk; and
 - f. The identity of other individuals who were involved with the youth and convicted as a result of gang activity.
3. The Superintendent shall disclose information only on a "need to know basis" to those staff members who may have to provide for the safety of students and staff.
4. The Superintendent shall be aware of the following when releasing information:
 - a. Inappropriate disclosure could result in a fine or imprisonment; and
 - b. The young offender has the right to confidentiality and that must be maintained.
5. The Superintendent may advise school personnel who are involved with a student, who is a young offender, about the circumstances to which they should pay particular attention, such as:

- a. Impressing upon the student the requirement to attend school in order to comply with a probation order, or conditional supervision, or bail;
 - b. Establishing monitoring procedures;
 - c. Developing a program of studies to assist the student in areas such as socialization and anger management; and
 - d. Providing an environment in which the student could pursue studies such as a segregated settings or training for staff in dealing with violent persons.
6. The Superintendent shall arrange for the management of any records about young offenders and any procedures shall properly address the following:
- a. Files may be kept at the school and at the central office but must be kept separate from other student records and must be kept in a secure location;
 - b. Access shall be restricted to those who require access in order to meet the needs of the student and those positions in the school Division that are affixed to the file;
 - c. Destruction of the files shall occur when a youth worker notifies the Superintendent in writing that no further safety risk exists or that any court orders relating to the student have expired; and
 - d. The Superintendent shall notify the youth worker, in writing, that the all school system files regarding that aspect of the student history have been destroyed.
7. If the student transfers within the Division, the principal of the sending school shall be responsible to advise the principal of the receiving school of the safety concerns, or the court order, relative to that student. The principal of the sending school shall destroy the school records.
8. If the student transfers out of the Division, the onus is on the youth worker to advise the Superintendent of the receiving jurisdiction of any concerns. The Superintendent of the Red Deer Catholic Regional Division shall destroy the Division's files.
9. The Superintendent, upon the request of a youth worker to provide information for a report ordered by a youth court judge, shall arrange for the release of information from the student record after first receiving the following from the youth worker:
- a. Name of student;
 - b. A certified copy of the court order requesting the report;
 - c. The nature of the report to be provided and the section of the *Young Offenders Act* under which such a report is authorized;

- d. Timelines with respect to providing the information; and
 - e. Specific information requested such as:
 - i. Attendance of the student;
 - ii. The program or courses in which the student is enrolled;
 - iii. The performance of the student;
 - iv. The nature of incidents giving rise to discipline and type of discipline imposed; and
 - v. Number of years for which the information is required.
10. The Superintendent must obtain the consent of the student's parent, or the student if the student is 16 or older, before any information is released.
11. The Superintendent is authorized to request the Attorney General, an agent of the Attorney General, a peace officer, or a provincial young offenders director, to apply on behalf of the Board to a youth court relative to disclosing:
- a. Information to the Superintendent when there is a belief that a student poses a risk to the safety of students and school personnel; or
 - b. Court-ordered psychological assessments; or
 - c. Information that will assist school personnel in providing an educational program for the student and creating an appropriate environment for that program.
12. The Superintendent is authorized to act on behalf of the Board with youth worker supervisory personnel whenever a resolution cannot be reached between a school employee and a youth court worker.

ADMINISTRATIVE PROCEDURE NO. 333**HIGH SCHOOL COMPLETION****Background**

The schools operated by the Division exist to serve the educational needs of the residents of the Division. They have a legal mandate and moral obligation to educate all students and do all that is possible for these students to graduate within the context of the Catholic Church's mission to educate the whole person in the name of Jesus Christ.

In most instances, a high school diploma signifies the minimum academic preparation for life. Consequently, students who withdraw from school may have less than the desired minimal preparation. Therefore, the Division expects every teacher, counselor, principal and parent to exert influence to keep all students in school through high school completion. The Division expects all high school students to take school seriously, to work at all times to the best of their abilities, and to complete courses in which they register.

Procedure

1. The underlying purpose of this administrative procedure is to clearly communicate the responsibility of high school completion to the high school student, to reduce the number of students who drop courses, to promote a more responsible attitude toward learning on the part of students, and to expand the support of parents in efforts to hold students accountable and responsible for their actions.
2. Generally, students are expected to enter high school with a plan to graduate within three years. Exceptions such as enrolment in special programs, illness, family circumstances and other unavoidable deterrents may extend the time to complete high school.
3. Students are expected to register for appropriate courses recommended by the school where success is indicated by previous work and work habits. Students are expected to seek assistance from school counselling staff in developing their plan for graduation.
4. Senior high schools will contact and provide appropriate information to middle schools, middle school students, and to parents/guardians of students moving on to high school about high school expectations (the background of this procedure).
5. Grade 9 students and their parents/guardians will be informed of the need to prepare a three year plan for high school graduation. The plan may be amended as necessary throughout each year of high school.

6. High schools and parents will make every effort to identify students who may be at-risk to withdraw prematurely from school and direct all reasonable resources toward encouraging such students to remain in school.

6.1 The earlier the risk of leaving school can be determined, the greater the likelihood of prevention, therefore, middle school counselors should inform high school counselors, special education teachers, and other appropriate staff members about potential at-risk students.

6.2 All teachers who are in contact with identified students should be aware of the concerns and make a concerted effort to make a connection with that student.

6.3 Parents should be in open communication about their child and any concerns that may affect school completion.

7. When students withdraw from schools prematurely, schools are expected to make every reasonable effort to guide such students to continue with their education in an alternate setting or delivery model such as outreach or virtual schooling.

7.1 Where possible, students leaving high school before completion should complete an exit interview conducted by school administration, a counselor, or designate. The interview should include completing the *Student Exit Interview Questionnaire (Form 47)*.

8. School administrators are expected to make a concerted effort to keep in contact with students who have withdrawn from school. These students should be encouraged, verbally and in writing, to re-evaluate their decision and return to school to complete their education plan.
9. Once the September student count has been determined, the principal shall complete the *Student Exit Summary Form (Form 48)* and submit it to the Associate Superintendent of Student Services by October 31 for Semester 1, and March 15 for Semester 2.
10. The principal, counsellor, or designate shall complete the *High School Graduation Summary Form (Form 49)* and submit it to the Associate Superintendent of Student Services by October 31.

ADMINISTRATIVE PROCEDURE NO. 340**STUDENT TRANSPORTATION TO AND FROM SCHOOL****Background**

Students are to be provided with transportation to and from school in accordance with the *School Act* and the *Student Transport Regulation*. Transportation may be by either transportation on Division owned vehicles or by issuing bus passes for city owned buses.

Procedures

1. Students eligible for transportation will be identified as being:
 - a. Elementary students – are those who reside beyond 1.6 kilometres (1 mile) from the school they are directed to attend.
 - b. Secondary students – are those who reside beyond 2.4 kilometres (1.5 miles) from the school they are directed to attend.
2. An ineligible student, under special circumstances, may be permitted to use Division transportation providing that any fees established for transportation for such students are paid.
3. The following rules of conduct shall apply to all students being transported by school bus to and from school:
 - a. The driver is in full charge at all times and pupils must obey the driver;
 - b. If a pupil causes a disturbance, the driver will report the incident to the principal. The principal will take the appropriate action. Under no circumstance will a bus driver remove a student from the bus for disciplinary reasons prior to arriving at the school or home stop;
 - c. Students must observe the instructions of the driver when leaving the bus;
 - d. In the city of Red Deer, the use of school bus warning lights is prohibited. Therefore, students having to cross the street shall do so at the nearest crosswalk and only after the bus has proceeded a safe distance from the stop;
 - e. Students must dress appropriately for weather conditions;
 - f. Students must remain on the bus until it reaches its destination or designated home stop; and

- g. Students violating these rules shall be reported to the school principal who may suspend the student from riding the bus until assurance is received from both the parent and the student that these rules will be observed.
- 4. The principal shall submit a written report to the Superintendent when a student has been suspended from riding a school bus.
- 5. The driver shall not suspend a student from riding the bus nor administer any other disciplinary measure.
- 6. No one other than a student may ride on any school bus.

ADMINISTRATIVE PROCEDURE NO. 341**TRANSPORTATION OF STUDENTS DURING AND AFTER THE SCHOOL DAY****Background**

There is a need to transport students during, or after, school hours for field trips or extracurricular activities. During these activities, the transportation of the students is the responsibility of the Division and transportation will be provided in accordance with the requirements of the Board.

Procedures

1. Students may be transported for field trips or extracurricular activities by any of the following means:
 - a. Buses rented by the school or the Division for the purpose.
 - b. Division vehicles owned or leased by the Board and driven by Division employees.
 - c. Private vehicles owned and driven by employee of the Board.
 - d. Private vehicles driven by authorized non-employee volunteers.
 - e. Division vehicles driven by authorized non-employee volunteers.
2. The principal must give prior authorization for non-employee volunteers to provide transportation of students in private or Division vehicles.
3. The principal must be satisfied as to the roadworthiness of any private vehicle prior to its use to transport students.
4. The principal must keep on record the name of the volunteer using a private vehicle to transport students. The principal must be assured that the amount of liability insurance is equal to the minimum as required by the Government of Alberta, and that the volunteer has a valid driver's license.
5. The principal shall notify the Superintendent of the objective, destination and duration of all field trips outside of the corporate limits in which the school is located.
6. The principal shall acquaint volunteer drivers with the Board procedures on then transportation of students to and from any school-sponsored activity.

ADMINISTRATIVE PROCEDURE NO. 342**FIELD TRIPS****Background**

Field trips into the community provide students with valuable learning experiences. Although students are not in the school building, they are still under the control, and the responsibility, of the Division.

Definitions

In this policy:

- (a) “A trip” means an off-site activity within the province of Alberta;
- (b) “B trip” means an off-site activity outside the province of Alberta, or on the restricted list of activities;
- (c) “approved trip” means a trip on the approved list of trips and requires principal approval;
- (d) “guide” means an experienced guide who is knowledgeable about the activity, the site of the activity and the seasonal conditions;
- (e) “instructional activity trip” means any planned excursion away from the school taken by the students, under the direction or supervision of a teacher to enrich and extend the classroom instructional program, and create links between the school and the community, and to give students practical application of the ideas and theories that they are studying;
- (f) “off-site activity” means an instructional activity trip, or a student activity trip which occurs beyond a 500-metre radius of the school, but does not include a work experience program, Registered Apprenticeship Program or other programs under Alberta Learning guidelines for off-campus activities;
- (g) “participant” means a student, volunteer, teacher or any other Division staff member who travels on the offsite activity, but does not include a guide or service provider staff;
- (h) “Field Trip Assessment Committee” means any three of the following: the Superintendent, the Associate Superintendent-Personnel, the Secretary-Treasurer, the Associate Superintendent-Learning Services, and the Associate Superintendent-Student Services.
- (i) “Safety Guidelines” means the current Safety Guidelines for Physical Activity in Alberta Schools or the applicable safety guidelines as developed;
- (j) “student activity trip” means any planned excursion away from the school taken by the students under the direction or supervision of a teacher in support of academics, athletics, performing or fine arts groups, or other school sponsored student activities;
- (k) “teacher-in-charge” means the teacher responsible for the planning, coordination, implementation, and supervision of the off-site activity.

- (l) Any Division employee may supervise off-site extracurricular activities carried out outside of the school day.

Procedures

PART 1 GENERAL

Purpose

1. The purpose of off-site activities is to enable students to participate in quality off-site educational experiences that:
 - (a) are at the heart of the educational process;
 - (b) are connected to the Guide to Education, Program of Studies, curriculum and learning outcomes; and
 - (c) are relevant, flexible, responsive, affordable and accessible.
2. Off-site activities must demonstrate the key understandings that:
 - (a) learning requires purposeful involvement;
 - (b) interpersonal relationships are essential to the learning process;
 - (c) knowledge is constructed within a climate of inquiry;
 - (d) clear expectations and relevant feedback are needed; and
 - (e) diversity is valued within a responsive environment.
3. Off-site activities must take place within a context of:
 - (a) attention to the safety and security of students;
 - (b) attention to risk assessment of off-site activities; and
 - (c) protection of students, staff, volunteers and the Division.

Access and eligibility

1. School principals must ensure that eligibility criteria are established for all off-site activities.
2. Off-site activities must be open to all eligible students, and eligibility criteria may not include the ability to pay.
3. Off-site activities may be supported in part or whole by parents or guardians of eligible students, but no eligible student may be denied participation on the basis of the inability to pay.
4. Off-site activities are expected to be affordable for students, and the principal must ensure that schools publicize the fact that financial assistance is available for students who are unable to pay the costs.

5. The number of days a student may be absent from school as a result of off-site curricular/extracurricular activities must not exceed:

Grades 1-5	-	6 school days/year
Grades 6-9	-	10 school days/year
Grades 10-12	-	6 school days/term

Individual exceptional circumstances will be considered by the principal.

PART 2 TRIP PLANNING, APPROVAL AND CONDUCT

Educational assessment

1. The teacher-in-charge or Division employee must:
 - (a) consult with and obtain the approval of the principal before planning for the off-site activity may proceed; and
 - (b) submit an educational assessment for the principal's approval that:
 - (i) includes a statement of purpose that explicitly defines instructional objectives; and
 - (ii) outlines intended lead-up and follow-up activities, as required.
2. The teacher-in-charge, Division employee, or the principal may consult the Curriculum Coordinator regarding educational assessments.

Safety assessment

1. A safety assessment must be completed for all off-site activities.
2. For A trips, additional safety assessments are not required, as long as the requirements of this procedure and the Safety Guidelines are satisfied.
3. Safety assessments must be completed for any B trips.
4. The Field Trip Assessment Committee must review and may supplement any safety assessments prepared by the school for B trips.

Teacher-in-charge/Division Employee

1. The teacher-in-charge or Division employee must:
 - (a) consult with and obtain the approval of the principal before and during the planning for any off-site activity;
 - (b) have visited the location of the off-site activity prior to the trip and be familiar with the seasonal conditions at the time of the trip;

- (c) have the training and knowledge appropriate for leading the trip;
 - (d) select appropriate volunteers for the activity, and provide volunteers with direction as to the requirements of the trip and their responsibilities, before the departure of the off-site activity;
 - (e) use guides when appropriate or as directed;
 - (f) ensure that for all A and B trips, the appropriate trip documentation, as outlined in the Forms Manual, is filed with the school principal or principals in the case of an activity involving two or more schools;
 - (g) ensure that the appropriate trip documentation, as outlined in the Forms Manual, accompanies the teacher-in-charge or Division employee and other trip supervisors;
 - (h) advise students regarding trip hazards and appropriate safety procedures;
 - (i) ensure that a precise attendance count is taken at all points of departure on the trip;
 - (j) complete the off-site activity trip evaluation as included in the Forms Manual;
 - (k) comply with all Division policies and procedures; and
 - (l) follow the guidelines and requirements of the appropriate sections of the Safety Guidelines.
2. The teacher-in-charge or Division employee and other teachers traveling as a coach or supervisor are required to:
- (a) exercise supervision on a full-time basis; and
 - (b) take whatever precautions are necessary to ensure the proper conduct, appropriate behavior and safety of students.

Trip approval

1. No trip may proceed unless it has received the appropriate approval.
2. The principal:
 - (a) has the authority to approve A trips; and
 - (b) must review requests for all B trips prior to referring them to the Field Trip Assessment Committee.
3. Before approving an off-site activity, the principal must:
 - (a) be satisfied that:
 - (i) the teacher or Division employee understands policies and procedures defining the teacher's or Division employee's responsibilities and duty of care;
 - (ii) the current Safety Guidelines have been met or exceeded;
 - (iii) the students, teachers, staff, volunteers and parents will receive the appropriate information about the trip; and

- (iv) arrangements are in place for covering all the financial matters, including a refund procedure, a contingency fund, and an accounting for all expenditures;
 - (b) consult with the teacher-in-charge or Division employee before approving any A trip, or a request for a B trip; and
 - (c) ensure that the teacher-in-charge or Division employee completes a preliminary risk assessment for any B trips.
4. The principal:
- (a) must submit a copy of all appropriate documentation outlined in the Forms Manual for B trips to the Associate Superintendent-Personnel as Chair of the Field Trip Assessment Committee;
 - (b) must refer any B trip to the Field Trip Assessment Committee for review and approval;
 - (c) may refer any off-site activity to the Field Trip Assessment Committee; and
5. The Field Trip Assessment Committee:
- shall approve B trips;
may provide advice and guidance to teachers, and principals regarding safety assessment of any proposed trip.
6. The Associate Superintendent-Personnel, as Chair of the Field Trip Assessment Committee must advise the principal in writing, of the rationale for non-approval of trips.
7. A trips must be approved by the principal and a record of the trip details and signed approval form kept on file at the school.
8. An approval form for activities on the 'A' list must be submitted to the principal one week in advance of the planned activity.
9. B trips not on the approved list must be submitted to the Field Trip Assessment Committee:
- 1 month prior to departure; or
before the payment of any non-refundable deposit, whichever comes first.
10. In exceptional circumstances, the principal or the Field Trip Assessment Committee, as the case may be, may reduce the approval time for B trips.
11. In exceptional circumstances, the Field Trip Assessment Committee may approve trips where the teacher-in-charge or Division employee has not visited the site.

12. The Associate Superintendent-Personnel will arrange for notification of the Division's Liability Insurer of any field trips planned for destinations outside of North America.

Supervision

1. The minimum acceptable standard of supervision for all off-site activities:
 - (a) for students in kindergarten and grade 1, is one adult to 8 students;
 - (b) for students in grades 2 and 3, is one adult to 10 students;

for students in grades 4 and 5, is one adult to 15 students; and
for students in grades 6 to 12, is one adult to 20 students.
2. For all off-site activities outside Alberta, the minimum acceptable standard of supervision is two adult supervisors, one of whom must be the teacher-in-charge or Division employee from the school sponsoring the trip.
3. Where off-site activities include overnight stays and the student group includes female and male students, supervision of the group must include both female and male supervisors.
4. Additional supervision by certificated staff and/or volunteers from the school sponsoring the trip must be considered for off-site activities involving:
 - (a) increased risks;
 - (b) large numbers of students;
 - (c) participation of students with special needs;
 - (d) crowded venues;
 - (e) trips that are new to the sponsoring school community; or
 - (f) for overnight trips, if members of the same family group are supervising students.
5. All supervisors must be 18 years of age or older.
6. In addition to the requirement for adult supervision, in special circumstances, students who are in grade 10, 11 or 12, and who have demonstrated leadership skills or special qualifications, such as National Lifeguard Service qualification may provide specialized supervision.

Safety Guidelines

The standards set out in the Safety Guidelines for Physical Activity in Alberta Schools (revised in 2000) must be met or exceeded for all off-site activities.

Elementary students

1. Off-site activities for elementary students in kindergarten to grade 3 are limited to trips in Alberta within 200 kilometres of the corporate limits of the municipality containing the school.
2. Off-site activities for elementary students in grades 4, 5 and 6 are limited to trips in Alberta within 500 kilometres of the corporate limits of the municipality containing the school.
3. Off-site activities for elementary students outside the limits established in sections 1 and 2 will be considered on an individual basis if:
 - (a) the principal supports and approves the request;
 - (b) the request is submitted to the Field Trip Assessment Committee four months before any commitment is made; and
 - (c) the Field Trip Assessment Committee gives approval to proceed with planning.

Middle School Students

1. Off-site activities for middle school students are limited to trips:
 - (a) within Canada;
 - (b) that do not exceed two (2) consecutive school days; and
 - (c) Notwithstanding 1(b), grade 9 French Immersion and French as a Second Language classes will be allowed a trip to Quebec that will not exceed five (5) school days. Prior to approval, plans to compact the curriculum for the students will need to be provided to the principal.
2. Middle school trips outside Canada will be considered on an individual basis if:
 - (a) the principal supports and approves the request;
 - (b) the request is submitted to the Field Trip Assessment Committee four months before any commitment is made; and
 - (c) the Field Trip Assessment Committee gives approval to proceed with planning.

Senior High Students

1. Off-site activities for senior high school students are limited to trips:
 - (a) within Canada; and
 - (b) that do not exceed two (2) consecutive school days.

2. Senior high school trips outside Canada will be considered on an individual basis if:
 - (a) the principal supports and approves the request;
 - (b) the trip does not exceed three (3) consecutive school days;
 - (c) the request is submitted to the Field Trip Assessment Committee four months before any commitment is made; and
 - (d) the Field Trip Assessment Committee gives approval to proceed with planning.

Transportation

1. When a student is under the age of 6 years and weighs less than 18 kilograms, the student must be transported to off-site activities in:
 - (a) a private or rented vehicle with a properly installed and maintained child safety seat appropriate to the age and weight of the child; or
 - (b) a chartered bus hired from the Transportation Approved Carrier list.
2. If a vehicle is equipped with a front passenger-side airbag, students must not be transported in that seat, if they do not meet the minimum height requirements for safety, unless the airbag has been properly deactivated.
3. A student with a valid operator's license other than a class 6 or class 7 operator's license, may drive to and from any off-site activity within the corporate limits of the municipality containing the school only, provided that the principal has written permission from the parent or guardian acknowledging that their student will be driving to the off-site activity. In exceptional circumstances, the principal may approve students to use their vehicle to drive to off-site activities.
4. Vehicles must not return from an off-site activity unless transportation has been arranged for all students.
5. Students are not allowed to transport other students.

Severe weather or poor driving conditions

1. During severe weather or poor driving conditions, principals must ensure that weather and road conditions are conducive to travel before students leave the corporate limits of the municipality containing the school for an off-site activity trip.
2. An off-site activity trip may not leave the corporate limits of the municipality containing the school by vehicle if any one or more of the following exist:
 - (a) there are blizzard conditions enroute or blizzard or severe weather conditions are forecast by Environment Canada;

- (b) the RCMP or the Alberta Motor Association has issued an advisory against travel on any en route highway;
 - (c) the temperature is below -30 degrees centigrade; or
 - (d) the wind chill falls in the "very high or extreme" categories as defined by Environment Canada.
3. On return trips, the teacher-in-charge or Division employee must verify weather and road conditions.
 4. Students must be appropriately clothed for travel by road for the seasonal conditions, as determined by the teacher-in-charge or Division employee.
 5. For travel outside the corporate limits of the municipality containing the school, any vehicles used to transport students must contain or have immediate access to a first aid kit.
 6. Any private vehicle used to transport students must:
 - (a) be properly equipped to handle all road conditions;
 - (b) be in good running order; and
 - (c) have appropriate equipment such as a spare tire, jack, emergency road tools, emergency provisions or an emergency survival kit.

Accidents

If an accident occurs during an off-site activity, the teacher-in-charge or Division employee must:

- (a) assess the situation and, if injuries have occurred:
 - (i) attend to the immediate medical concerns; and
 - (ii) call or make arrangements to call for rescue, assistance or ambulance, as required;
- (b) determine whether or not the trip will continue based upon all the circumstances;
- (c) notify the principal or designate at the earliest opportunity if serious injuries have occurred so that the principal may inform the parent or guardians, the Associate Superintendent-Personnel and others as necessary; and
- (d) complete a Student/Teacher Accident Report within 48 hours of the incident or as soon as possible upon return to the school, and forward it to Associate Superintendent-Personnel.

Alcohol and drug use

The use of alcohol or illegal drugs by all participants is strictly prohibited during off-site activities, and applies to all off-site activities regardless of the circumstances, the age of the participants or local laws, customs and culture.

PART 3 PARENTS, STUDENTS AND VOLUNTEERS

Parent permission

1. Where explicit parental permission is required, parents must be informed in writing of the following information about off-site activities:
 - (a) the purpose and educational objectives of the off-site activity;
 - (b) the name of the teacher-in-charge and a contact telephone number;
 - (c) the date;
 - (d) the destination and, where necessary, a map of the area;
 - (e) a detailed itinerary, setting out the general nature and number of activities;
 - (f) departure and return times;
 - (g) mode of transportation;
 - (h) level of supervision; and,

where necessary:

 - (aa) financial arrangements;
 - (bb) safety precautions;
 - (cc) the date of the parent meeting, if international travel is involved;
 - (dd) any unusual factors such as rigorous physical activity, water related activities or water sports;
 - (ee) any special risks associated with the activity;
 - (ff) a reminder that parents must inform the teacher-in-charge about any relevant medical conditions of the student;
 - (gg) emergency procedures to be followed in the event of injury, illness or unusual circumstances;
 - (hh) the need for additional medical coverage for out-of-municipality and out-of-country trips; and
 - (ii) any other relevant information about the trip which may influence the parent's decision to withhold permission, such as a controversial museum exhibit.
2. When a parent meeting has been called for a trip:
 - (a) the teacher-in-charge or Division employee must keep a record of attendance at the parent meeting; and
 - (b) the student's parent must attend the parent meeting to discuss the off-site activity trip and the rules and conduct expected of students, or, if the student's parent does not attend the parent meeting, the teacher-in-charge or Division employee must personally speak to the parent about the trip.
3. One permission form is acceptable for a series of walking activities in the neighbourhood of the school.

4. One permission form is acceptable for a series of off-site activities such as performing arts, swimming lessons, physical education classes, outdoor education classes, or athletics, as long as the permission form includes a list of all activities and meets the requirements of informed consent as outlined in Section (1) above.
5. When an off-site activity includes students from two or more schools:
 - (a) the principal of each school involved must approve the participation of their students; and
 - (b) students from all the schools are accountable to the teacher-in-charge or Division employee.

Student's responsibility

1. Each student participating in an off-site activity must:
 - (a) comply with the rules of the school and the requirements of the school's student code of conduct;
 - (b) fulfill all the preparatory requirements at an appropriate level of performance;
 - (c) dress appropriately according to the type of off-site activity;
 - (d) cooperate fully with everyone authorized by the Division to provide education programs and other services;
 - (e) participate in a responsible and cooperative manner during the trip;
 - (f) account to the teacher in charge or Division employee for their conduct;
 - (g) respect the rights of others; and
 - (h) carry out all follow-up procedures in an appropriate manner.
2. A student may not participate in an off-site activity unless the student is enrolled in a sponsoring or participating school, and is part of the class or group taking part in the off-site activity.

Volunteers

1. Volunteers must:
 - (a) have qualifications appropriate to the off-site activity; and
 - (b) complete the appropriate trip forms.
2. Volunteers are expected to know the details of the off-site activity and their specific duties and authority prior to departure.
3. Volunteers must support and follow the school code of conduct and:
 - (a) report any inappropriate conduct to the teacher-in-charge or Division employee;

- (b) adhere to the schedule or itinerary;
- (c) dress appropriately according to the type of off-site activity; and
- (d) fulfil their duties for the duration of the off-site activity, including evenings and weekends.

4. The principal has the right to approve volunteers.

PART 4 ACTIVITIES

Unacceptable activities

The following off-site activities are not permitted:

- (a) off-site activities that require travel time that would be too long for the age of the students involved;
- (b) off-site activities that require inordinate expense or excessive absence from school; or
- (c) off-site activities that are hazardous or prohibited activities.

Prohibited activities

Active participation in the following off-site activities is not permitted as a Division off-site activity:

- (a) aerial gymnastics;
- (b) American gladiator style events;
- (c) auto racing;
- (d) bicycle motocross (BMX);
- (e) boxing
- (f) bungee jumping;
- (g) demolition derbies;
- (h) drag racing;
- (i) dunk tanks;
- (j) extreme sports;
- (k) fencing;
- (l) hang gliding;
- (n) horse jumping;
- (o) hot air balloon rides (tethered and untethered);
- (p) hiking on the West Coast Trail in the Pacific Rim National Park Reserve, British Columbia;
- (q) mechanical bull riding or simulated mechanical rodeo events;
- (r) motorcycling of any nature;
- (s) mountain scrambling and technical mountaineering;
- (t) paintball, laser tag games or war games;
- (u) rifle ranges or other activities involving firearms;
- (v) rodeos;

- (w) scuba diving;
- (x) skydiving;
- (y) tobogganing, tubing, crazy carpet, bobsledding and sledding;
- (z) trampolining;
- (aa) winter biathlon with firearms;
- (bb) go-carting;
- (cc) snowmobiling;
- (dd) all terrain vehicles;
- (ee) mountain climbing;
- (ff) West Edmonton Mall;
- (gg) Callaway Park;
- (hh) Sylvan Lake Water Slides; and
- (ii) Back country cross-country skiing.

Restricted activities

The following off-site activities are permitted as long as the restrictions listed on the prescribed permission forms found in the Forms Manual are complied with:

- (a) canoeing;
- (b) caving (spelunking);
- (c) ice climbing;
- (d) kayaking;
- (e) luge;
- (f) mountain biking;
- (g) open water swimming;
- (h) racing of watercraft (non-motorized);
- (i) rock climbing;
- (j) stage fighting and movement;
- (k) wall climbing;
- (l) white-water rafting;
- (m) ice fishing;
- (n) dog sledding;
- (o) amusement parks;
- (p) water parks;
- (q) in-line skating;
- (r) skateboarding;
- (s) cycling;
- (t) hiking;
- (u) country cross-country skiing in wilderness areas. (Area must be cleared as a non-avalanche area by a letter from authorities.)
- (v) archery (Archery must be taken at a facility with equipment and trained instructors. It is not approved at a school site.) and
- (w) icefield trips.

Off-site activities in remote or wilderness areas

1. Grades 6-7:
Overnight will be in a permanent structure (i.e. cabin/hostel/Goldeye Camp).
Lean-to's, tents, "under the stars" are prohibited.
- Grades 8-9:
Overnight in the wilderness will not exceed one night.
- Grades 10-12:
Phys. Ed. 10, 20, 30 – overnight in the wilderness will not exceed two nights.

Locally Developed Outdoor Education Course – length of field trip will be determined in consultation with the Outdoor Education instructor and the Safety Committee during the development of the course.

2. In a remote or wilderness area, the teacher-in-charge or Division employee must:
 - (a) have visited the location of the off-site activity prior to the trip and be familiar with the proposed route and seasonal conditions at the time of the trip;
 - (b) use professional guides when appropriate or as directed;
 - (c) establish and communicate class safety and emergency procedures to all participants;
 - (d) ensure that appropriate communication devices are taken on the trip;
 - (e) ensure constant communication within the group and access to external communication as needed;
 - (f) be familiar with the nearest accessible medical station and telephone service;
 - (g) notify local area authorities, such as RCMP, forestry or park officials (Nordegg Ranger Station – 403-721-3965; Jasper Park Info – 403-852-6155) about the proposed activity and location or route to be used;
 - (h) contact local authorities for information regarding environmental conditions, seasonal wildlife concerns, and trail conditions;
 - (i) establish procedures so that contact can be made with the school principal via RCMP, forestry or park officials, or other persons in the area; and
 - (m) obtain camping permits, fire permits, fishing and other licenses and area use permission where required.

3. In a remote or wilderness area, if a group splits into two or more independent traveling groups, each group must have a teacher-in-charge or Division employee, unless the Field Trip Assessment Committee approves alternative arrangements.

Water Activities

1. *Grades 6-7*
Flat water only. Physical Education Safety Guidelines must be followed.
Students not to exceed more 100 metres from shore. Day trips only allowed.

Grades 8-9

Moving water allowed. Physical Education Safety Guidelines must be followed (must meet or exceed guidelines). Maximum of one night out.

Grades 10-12

Moving water allowed. Physical Education Safety Guidelines must be followed (must meet or exceed guidelines). Maximum of two nights out.

2. Notwithstanding No. 1, Class 2 rivers require personnel with river rescue certification.
3. Each trip that includes water-related activities must have a safety assessment, unless the trip is on an approved activities list.
4. All participants involved in sailing or boating activities must:
 - (a) have swimming skills commensurate with the activity; and
 - (b) wear a Transport Canada approved lifejacket or Personal Flotation Device.
5. For activities involving canoeing, sailing and power craft, the activity must meet or exceed the Safety Guidelines.
6. When canoe trips take place on lakes or rivers, the teacher-in-charge or Division employee must have visited the site prior to the trip, and be familiar with the proposed route and the seasonal conditions at the time of the trip.
7. Adequate instruction and demonstration must be given to all participants involved before allowing the participants to undertake any water-related activity.

Swimming pools

1. Students on off-site activities may not use swimming pools unless there is a lifeguard on duty.
2. If the facility operator does not provide a lifeguard at a swimming pool, students may use the swimming pool if the school provides a lifeguard with current certification in Bronze Medallion, Standard First Aid, and CPR Basic Rescuer, for every fifty (50) participants using the swimming pool. An adult supervisor must be in attendance. The lifeguard must not be swimming, but must remain at poolside to provide proper supervision.

Skiing or snowboarding

1. Downhill skiing or snowboarding are acceptable activities for students in combined grade 3 and 4 classes, and students in grades 4 to 12, as long as all the following conditions have been met:
 - (a) conditioning activities have occurred in physical education classes, or as part of a fitness program leading up to the skiing or snowboarding activity;

- (b) skiing or snowboarding are part of a well balanced yearly program, and reflect the school's commitment to a quality physical; and
 - (c) the activity includes, at a minimum, one mandatory lesson at the beginning of each day on a ski hill.
2. Prior to the skiing or snowboarding trip, the teacher-in-charge or Division employee must:
 - (a) have visited the ski resort recently and be familiar with seasonal conditions at the time of the activity;
 - (b) make contact with the ski resort operator in order to arrange the student identification and controls procedure; and
 - (c) understand the ski resort's emergency protocol.
 3. Upon arrival at the ski resort, the teacher-in-charge or Division employee must:
 - (a) divide students into levels of ability as described by the parent's signed acknowledgement of the student's skier or snowboarder's classification;
 - (b) assist the ski resort staff with grouping students for their mandatory lesson;
 - (c) along with the ski resort staff, emphasize to the students that they will be given permission to use specified slopes or trails, and that the use of other slopes or trails is prohibited; and
 - (d) assist the ski resort staff with controlling student access to slopes or trails.
 4. At the conclusion of the mandatory lesson:
 - (a) the ski resort instructor will identify the level of ability of the students, and assign appropriate ski or snowboarding slopes or trails; and
 - (b) students may begin supervised skiing and snowboarding on the assigned slopes or trails.
 5. During the supervised ski time, students must ski in pairs or groups of three or four.
 6. A minimum supervision ratio for skiing and snowboarding is one adult to 10 students, including at least one adult supervisor in the ski lodge.
 7. Supervision of ski slopes must be carried out by supervising the face of the hill or ski area on a constant rotation system by pairs of supervisors.
 8. All participants in skiing and snowboarding activities must:
 - (a) wear an approved ski/snowboarding helmet; and
 - (b) ski or snowboard only on designated open runs within the ski area.

Ice Skating

All participants in ice skating must wear a CSA-approved skating or hockey helmet.

ADMINISTRATIVE PROCEDURE NO. 343**VOLUNTEER PERSONNEL IN SCHOOLS**

The Board encourages the use of volunteer personnel in schools and school-related activities, and recognizes the valuable contribution volunteers can make in a school. The purpose of this procedure is to ensure and maintain a safe and secure learning and working environment. The principal shall be responsible for ensuring volunteers are screened and approved before being involved in school activities.

Procedures

1. The involvement of volunteer personnel in school is encouraged and is dependent on the acceptance of the principal and staff of the school.
2. The principal must approve all volunteer positions in a school in accordance with this procedure.
3. Volunteers who act as resource persons are individuals:
 - a) who have a relevant area of expertise and experience;
 - b) who are involved in an activity on a short-term basis to enhance the education program; and
 - c) whose visits are planned, supervised, and evaluated by a certified teacher.
4. A volunteer may not be assigned to a teacher without the teacher's consent.
5. The principal is responsible for:
 - a) Recruiting and screening volunteers keeping in mind the safety and well-being of students and staff;
 - b) Ensuring that volunteers act in an assisting capacity and do not assume the teacher functions normally performed by the classroom teacher;
 - c) Ensuring volunteers know they are expected to abide by the normal rules of confidentiality and must comply with Red Deer Catholic Regional Division policies, administrative procedures and school rules; and
 - d) Ensuring volunteers know that if they have an issue with matters they see or hear in the school, they should contact the principal.

6. All volunteers shall:
 - a) Complete a Volunteer Registration Form;
 - b) Provide a Criminal Records Check;
 - c) Sign a confidentiality agreement; and
 - d) Complete a volunteer driver's insurance form yearly and have the vehicle inspected by the principal (as per admin procedure # 341), if they are volunteering to drive.
7. If an applicant has a criminal record, the principal will review the applicant's suitability for the volunteer position based upon the following factors:
 - a) the type of charge or offence;
 - b) the age of the charge or offence;
 - c) the type of volunteer work the applicant is being considered for;
 - d) whether the criminal record impacts on the applicant's ability to perform the volunteer duties;
 - e) whether the behaviour associated with the offence(s) if repeated, will pose a threat of physical or sexual abuse to children or others; and
 - f) any other factor(s) which the principal deems to be relevant.
8. If the principal deems that the applicant is unsuitable for a volunteer position, the applicant will not be offered that particular volunteer position.

ADMINISTRATIVE PROCEDURE NO. 350**STUDENT EVALUATION****Background**

The schools of the Division are governed by the philosophy of the Red Deer Catholic Regional Division which integrates religious, doctrinal objectives with those requirements of the provincial authority.

The evaluation of student achievement refers to and manifests itself as the systematic process of collecting, analyzing, interpreting, and judging of information relative to a student's achievement in any educational program or course.

Procedures

1. The Superintendent shall ensure that all student evaluation techniques and procedures address themselves to the following principles:

Guidelines

1. To ensure that the rights of students are protected in the student evaluation practices followed, all procedures used, and judgements made, shall be fair and just. Implicit in the meaning of "fairness" and "justness" are the following three basic principles:
 - 1.1 objectivity - meaning impartiality and freedom from prejudice.
 - 1.2 equity - meaning requiring equal treatment of all concerned, unless special circumstances dictate: e.g. positive discrimination in favour of a student who is handicapped, has special needs, is gifted, etc.; and
 - 1.3 the following of a standard of what is right and proper.
2. Because it is important to maintain a high quality of education, the credibility of the schools' programs shall be a prime responsibility of the Superintendent. He shall be required to give the Board continuing assurance that such is the case.
3. To enhance the comparability of student achievement within or among Division schools, students shall be evaluated, whenever possible, in terms of a common set of expectations with respect to content and standards approved by the Superintendent in consultation with school staffs and/or as required by Alberta Learning.

4. Final examinations shall be administered to all students in grades four through twelve, and shall provide a proportion of each student's final mark in a particular subject or area of study.
5. To ensure that student evaluation procedures followed in any of the schools of the Division have been fair and just, a student shall have the right to appeal the final standing awarded in any subject or area of study. The right of appeal may be exercised by a parent or guardian acting on a student's behalf.
6. Student progress shall be evaluated on a continuous basis, thereby providing the student with regular feedback peculiar to the student's effort.
7. Evaluation procedures will identify the strengths and weaknesses of individual students. Marks shall not be scaled using the bell curve.
8. Evaluation procedures will provide objective data which will facilitate educational decisions concerning special student placement, as well as facilitate the tailoring of instruction to meet the needs of those students.
9. Evaluation procedures may provide useful instruments which could lead to the establishment and use of Division-specific standards.

Procedures

1. A student shall receive
 - 1.1 a clear statement of:
 - 1.1.1 course content
 - 1.1.2 evaluation procedures with weightings assigned for various facets of required term work and the final examinations
 - 1.1.3 other criteria to be used in evaluation

as a formal communication to his/her parents at the time of registration for high school students; at the time of the issuance of the first report card for the year for elementary and middle school students.
 - 1.2 comparable and appropriate treatment from one class to another in the same course within a school in terms of
 - 1.2.1 course objectives and content
 - 1.2.2 evaluation procedures and criteria
 - 1.2.3 standards of achievement

- 1.3 similarity of treatment within any particular subject regardless of school attended in the Division in terms of
 - 1.3.1 course objectives and content
 - 1.3.2 evaluation procedures and criteria
 - 1.3.3 standards of achievement
2. The Superintendent shall ensure that Division policy, guidelines and procedures are followed, and that any requirements outlined by Alberta Learning are met.
 - 2.1 The Superintendent shall review, on an annual basis, the adequacy of student evaluation policies, guidelines and procedures, and recommend modifications to the Board, should they be necessary.
 - 2.1.1 This annual review shall include an analysis of final standings awarded within the school system as compared to available provincial data.
3. The Superintendent shall develop guidelines and procedures to ensure some measure of consistency in individual course objectives and content, and procedures and criteria used for the evaluation of student achievement throughout the school division.
4. Final Exams
 - 4.1 Senior High
 - 4.1.1. There shall be final exams in all subjects. However, where a diploma exam is given, the teacher shall have flexibility and may choose to give or not to give an in-class final.
 - 4.2 Middle School
 - 4.2.1 Final exams shall be given in English Language Arts, Mathematics, Science, Social Studies (and French Language Arts for French Immersion students). In the case of grade nine, where a Provincial Achievement Examination is given, the teacher shall have the option to utilize the Provincial Exam as the final exam.

Grade seven and eight students can be recommended for exemption from one exam per year based on the criterion in 4.2.2 of this procedure. Students can only be exempted from a particular subject area once in middle school. If the student qualifies for an exemption in both grade seven and eight, it must be taken in different subject areas.

4.2.2 Recommendations for exemption from one exam in grade seven or eight are based on the following criteria:

- a. Minimum 80% in Mathematics, Science, Language Arts, Social Studies, and Religious Studies over the year;
- b. Proper work habits must be demonstrated (diligence, assignments completed, etc.)
- c. Each student's exemption will be reviewed on an individual basis;
- d. Exemptions are optional and must be approved by the principal, parent and student.

4.2.3. Areas of study, excluding Mathematics, Science, Language Arts, Social Studies, and Religious Studies, may have final exams at the discretion of the teacher.

4.3 Grades 4-5

4.3.1 Final exams shall be given in English Language Arts, Mathematics, Science, Social Studies (and French Language Arts for French Immersion students).

5. Final Mark

The student's final mark in any subject or area of study will be determined by performance measured in relation to the following criteria:

5.1 Cognitive development as measured by teacher-prepared and selected tests

5.1.1 Core concepts tied to specific objectives in the articulated program for each subject will be tested, along with project work, and laboratory experiences.

5.2 Knowledge of appropriate attitudes pertaining to the subject area.

5.3 Demonstrated attitude and efforts towards the subject studied.

5.4 Knowledge of the skills and/or operations required to perform investigations and self-discovery projects (process skills).

5.5 Proficiency with process skills as demonstrated in problem solving activities.

- 5.6 When appropriate, maintaining of records, notebooks, log books, lab books, etc.
 - 5.7 Knowledge of laboratory/investigation techniques in the mathematics and science areas and research techniques in social studies and language arts areas.
 - 5.8 When appropriate, demonstrated skills in laboratory and research procedures.
6. Student performance shall be carefully recorded. In order to establish an accurate profile of a student's progress, a variety of records must be kept.
- 6.1 Marks achieved on teacher-made and selected tests will be recorded in a mark book.
 - 6.2 At the end of the reporting period, the collection of grades in each subject area will be analyzed and a final grade will be assigned for each subject.
 - 6.3 The grade for the reporting period or term will be recorded on the report document as a numerical grade for junior and senior high students. The passing grade in any course shall be 50%.
 - 6.3.1 Assessment of children in grades 6-9 will be characterized by the following marking code:
 - 90-100% - Significantly above grade level
 - 75-89% - Above grade level
 - 60-74% - At grade level
 - 50-59% - Below grade level
 - below 50% - Failing to meet expectations
 - 6.3.2 At the middle school level, students who are receiving less than 50% in any course, shall have an "F" placed on the report card to replace the percentage grade.
 - 6.3.3 At the middle school level, in extraordinary circumstances and under the direction of the principal, letter grades may be used.
 - 6.4 Primary student assessment, grades 1-3 is a curriculum-based approach formalized in curriculum descriptor report-cards and parent-teacher conferences. The prime emphasis for the teacher is to clearly and effectively communicate the levels of achievement, interpersonal growth, and diagnosed progress of each child to his/her parents.

- 6.5 Assessment of children in grades 4-5 will be characterized by a more rigorous diagnosis of academic achievement specifying a level of completion of specific learning objectives by assigning an achievement code as follows:

A=Excelling Within Grade Level
 B=Achieving at Level
 C=Beginning to Achieve at Level
 N=Not Yet Achieving at Level

A single grade mark will serve to culminate the rating assessments given by the teacher for each of the essential learning dimensions stated for each of the **core** subject areas.

The single grade mark will be reported by a numerical grade with the suggested following ranges:

A=85-100%	Excelling within grade level
B=65-84%	Achieving at grade level
C=50-64%	Beginning to achieve at level
N=less than 50%	Not yet achieving at level

- 6.6 Demonstrated student effort toward the subject and schooling shall be recorded by utilizing the following Effort Code. This Code is for use at the grades 1-5 level.

Effort Code: 1=Applies Extra Effort
 2=Achieving at Level
 3=Effort Improving
 4=Effort is Inconsistent
 5=Requires More Effort

Growth as a Learner, for grades 1-5, shall be recorded by utilizing the following:

E=Excellent
 S=Satisfactory
 I=Improvement Shown
 R=Requires Improvement

- 6.7 Students who are receiving help in Division programs for special needs children will receive assessments sensitive to a realistic evaluation of their progress in various learning activities and/or subjects. Reports will be in the form of written anecdotes and more frequent parent/teacher interviews.

7. Students in grades 1-5 will not receive a written report on the first reporting period of the year. Detailed comments related to all of the above-noted criteria will be used instead.

There will be four reporting periods. Where possible, there will be a parent-teacher conference within the first two months of the school year. Those schools whose calendar prevents a fall parent-teacher interview shall ensure that appropriate communication occurs with parents and students regarding achievement prior to the first written report card. The second (December) and fourth (June) reporting periods will be in the form of a written report card. The third reporting period will include a written report and a parent-teacher interview.

8. All of the information recorded in the teacher's record book should be available as documentation at parent/teacher interviews to justify marks/assessments assigned in the report cards.

- 8.1 Where applicable and required, knowledge and demonstration of affective attributes by a student will be recorded regularly as anecdotal comments in the teacher's record book. Such comments are analyzed at the end of a reporting period and become part of the final assessment for the reporting period.

- 8.2 Demonstration and proficiency with process skills and psychomotor skills will be recorded as anecdotal notes in the teacher's record book. Such notes will be used when analyzing the various accumulated achievement data, etc. for each subject when arriving at final assessments for reporting periods.

- 8.3 When appropriate, the student's notebook, lab book, etc., will be graded on the basis of completeness and accuracy of notes, assignments, experiments, drawings and various reports. These grades will form part of the data accumulation to be analyzed in arriving at final marks for reporting periods.

9. The words "when applicable and required" are used in procedural statements which refer to report cards at specific grade levels.

10. Procedures For Establishing Records

- 10.1 Testing Pattern

- 10.1.1 Tests will be administered upon completion of a concept area or unit of study.

- 10.1.2 Mid-term examinations will be administered, where applicable, at the discretion of the teacher.

- 10.1.3 Final examinations will test highlights of the core curriculum studied.
- 10.2 Completed Assignments
 - 10.2.1 Careful record of completed assignments will be maintained.
 - 10.2.2 Laboratory activities/research projects completed will be graded and recorded.
 - 10.2.3 Where applicable, student notebooks will be checked regularly.
 - 10.2.4 Completed and graded examination papers, with the exception of provincial exams, shall be kept on file by the teacher for student use and examination. Completed and marked assignments are the property of the student.
- 10.3 Affective Attributes
 - 10.3.1 Anecdotal records will be kept on the teacher's judgement of demonstrated student behaviour, when it is considered significant information for the student and his parents.
- 10.4 Skills
 - 10.4.1 Proficiency with process and/or manipulative skills will be judged on a continual basis, relying upon criterial expectations known by the students.
 - 10.4.2 Knowledge of process skills will be judged regularly.
- 10.5 Parent-teacher conferences are a useful data collecting and feedback mechanism. Anecdotal records are kept.
 - 10.5.1 Since the reporting of student progress is to reflect the program objectives, it is necessary to pass on more information than the traditional report card mark. It is, therefore, necessary to maintain all of the records discussed above.
 - 10.5.2 Each report card mark, excluding the final mark, should be independent of a previous reporting period. Likewise, each mark should be independent of any "educated guess" with regards to future performance.
- 10.6 Determining the Final Mark

- 10.6.1 The final mark shall be determined on the basis of the student's performance during the duration of the program.
- 10.6.2 The final mark will be determined by proportional distribution of evaluative criteria.

11. Student Appeals Procedures

To ensure that the student evaluation procedures followed have been fair and just, a student shall have the right to appeal the final standing awarded in any subject. The right of appeal may be exercised by a parent or guardian acting on a student's behalf.

- 11.1.1 Appeal at the classroom teacher level: the first appeal will be to the subject teacher, if possible.
- 11.1.2 The second appeal shall be made to the school principal in writing within one week of the time final standings are released to the students. A copy of the appeal will be sent to the classroom/subject teacher.
- 11.1.3 To review the basis of any final standing awarded to a student, the principal shall employ the procedures listed below.
 - 11.1.3.1 consultation with teacher(s) involved
 - 11.1.3.2 a check of records
 - 11.1.3.3 a personal hearing of the student's appeal
 - 11.1.3.4 a review of evaluation procedures followed.

11.2 Appeals at the Division Level

- 12.2.1 The student and/or a parent or guardian acting on behalf of a student may request a hearing of the appeal before the Superintendent in the event that the school level appeal did not satisfy the concerns which prompted the appeal in the first instance.

12. Records of individual student evaluations are confidential and, therefore, are not for public scrutiny. The following procedures will govern the maintenance of these confidential records:

12.1 Location of Records

- 12.1.1 Teacher record books shall be stored in a secure place.
 - 12.1.2 Individual student's cumulative records shall be stored in a locked filing cabinet in the central office of the school.
 - 12.1.3 Records of student scores on standardized/selected tests will be maintained in the cumulative record card for each child.
- 12.2 Responsibility for Records
- 12.2.1 The confidentiality of all student records maintained by the school are the responsibility of the school principal. Security procedures regarding the responsibilities of individual teachers for their record books shall be specified by the school principal.
- 12.3 Access to Records
- 12.3.1 Access to student records shall be governed by the principal.
 - 12.3.2 Access will only be allowed when the information is requested by a student, parent or guardian or by an authorized person on a "need to know" basis.
 - 12.3.3 Information regarding an individual student's measured intelligence quotient shall not be given to parents or guardians except in unusual circumstances wherein the child's well-being would be properly served by such action.
- 12.4 Records will be retained in the school files for the duration of a child's attendance at school.
- 12.4.1 Upon graduation from high school, individual student records will be forwarded to central office for secure storage for 7 years after graduation, or age 25.
 - 12.4.2 Teacher record books will be securely stored in the school's central office for six months following the end of the school year in which they were maintained. Such teacher record books will be destroyed in a secure manner following this specified time.
- 12.5 Transfer of student records to another jurisdiction on the occasion of a family moving away from the Division will be accomplished as follows:

- 12.5.1 In accordance with Alberta Regulation 213/89, as attached.
 - 12.5.2 The principal shall ensure that the records are stripped of non-essential documents prior to mailing.
 - 12.5.3 Records shall be sent by first class mail in an envelope clearly marked as confidential to the addressee requesting same. Records shall not be sent to a jurisdiction unless requested by a duly authorized person.
 - 12.5.4 Records being sent out-of-province shall be copied and the copy kept in secure storage at central office for seven years after the student could reasonably be expected to complete Grade 12 or age 25.
13. Student outcome results will be reported to appropriate individuals and publics in accordance with the following:
- 13.1 Students and parents receive regular progress reports.
 - 13.1.1. report cards
 - 13.1.2. parent/teacher interviews
 - 13.1.3. as circumstances warrant
 - 13.2 Teachers will receive the evaluation results for their students from provincial, zone and selected tests.
 - 13.2.1 Student results are confidential and shall be treated as such.
 - 13.2.2 Teachers will be aided in the interpretation of evaluation results to enable them to improve and/or maintain student performance and program effectiveness.
 - 13.3 The parents, Board and general public will be informed of the student group outcome results for the school or Division on provincially administered examinations.

Achievement Test and School Transition Protocol (February 2005)

Red Deer Catholic Regional Division is dedicated to helping our students achieve to the best of their abilities. The following protocol is a collaborative process involving teachers together with students, administration and parents. The teacher has the primary responsibility to ensure all students in his/her class are knowledgeable about the curriculum as prescribed in the Program of Studies and are well prepared for provincial achievement exams.

The Division assesses all students in grades 1 – 9 annually. Students are assessed using group normed Level A achievement tests (CAT) once during the school year. Grade 1 students are assessed after Christmas. Grades 2 – 9 students are assessed in September so results are available for year planning and sharing with parents at Fall interviews.

A major reason behind any diagnostic and achievement testing is to assist in planning. For example, a grade 5 teacher can use the data to revise their year plans to meet the needs of their current class (and individual students) and after sharing the data with the previous year's teacher that grade 4 teacher can use the information to evaluate the program they delivered the previous year to see if it met students' educational needs. A second way to use the testing is to assist teachers in identifying students who may need extra assistance during the school year to complete the grade at an acceptable level or move to a standard of excellence.

A reason we need a defined protocol is for more accountability for planning and sharing of results.

School administrator responsibilities	Timeline
Developing, designing, and implementing an action plan within their school and feeder school community so exams can be administered and analyzed. A student and curriculum-based plan will then be developed and implemented at each grade level.	May Scheduled yearly
Ensuring teachers understand the reasoning behind the use of the tests and the expected use of the data.	May September
Ensuring their teachers realize that the whole grade grouping (1-3, 4-6, 7-9) is responsible for the PAT achievement results.	September Reviewed during the year

<p>Ensuring teachers analyze the achievement test (CAT) exam results together with the PAT results for their grade grouping and revise their year plans for implementing the program of studies to fit the children's learning needs (for that year as indicated by data analysis).</p>	<p>October – November Scheduled yearly</p>
<p>Ensuring professional development time (October PD day) is allotted and structured to allow teachers to analyze and plan from achievement test and PAT data. Teachers will work in grade groupings. Principals will need to work together to develop a plan that allows grade 6 middle school teachers to meet with the grade 5 feeder school teachers for review of data and strategic planning.</p>	<p>September – October Scheduled yearly</p>
<p>Meeting with each teacher to discuss his or her specific analysis and action plan.</p>	<p>November – December Follow-up in May- June Scheduled yearly</p>
<p>Allowing parents to have the opportunity to have access to their child's results by the first parent-teacher meeting and throughout the school year.</p>	<p>October/November and as requested Scheduled yearly</p>
<p>Ensuring the completed analysis and individual student profiles are available for the teacher of the following year.</p>	<p>Scheduled yearly</p>
<p>Ensuring there is a transition plan for students moving from grade 5 to 6 and from middle school to high school. There needs to be a sub-plan for special need student transitions.</p>	<p>May Scheduled yearly</p>

Teacher Responsibilities	Timeline
Developing a year plan that corresponds to the program of studies.	September Scheduled yearly
Teaching the curriculum and accessing all resources that are necessary to implement the year plan.	Yearly
Administering the achievement test (CAT) exam in September and ensuring all students have the opportunity to complete the exam.	September Scheduled yearly
Working in a grade grouping (1-3, 4-6, 7-9) to analyze the results once they become available and to compare individual student results with the appropriate PAT results.	October/November and as necessary through the school year. Scheduled yearly
Developing an action plan from results analysis and revising year plans to ensure appropriate addressing of areas of concern.	October /November To be reviewed during the school year as necessary. Scheduled yearly
Using formative, summative, achievement tests (CAT), and PAT testing results to ensure all students in their class will be able to access a program that will enable them to succeed and achieve at an acceptable standard (or at a standard of excellence) as measured by their next PAT. The results should be used to adjust year plans if a pattern has become apparent.	August/October and as required during the school year. Scheduled yearly
Consulting with the previous grade teacher (and/or grade grouping teachers) as necessary.	August/October and as required throughout the school year. Scheduled yearly
Meeting with the principal to discuss the analysis and action plan.	November/December Reviewed May/June Scheduled yearly
Communicating evaluation results to parents.	Regular schedule as determined by Board Policy and Division Administrative Procedures.

ADMINISTRATIVE PROCEDURE NO. 351**EDUCATIONAL PLACEMENT OF STUDENTS WITH SPECIAL NEEDS****Background**

All students deserve the opportunity to develop their God-given talents to their fullest. Programs shall be provided to meet the needs of all students. Students with special needs are entitled to have access in a school year to an appropriate educational program. Placement shall be appropriate with the first option to be considered is integration into regular classrooms in the neighbourhood or local school.

The provision of educational services to students with special needs is governed by provincial legislation and the policies and regulations of Alberta Education.

Procedures:

1. Educational programs and services provided for students with special needs shall be accordance with Sections 47 and 48 of the School Act, the Guide to Education: ECS – Grade 12, and the Standards for Special Education (Amended June 2004).
2. The Superintendent, or designate, is responsible for coordinating and monitoring programs for students with special needs.
3. The Superintendent shall be responsible for the application for all eligible grants to support student placement and flexible decision-making.
4. The Division must ensure informed consent by obtaining written consent from the parent or documenting actions undertaken by the school board to obtain consent.
5. Parents shall be informed of their right to a timely, fair and open process in regard to placement and appeals of special education placement.

ADMINISTRATIVE PROCEDURE NO. 352**COURSE CHALLENGE****Background**

Course challenge is a provision that allows senior high school students to challenge the expectations for a course by participating in a formal assessment process, rather than taking the course. Alberta Education, Guide to Education, outlines the conditions and procedures under which this may take place.

Procedures

1. The principal shall ensure that the student and school handbooks provide information explaining and outlining the availability and the procedures for students to follow in order to challenge a course.
2. The student shall initiate a request to challenge a course with the principal within the first two weeks of either semester or within the first two weeks of enrolling in the school.
3. The principal shall review the course challenge process with the student and direct the student to a specific teacher of the course being challenged.

ADMINISTRATIVE PROCEDURE NO. 360**STUDENT APPEALS****Background**

The Superintendent has been delegated the authority by the Board to hear and deal with appeals provided for in the *School Act*.

The Board expects that all students will be treated fairly with due respect to their needs, the needs of the school and the Division and, where appropriate in consultation with the parents.

Procedures

1. The conduct of appeals and the items which may be appealed are noted in the *School Act*.
2. These procedures shall not apply to appeals which pertain to the placement of students in special education programs. These appeals will be dealt with under the Board's policy for special education placement.
3. These procedures shall apply to:
 - a. Those decisions which are appealable to the Minister under the *School Act*.
 - b. Decisions regarding the final mark in a course or program.
 - c. Decisions regarding the placement of a student, who is not a special needs student, in a course or educational program.
 - d. Every decision which significantly affects the education of the student.
4. An appeal may be submitted to the Superintendent by a parent, or by a student who is 16 years of age or older, within 10 days of the decision being communicated.

The Superintendent shall set up a hearing with the parties involved within 10 days of the appeal.

All parties will be allowed to present relevant information regarding the topic of the appeal at the time of the hearing.

The information and submissions will be reviewed and a verbal and written ruling will be provided within 5 days of the hearing.

5. The parent, or the student who is 16 years of age or older, shall be advised of their right to appeal a decision of the Board to the Minister.