

GENERAL ADMINISTRATION 100

100 – General Administration	Page
AP 100 – Smoke Free Environment	1
AP 101 – Workplace Hazardous Materials Information System (WHMIS)	2
AP 102 – Occupational Health and Safety	4
AP 103 – Dealing with Acquired Immune Deficiency Syndrome (AIDS)	6
AP 104 – Harassment	8
AP 105 – Fire Drills and Fire Prevention	13
AP 106 – Bomb Threats	15
AP 107 – Emergency School Closure and Evacuation	17
AP 108 – Instructional Year	19
AP 110 – Dealing with Vandalism	21
AP 114 –Technology	22
AP 115 – Freedom of Information and Protection of Privacy	24
AP 116 – Copyright	26
AP 117 – Instructional Materials Salespeople Visits to the School (deleted Oct. 5/05)	29
AP 118 – Input into Decision-Making	30
AP 119 – Issues Management	31
AP 120 – Community Use of School Facilities	33
AP 121 – Political Electioneering	36
AP 125 – School Councils	37
AP 126 - Long Range Facility Planning (added November 2005)	39
AP 127 – Naming of Educational Facilities	40
AP 128 – Policy Dissemination	42
AP 129 – School Based Decision-Making	43
AP 130 – Public Civility in Schools	53
AP 132 – Protocol for School Lockdown	57

Administrative Procedure 100

SMOKE FREE ENVIRONMENT

Background

The division has a responsibility to ensure that students, staff and visitors in divisional property are protected from the harmful effects of smoking and second hand smoke.

Procedures

1. All division buildings, vehicles and grounds are designated smoke free.
2. The maintenance department shall post "No Smoking" signs in all facilities under the control of the Board.
3. The human resources department shall inform all new employees that the division is smoke free and shall include that information in all advertisements for staff vacancies.
4. The Principal shall ensure that all students, staff, parents and visitors to the school are made aware of the smoke free requirement.
5. The supervisors shall inform their staff members that smoking is prohibited in or on division owned property.
6. Any student or staff member that is in violation of these procedures will be dealt with in accordance with the disciplinary practices established within the division.
7. Staff members that require assistance to stop smoking shall advise the Deputy Superintendent who will identify programs and supports that may be available to assist employees.
8. An awareness program on the hazards of smoking and second hand smoke is to be provided to all students as part of the health curriculum.

Administrative Procedure 101

WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM (WHMIS)

Background

WHMIS is national legislation mandating that employers inform employees about hazardous substances in the workplace. The Holy Spirit Roman Catholic Separate Regional Division No. 4, as an employer, is responsible for safety and notice as soon as a controlled substance enters its facilities. The division must ensure that staff and students who work with, or close to, a controlled product are immediately warned about the possible harmful effects, where they might access more comprehensive safety information such as Material Safety Data Sheets (MSDS's), and are trained in the safe handling procedures that apply to that product.

Procedures

1. Staff members involved with hazardous materials should become familiar with Alberta Regulation 393/1988, Chemical Hazards Regulation, which outlines the WHMIS requirements. A WHMIS training module is also available on the University of Alberta web site at: <http://www.ualberta.ca/WHMIS/>
2. The division is required under WHMIS to:
 - 2.1 Ensure that comprehensive safety information is obtained for all controlled products, stored or used in division facilities, and make these available to staff and students.
 - 2.2 Ensure that controlled products are labeled with a label conforming to WHMIS standards.
 - 2.3 Provide staff and students with training in respect of controlled substances.
3. The maintenance coordinator has been designated as the central resource person for all matters related to the purchase, control and usage of WHMIS products within the division. As part of that responsibility, the maintenance coordinator shall also develop and maintain a master copy of MSDS's for all controlled products identified under WHMIS legislation.
4. The ordering of all school materials and supplies shall be the responsibility of the Principal and the maintenance coordinator has responsibility for the ordering of custodial supplies.
5. The maintenance coordinator and the Principals are to ensure that all employees handling WHMIS products shall have WHMIS training. The maintenance coordinator will sponsor training sessions and maintain a record of staff members that have participated in WHMIS training.

6. The following requirements must be met when using WHMIS materials:
 - 6.1 Users must adhere to WHMIS legislation and requirements.
 - 6.2 Students must be adequately supervised during their use of these materials.
 - 6.3 Students must be instructed in the proper handling of these substances.
 - 6.4 Proper safety equipment shall be maintained in the area and used when these materials are being used.
 - 6.5 Staff shall ensure that WHMIS materials are properly stored.
7. The maintenance coordinator shall:
 - 7.1 Assume responsibility for the reuse/recycle/and disposal of all WHMIS materials.
 - 7.2 Develop procedures for receiving WHMIS materials at each site.
 - 7.3 Ensure that the transportation of WHMIS materials is carried out by trained staff in accordance with the Transportation of Dangerous Goods Regulations.

Administrative Procedure 102

OCCUPATIONAL HEALTH AND SAFETY

Background

The division has a responsibility to provide a safe and healthy working environment for students, employees, volunteers and visitors.

Procedures

1. The Superintendent shall develop and implement safety procedures necessary to provide a safe and healthy working environment in all divisional facilities.
2. The Principal shall be responsible for:
 - 2.1 Providing for educational programs and resources that assist in the development of good safety practices and attitudes in the school.
 - 2.2 Appointing a staff member to coordinate health and safety programs and resources in the school.
 - 2.3 Maintaining accurate records of accidents at school, the treatment provided and the reporting of all accidents to the Secretary-Treasurer.
 - 2.4 Providing direction and support to teachers regarding student safety, supervision and incidents of violations.
 - 2.5 Identifying potentially hazardous conditions and/or materials and ensuring that safe practices and procedures are in place to correct conditions or dispose of hazardous materials.
 - 2.6 Conducting and/or facilitating regular safety inspections.
 - 2.7 Ensuring that teachers provide safety instruction to students as required in the courses they teach.
 - 2.8 Reporting accidents to the Superintendent and the Worker's Compensation Board as required.
3. Each staff member shall be responsible for:
 - 3.1 Exemplifying safe behaviour in teaching practices and procedures.
 - 3.2 Accepting as a professional obligation the responsibility of providing and emphasizing safety education in the classroom.
 - 3.3 Implementing documented safety education programs in accordance with Board Policy and the regulations and standards of other regulating bodies.
 - 3.4 Evaluating safety education efforts, monitoring student behaviour and initiating corrective action as required.

- 3.5 Identifying unsafe environmental conditions and correcting or reporting these in writing to the Principal.
- 3.6 Reporting accidents and/or injuries to the Principal.
- 4. Students shall be advised that they have a responsibility to:
 - 4.1 Be knowledgeable of both environmental safety factors and safe behavioural practices.
 - 4.2 Conduct themselves in accordance with established safety practices and rules such as appropriate dress and protective clothing.
 - 4.3 Identify unsafe practices or environmental conditions and report these to the school staff.
 - 4.4 Inform school staff of possible health concerns relevant to their personal safety and protection.
- 5. Parents shall be advised of their responsibility to advise the school at the beginning of the school year of:
 - 5.1 Any relevant student medical problems.
 - 5.2 Their wish to have their child excluded from particular course activities that may be hazardous to them.

Administrative Procedure 103

DEALING WITH ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

Background

Infection with AIDS should not prevent an individual from attending school or working in any divisional facility except as determined by the personal physician and the Chief Medical Officer of Health. It is expected that staff, students, and members of the school community shall treat any one that has contracted AIDS in accordance with the following guiding principles:

1. Catholic institutions should be characterized by the same compassionate love and support for the suffering that is typified in the ministry of Jesus.
2. On the basis of natural justice and fairness, no student or staff member should be excluded from school or work.

Procedures

1. The Superintendent will maintain contact with the Chief Medical Officer in the event that an individual identified as having AIDS is a student or employee of the division.
2. The Principal shall ensure that education programs dealing with AIDS are taught in accordance with the religious studies curriculum and in the context of the teachings of the Catholic School.
3. The names of students and/or staff suffering from AIDS will be kept confidential by the Superintendent and will only be released to the school administration or immediate supervisors on a "need to know basis."
4. Every attempt should be made to assist staff and/or students suffering from AIDS in order to maintain their normal social life, to draw upon the support of the school community, to protect them from needless stress, and to assure them of loving concern.
5. The Superintendent shall ensure that all staff and students are made aware of the risk of transmission of many diseases, including HIV, through the handling of body fluids.
6. The Principal shall develop routine procedures for the handling of blood and body fluids within the school that would include the following:
 - 6.1 Blood samples of students for science class or other activities shall not be taken.

- 6.2 Good hand washing immediately after exposure to blood and body fluids and before dealing with another individual.
- 6.3 Wearing gloves if the caregiver has open lesions on the hands.
- 6.4 Prompt cleaning of soiled surfaces, or mops, with disinfectants such as household bleach.
- 6.5 Use of disposable towels or tissue whenever possible.
- 6.6 Disposal of soiled materials in secure plastic bags.

Administrative Procedure 104

HARASSMENT

Background

It is essential that all students, staff, volunteers and visitors to the school are provided with a learning and working environment that is free from harassment.

Procedures

1. The following definitions shall be used in the understanding of, and adherence to, these procedures:
 - 1.1 Harassment whether “personal” or “sexual” is behaviour that is directed at or is offensive to any person, is unwelcome and which the “harasser” knows or ought reasonably to know would be unwelcome. It may consist of objectionable conduct, comment, materials or display that demeans, belittles, intimidates or humiliates another person. Harassment could also arise in the form of the misuse of power or authority – intimidation, threats, coercion and black mail – which serves no legitimate purpose in the school or workplace setting.
 - 1.2 Personal harassment is any behaviour that in effect or in intent disparages, humiliates, or harms another person. It is behaviour that denies the individual dignity and respect, and is demeaning and/or humiliating to another person. Harassment may include, but is not limited to, references related to age, national or ethnic origin, religion, gender, sexual orientation, disability or race, sources of income or family status. The behaviour need not to be intended as harassing to be considered as personal harassment. It is sufficient that one knows or ought reasonably to know that their behaviour is offensive and unwelcome.
 - 1.3 Sexual harassment is any unwelcome behaviour, which is sexual in nature. Such behaviour may directly or indirectly affect or threaten to affect in an adverse manner a person’s job security prospects, promotion, earnings, working conditions, or learning environment. The behaviour need not to be intended to be sexually harassing to be considered as sexual harassment. It is sufficient that one knows or ought reasonably to know that their behaviour is offensive and unwelcome.

Sexual harassment can include but is not limited to:

 - 1.3.1 Unwanted physical contact.
 - 1.3.2 Unwelcome remarks or compromising invitations.
 - 1.3.3 Verbal abuse or display of suggestive pictures.
 - 1.3.4 Leering, whistling, innuendoes, jokes or other behaviors or gestures of a sexual nature.

- 1.3.5 Demands for sexual favours.
 - 1.3.6 Stalking.
 - 1.3.7 Insulting remarks about sexual orientation, threats or intimidating behavior.
 - 1.3.8 Bragging about sexual prowess for others to hear.
 - 1.3.9 Sexually insulting remarks about race, gender, ability or class.
- 1.4 The learning and working environment can and does extend beyond the immediate school or school jurisdiction office. These sites can also extend to the playground, school bus, school or work related social activities, school or work related travel and field trips or other settings where the individuals involved are engaged in work related or school related activity such as field placement or a cooperative educational work term. The working and learning environment may also include various electronic media such as telephone, fax and computers.
- 1.5 Hostile or poisonous work environments are environments characterized by behaviour not necessarily directed at any one person in particular. However, the actions of one or more people in this environment may contribute to an atmosphere that directly or indirectly affects a person's ability to work effectively.
2. It is the responsibility of all staff members, especially administrators and supervisors to take immediate and appropriate corrective action in situations involving personal and/or sexual harassment complaints.
 3. It is the responsibility of all supervisory staff to make staff, students and parents aware of these procedures dealing with harassment.
 4. An individual that believes that they are being harassed should keep a record of any incidents including dates, times, locations, possible witnesses, nature of the incidents, personal response and resulting outcomes.
 5. In order to resolve any issues of harassment, the individual may undertake the following:
 - 5.1 The individual may choose to initiate direct action to resolve the issue such as:
 - 5.1.1 Informing the harasser that the actions are unwelcome and must stop immediately.
 - 5.1.2 Requesting the involvement of a colleague, administrator, or supervisor to provide informal intervention.
 6. In the event that the individual is unable to resolve the harassment in a satisfactory manner after following the steps identified in procedure 5 above, then the following shall apply:

- 6.1 In the event that the harassment is between two students, the investigation will be undertaken at the school level in the following manner:
 - 6.1.1 The student being harassed will be required to make a complaint to a staff member and outline the nature to the harassment.
 - 6.1.2 The complaint will be assigned to a staff member to investigate the allegations and provide a resolution.
 - 6.1.3 The staff member will advise the individual accused of the harassment that a complaint has been received.
 - 6.1.4 During the course of the investigation the staff member shall contact the parents of the students involved at an appropriate point.
 - 6.1.5 Upon the completion of the investigation the staff member shall communicate the results to the students and their parents.
 - 6.1.6 The staff member, in discussion with the Principal, shall determine the appropriate disciplinary action.
- 6.2 In the event that the harassment involves employees, the following steps shall be followed:
 - 6.2.1 The staff member being harassed shall submit the complaint to the Superintendent in writing as soon as possible following the incident.
 - 6.2.2 Staff members that are unable to submit a written complaint on their own may do so using a tape recorder, scribe or a related individual.
 - 6.2.3 If after reviewing the written complaint the Superintendent believes that a formal investigation is necessary, the Superintendent shall:
 - 6.2.3.1 Advise the alleged harasser, in writing, of the nature and specifics of the allegation and that an investigation has been initiated.
 - 6.2.3.2 Advise the complainant of his/her rights under the Administrative Procedures and appropriate legislation.
 - 6.2.3.3 Provide the alleged harasser with a copy of the written complaint.
 - 6.2.3.4 Interview the complainant, the alleged harasser and any other individuals that may have knowledge of the circumstances.
 - 6.2.3.5 Appoint an individual to investigate the allegation and report back to the Superintendent.

- 6.2.3.6 Select an individual to conduct the investigation that has not had any previous familiarity with either of the employees involved in the case.
 - 6.2.3.7 Review the details of the complaint with the alleged harasser who shall also be advised of the right to have counsel present.
 - 6.2.3.8 Require the investigator to submit a written report with the findings of the investigation and recommendations within 30 working days.
 - 6.2.3.9 Consider the evidence and recommendations contained in the investigators report and take appropriate action.
 - 6.2.3.10 Advise the complainant and alleged harasser of the outcome of the investigation and the actions that will be undertaken.
 - 6.2.4 The Superintendent shall advise any of the employees involved of their right to appeal within 10 working days of having been advised of the outcomes of the investigation and the stated actions that would be undertaken.
 - 6.2.5 The Superintendent shall ensure that the appropriate support services for both the complainant and the employee accused of the harassment in those cases where the allegations have not been supported by the investigation.
 - 6.2.6 The Superintendent shall make available appropriate services for victims in harassment situations.
 - 6.2.7 In the event that the Superintendent is involved, the matter shall be referred to the Board for a resolution.
7. The Superintendent may decide to undertake an investigation, in the absence of any specific complaints, in order to ensure that the environment is free from harassment in cases where:
- 7.1 There is a focused pattern of inquiries and/or complaints over time that suggests the existence of a specific problem that has been identified but not corrected.
 - 7.2 There is reason to believe that a broader, systemic problem exists in the work and/or learning environment that causes, contributes to, or encourages harassment.
 - 7.3 As the result of an investigation, a complaint is not supported but there is reasonable evidence that a broader systemic problem exists. Prior to proceeding with an independent investigation, a summary of the situation providing reasonable grounds for recommending investigation in the absence of a specific complaint will be drafted. This summary will be presented to the Superintendent for consideration. Where an investigation under this section is approved, the appropriate parties will be advised of

the intent to conduct a systemic investigation, the reasons for initiating the investigation and the process/procedures that will be implemented.

- 7.4 In lieu of a systemic investigation, the Superintendent may also initiate activities to increase awareness of personal and/or sexual harassment and its effects on staff, students, parents and volunteers.
8. Employees who are not satisfied with the action taken with respect to the enforcement of these procedures may pursue the matter in accordance with the following:
 - 8.1 For those matters that are covered either by the employee's collective agreement or employment practice and procedures, the matter may be pursued in accordance with the grievance or appeal procedure outlined in the appropriate collective agreement or employment or employment practices and procedures document.
 - 8.2 In those instances where the matter is not covered by the employee's respective collective agreement or employment practice and procedures documents:
 - 8.2.1 An appeal may be made in writing to the Superintendent within ten working days.
 - 8.2.2 The Superintendent will respond within 30 working days.
 - 8.3 Any party has the right to seek civil or criminal redress through the courts or to file a complaint with their union, association or the Alberta Human Rights Commission.
 - 8.4 Students who are not satisfied with action taken with respect to enforcement of these procedures are entitled to pursue the matter as follows:
 - 8.4.1 An appeal may be made in writing to the Superintendent within ten school days.
 - 8.4.2 The Superintendent will respond within 30 school days.

Administrative Procedure 105

FIRE DRILLS AND FIRE PREVENTION

Background

In the event of a fire, it is essential that students, staff and visitors evacuate the building as quickly and safely as possible. The purpose of a fire drill is to provide students with the opportunity to practice a quick and orderly exit from the school in the event of a fire or other emergency. It is also essential that every precaution be undertaken to prevent fires from occurring.

Procedures

1. The Principal shall develop a detailed fire drill plan prior to the first day of school that will provide for the following:
 - 1.1 A designated person to notify the fire department and the posting of the telephone number near every telephone in the school.
 - 1.2 The orderly and prompt evacuation of all persons from the building.
 - 1.3 The provision of the necessary requirements for students in the gymnasium or the showers.
 - 1.4 The location to which students are to assemble during the fire drill.
 - 1.5 The designation of staff members to hold all exit doors open until all students and staff have passed.
 - 1.6 The designation of staff members to act as monitors and to check all areas of the school and to report when the evacuation is complete.
 - 1.7 The designation of staff members to close all doors following evacuation.
 - 1.8 A caretaker to shut down all ventilating systems.
 - 1.9 The science room teacher shall turn off the gas in the science room.
2. The Principal shall ensure that all staff and students are made familiar with the fire drill plan during the first week of school.
3. The fire drill plan shall be posted conspicuously in the administrative office, in each classroom, in each staff room, in the caretaker's room and in each wing of the school.
4. Detailed instructions for the direction of students in a fire drill shall be posted in each room used for instruction and reviewed with the students at least once a month.

5. There shall be a minimum of six fire drills in each school year, three of which shall be in the fall. A record of all fire drills will be recorded on the form that is provided in the Forms Manual.
6. Fire drills shall be conducted at different times during the school day and during different activities.
7. The Principal shall undertake a fire prevention program consisting of:
 - 7.1 The testing of the fire alarm system once a month and a record taken of the dates and times of the tests.
 - 7.2 Periodically inspecting the school along with the caretaker to identify any possible fire hazards and reporting these to the Secretary-Treasurer.
 - 7.3 Ensuring that items identified in the fire inspection report are corrected.
 - 7.4 Ensuring that flammable materials are properly stored.
8. The Principal shall immediately advise the Superintendent of each occurrence of a fire and provide all of the pertinent details.

Administrative Procedure 106

BOMB THREATS

Background

The division has a responsibility to ensure the safety of students, staff and visitors in all school facilities. All bomb threats are to be taken seriously and appropriate action taken.

Procedures

1. The Principal will prepare a bomb search plan, which will be maintained on file at the school, that will include:
 - 1.1 A pre-arranged search procedure utilizing all teaching, caretaking and secretarial staff for checking rooms, lobbies, washrooms, stairwells, locker areas, areas surrounding the schools and other areas that are easily accessible to the public.
 - 1.2 An opportunity for staff members to be made aware of what kinds of objects they should be seeking in the conduct of any searches.
 - 1.3 The type of announcement that will be made to advise staff of the need to engage in the search procedures.
 - 1.4 Advice provided to staff as to the procedure to be followed in the event that an unidentified object or package is found such as:
 - 1.4.1 Location of the object.
 - 1.4.2 Description of the object.
 - 1.4.3 Any other pertinent information.
 - 1.4.4 Assessment of the need to evacuate the facility.
 - 1.5 The establishment and location of the communication centre to which staff members must report the results of their search.
 - 1.6 Information to staff members that ensures they complete the search of their assigned area.
2. The Principal shall immediately notify the local police service and the central office in the event of a bomb threat and advise of the action that is being undertaken.
3. In the event that a suspicious object has been identified the Principal shall:
 - 3.1 Advise the police service of the nature of the object.
 - 3.2 Secure the area and ensure that no one approaches the object.
 - 3.3 Endeavour to establish ownership of the object.

- 3.4 Determine the most direct route to the object and identify an individual that will be responsible to meet the police and advise them of the location of the object.
4. If the decision has been made to evacuate the school, the emergency evacuation procedures shall be followed in order that the evacuation is conducted in a safe and secure manner.
5. In the event the Principal elects to dismiss the students, the Principal will arrange to advise parents that the students will be arriving home early.
6. The Principal will arrange for in-service opportunities to staff members as to the steps necessary in the event a bomb threat is received. A bomb threat form has been prepared and is included in the Forms Manual for this purpose. A copy of the form should be maintained in the school office and readily available to anyone that may receive a bomb threat call.

Administrative Procedure 107

EMERGENCY SCHOOL CLOSURE AND EVACUATION

Background

In all emergency situations the safety and well being of students, staff and visitors shall be the primary consideration.

Procedures

1. In the event that the Superintendent decides to close a school in an emergency situation, the following shall apply:
 - 1.1 The decision will be communicated to the Board chair or vice chair.
 - 1.2 The school Principal, or the school staff member in charge, will be informed of the closure.
 - 1.3 The Superintendent will provide the Board with all of the details regarding the closure at the next regular meeting of the Board.
2. In the event that the Superintendent decides to close a school that following shall apply:
 - 2.1 Staff members are required to make very effort to get to the school unless they have been advised otherwise by the Principal.
 - 2.2 If students are in attendance at the school at the time of the closure decision, the following shall apply:
 - 2.2.1 School staff members will remain in the school until all students have left the school.
 - 2.2.2 The Principal may permit individual staff members to leave the school if deemed necessary and students are under adequate supervision.
 - 2.2.3 Students will be required to remain in the school until such time as the Principal determines that satisfactory arrangements for student safety have been made.
 - 2.2.4 High school students may be dismissed and directed to return home.
 - 2.3 If the Principal and staff determine that it is safe for students to leave the school building, the following shall apply:
 - 2.3.1 Students may be released at regular school dismissal times without any special arrangements or notifications.

- 2.3.2 Students may only be released at times other than the normal school dismissal time only if the Principal is satisfied that the media have been contacted and parents have been advised.
 - 2.3.3 Students may be released to a responsible adult provided a record is kept of the student's name and the adult's name that was provided by the parent at the beginning of the term.
 - 2.3.4 Students may walk home if the Principal or teacher in charge is certain that there is a responsible adult at home to receive them.
3. If a school evacuation is necessary because of an emergency in the school or in the immediate vicinity, the Principal or teacher in charge shall move the students to a location that is safe and has been predetermined for emergency use.
- 3.1 Students shall remain under the control of the Principal or teacher until it is deemed safe to either return to the school or allow the students to return home under the procedures identified in 2 above.

The Principal shall advise the Superintendent of the conditions and circumstances which led to the evacuation.
4. The Principal shall prepare a disaster plan that would include:
- 4.1 The arrangements having been made by the Principal with a neighboring school, church or community centre for a site to which students may be moved.
 - 4.2 A set of procedures to be followed in the event of a disaster and a copy of these would be filed with the Superintendent.
 - 4.3 A provision for advising parents at the beginning of the school term of the emergency procedures established for the school.
5. In the event of a civil disaster that would require the evacuation of the area in which the school is located, the Principal and staff shall remain with the students and follow the instruction of the civic authorities.

Administrative Procedure 108

Last Revised: February 2011

INSTRUCTIONAL YEAR

Background

The instructional year shall be adopted annually in accordance with the requirements of Section 56, *School Act*.

Procedures

1. The Superintendent or designate, in consultation with the school administrators and neighbouring school jurisdictions shall develop a Division calendar. The Division calendar will define the following:
 - 1.1 Starting and finishing dates for staff and students
 - 1.2 A divisional liturgical opening mass for all staff prior to the beginning of school.
 - 1.3 At least one professional development/preparation day prior to the beginning of school.
 - 1.4 Christmas vacation of at least two weeks
 - 1.5 Easter vacation commencing on Good Friday and including the following week OR Spring break plus Good Friday and Easter Monday
 - 1.6 Two Divisional Professional Development Days, of which one is a Spiritual Development Day
 - 1.7 Two days for Teachers' Convention
2. Each school within the Division shall develop a school calendar that adheres to the Division calendar. Each school calendar will be developed in consultation with the Superintendent or designate, neighbouring school divisions (rural), division schools in the same city (Lethbridge and Taber) and School Council.
3. Each school calendar shall:
 - 3.1 Meet the requirements of all collective agreements.
 - 3.2 Provide for the following minimum hours of instruction plus additional hours to accommodate possible school closures or other lost instructional time.
 - 3.2.1 Early Childhood Programs- 475 hours
 - 3.2.2 Elementary- 950 hours
 - 3.2.3 Junior High- 950 hours
 - 3.2.4 Senior High- 1000 hours

- 3.3 Meets all other requirements set out in the *School Act*, Guide to Education or any other legislation or regulation.
4. Each school may schedule additional school-based professional development days, parent teacher interview in lieu days, teacher preparation days or staff retreat days in addition to those scheduled in the division calendar. These days must match division schools in the same city (Lethbridge and Taber) and neighbouring school divisions when possible.
 5. School calendars will be submitted to the Superintendent or designate prior to April 1st in each year.
 6. The Division calendar will be provided to the Board of Trustees and the Minister of Education prior to May 31st in each year.

Administrative Procedure 110

DEALING WITH VANDALISM

Background

It is essential that incidents of vandalism be dealt with as quickly and thoroughly as possible in order to protect the property of the division.

Procedures

1. The Principal is responsible for pursuing all available remedies to minimize vandalism to division property.
2. Students and staff are to be advised that all incidents of vandalism are to be reported to the Principal as soon as possible.
3. The Principal shall advise the maintenance coordinator and local police authorities in cases of reported and observed vandalism.
4. The Principal shall complete the Vandalism Report Form, a copy of which is included in the Forms Manual, and submit it to the Secretary-Treasurer.
5. Where the estimated cost of the necessary repairs and replacement is in excess of \$5000.00, the Secretary-Treasurer shall advise the insurance provider and a claim made.
6. Where the estimated cost of repair and replacement is less than \$5,000.00, the cost shall be borne by the division.
7. If students have been involved in the incidents of vandalism and have been identified, the following shall be undertaken:
 - 7.1 The Principal shall contact the parents of the student by telephone and a follow-up in writing advising that they will be billed for the cost of repair or loss.
 - 7.2 The Principal shall provide a copy of the letter to the parents along with the Vandalism Report Form to the Secretary-Treasurer.
 - 7.3 The Secretary-Treasurer shall obtain a cost of the necessary repairs from the maintenance coordinator and submit an invoice to the parents.
 - 7.4 The Secretary-Treasurer shall attempt to ensure that all funds due from the parents are collected.

Administrative Procedure 114

Updated: November 2011

TECHNOLOGY

Background

Our Catholic Faith, as expressed within the Catechism of the Catholic Church, believes that “Basic scientific research, as well as applied research and technology, is a significant expression of mankind’s dominion over creation. Science and technology are precious resources when placed at the service of our people and promote our integral development for the benefit of all.” For this reason, the Holy Spirit Roman Catholic Separate Regional School Division supports the use of technology as an integral part of our Christ-centered school communities to enhance and improve students’ learning and manifest their giftedness for service to the world.

The Division provides supervised access to technology and the Internet for students in order to enhance teaching and learning. The Division provides ongoing student instruction that develops digital citizenship over time. Technology is one of tools that students will use to develop the competencies they will need to be successful in life and work in the 21st Century. These competencies include, but are not limited to: creativity and innovation, critical thinking, problem solving and inquiry; communication and collaboration; self-directed learning and 21st century literacy. The Information and Communication Technology is an integral part of the curriculum across subjects and grades to varying degrees.

Value and Core Commitment Link

“Excellence in Learning”

- “We provide opportunities for each and every student to discover and become the person God created him / her to be. If something doesn’t work, we will try something else.”
- “We support and encourage the continued professional growth of all staff.”
- “We support and encourage Professional Learning Communities in all of our schools.”

“Stewardship”

- “We ensure that our resources and efforts best serve the educational needs of all our students.”
- “We are accountable to our supporters and will operate in a fiscally responsible manner.”
- “We are receptive to our stakeholders.”

Procedures

1. Holy Spirit Digital Devices and Network Property:
 - 1.1 The Principal in collaboration with the Division Network Administrator will ensure that digital resources in the school are current and best suited to student learning needs through a scheduled technology evergreening cycle.
 - 1.2 All purchasing of digital technologies will be coordinated through the Division Network Administrator as outlined in the Southern Alberta Computer Consortium Agreement.
 - 1.3 Any movement of Division digital devices or network property will be done in consultation with the Division Network Administrator.
 - 1.4 Software installations will be done in consultation with the Network Administrator or designated member of the Information Technology Team. Only software that has been legally licensed or purchased by the division is to be installed on division owned computers.
 - 1.5 Division network storage areas provided for student and staff users are the property of the Division. The Network Administrator may review files and communications to maintain system integrity and ensure that the system is being used in a responsible manner.
 - 1.6 The Division will attempt to ensure security of employee files and e-mail to the best of its ability.
 - 1.7 The Holy Spirit network will not be used for profit, product advertisement or political purposes.
 - 1.8 The Division assumes no responsibility or liability if personal documents stored on Division equipment are lost or damaged. The Division's response to any security violations will be limited to the violator.
2. Network Users:
 - 2.1 Staff, students and their parents or guardians will annually review and agree to responsible use as outlined in the Division Responsible Use Agreements.
 - 2.2 Digital citizenship will be embedded into instruction at all levels on an ongoing basis.
 - 2.3 Students wishing to use personal digital devices in schools will agree to responsible use as outlined in the Division Personal Digital Device Responsible Use Agreement.

Administrative Procedure 115

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Background

The *Freedom of Information and Protection of Privacy Act* (FOIP), which was passed by the province of Alberta in October 1994, was extended to apply to School Boards on September 1, 1998. The FOIP Act requires that all information in the control and custody of the Board is governed in accordance with the fundamental principles respecting the right of access to information and the protection of individual privacy.

The division will manage all information in a manner that supports the Board's commitment to providing the public with access, with only a limited number of specific exceptions, while protecting the personal privacy of the individual in accordance with provincial legislation.

Procedures

1. The Superintendent has been designated as FOIP Head by the Board in accordance with section 89 of the Freedom of Information and Protection of Privacy Act and is responsible for ensuring that the division complies with the provisions of the Act.
2. The Secretary-Treasurer has been designated as FOIP Coordinator in accordance with the provisions of FOIP and is responsible for the overall management of the FOIP Act.
3. The FOIP Coordinator shall:
 - 3.1 Develop and maintain procedures to guide in the implementation of the requirements of the *FOIP Act*.
 - 3.2 Coordinate the administration of the *FOIP Act*.
 - 3.3 Manage the processing of requests.
 - 3.4 Assist division personnel in understanding the requirements of the legislation.
 - 3.5 Monitor FOIP requests in terms of the number received, source of request, disposition, correction of personal information and completion time.
 - 3.6 Prepare and make available to the public an information directory and a corporate records file manual that would provide a general listing of the records in the custody or control of the Board.

4. No personal information will be collected unless its collection is specifically authorized by provincial legislation or is necessary for a program or activity of the division.
5. The division may use or disclose personal information only for the purpose for which it was collected or compiled, or for a use consistent with that purpose, or if the individual has identified the information and consented to its use, or for purposes referred to in the FOIP Act.
6. The division has a responsibility to maintain accurate and complete personal information when that information is used to make decisions about the individual. The Act permits an individual to correct an error or omission that has been made on their personal information.
7. Persons requesting information shall first contact either the school or the division office whichever is responsible for creating or maintaining the information in question. The records management system, noted in 3.5 above, may be reviewed to assist in locating readily available accessible information, documents or contact persons.
8. Databases and data files are considered to be records and will be treated as such.
9. If the requested information is not readily available, then the person may attempt to access the information through the FOIP Act through application to the FOIP Coordinator. A form, to be used for this purpose, has been prepared and is included in the Forms Manual.
10. An initial fee of \$25.00 will be charged and shall accompany each formal request for information made to the division. Any additional fees shall be levied in accordance with Schedule 2 of the FOIP Act. Fees may be waived by the FOIP Head if the applicant is unable to pay or if the record deals with a matter of public interest.
11. No initial fee will be charged to an individual for access to their personal information but the cost of producing copies will be charged.
12. Principals shall:
 - 12.1 Ensure that the management of information in their custody and under their control and custody meets the requirements of the legislation in regard to both access to information and protection of privacy.
 - 12.2 Identify and provide access to information that can be released without a FOIP request.
 - 12.3 Provide assistance in dealing with FOIP requests and provide feedback to the FOIP Coordinator on issues or concerns with implementing the divisional procedures or the *Act*.

Administrative Procedure 116

COPYRIGHT

Background

The *Canadian Copyright Act* is federal legislation designed to protect intellectual property. The division has a statutory and ethical responsibility to respect legitimate copyright claims of creative contributors and their publishers and distributors.

In 1993, Alberta Education entered into an agreement with the Canadian Reporgraph Collective which allows teachers of participating authorities to reproduce certain print material for classroom use in accordance with the terms of the License. Any employee who willfully and knowingly contravenes the *Copyright Act* or who copies material without permission of the author or publisher who are excluded from the *Can Copy Agreement* will be fully responsible.

Procedures

1. The Principal and the school staff must be made aware of the Copyright Act and the terms of the Can Copy Agreement.
2. Employees of the division shall not duplicate, without permission of the copyright holders, print materials, computer software programs, video or audio materials that are protected by copyright. Works covered by copyright may only be reproduced by divisional employees with the oral or written permission from the copyright owner or authorized agent. Forms for this purpose are included in the Forms Manual.
3. The school shall not store, or permit the use of, duplicated or copied materials that are in violation of copyright laws.
4. When dealing with print resources, the following shall apply:
 - 4.1 An individual may reproduce, for personal study only, a single copy of an article, poem, or of a work for private study, research, criticism, review or newspaper summary.
 - 4.2 If an employee wishes to photocopy one copy for school library use, the employee shall obtain copyright permission.
 - 4.3 If an employee wishes to make multiple photocopies of an item, the employee shall ascertain whether copying privileges have been granted by the author and/or publisher; or whether the author and/or publisher are participants in the *Can Copy License*, or whether permission (verbal and written) is required from the author and/or publisher.

- 4.4 If permission is required, the employee should contact the copyright owner by telephone first, then follow with a letter for permission to copy. Forms for this purpose are included in the Forms Manual.
 - 4.5 If verbal permission is given to copy material is granted, please indicate the grantor, time and date on the copy of the letter of request for permission to copy.
 - 4.6 If a fee to reproduce materials is required, please confirm arrangements with the Principal prior to copying.
5. When dealing with video resources, the following shall apply:
- 5.1 Television programs may only be dubbed off-air with permission from the copyright owner. Employees should check the ACCESS NETWORK catalogue for titles of videos that may be dubbed off-air.
 - 5.2 Only video programs and feature film rentals with public performance rights may be shown in schools or at Board functions. Videos purchased or rented from video stores and American companies may be shown in schools or at Board functions if a site license that covers these titles has been obtained from the Canadian distributor.
 - 5.3 Alberta Education purchases provincial duplication rights, which include a public performance license, for certain video programs available through ACCESS NETWORK and the Instructional Materials Centre. (IMC)
 - 5.4 Preview requests may be submitted by Board employees to the IMC for any video/film titles for central office or classroom use. If recommended for purchase, these videos/films would include a public performance rights license.
6. When dealing with electronic resources, the following shall apply:
- 6.1 Electronic resources such as computer software, CD-ROM's, on-line programs, electronic bulletin boards, freeware, shareware, and computer programs stored on any media may only be used according to conditions specified on the site or jurisdictional license.
 - 6.2 One back-up copy, adaptation or translation of a computer program is permitted by law and does not require special permission from the copyright owner. Schools (school libraries) may only lend the original program, not the back-up copy.
7. When dealing with music resources, the following shall apply:
- 7.1 A record or audio cassette may be played on sound equipment in school if the public performance rights were purchased. Sound recordings obtained from Canadian distributors always include public performance rights in the purchase price.
 - 7.2 Musical works may be performed by students and teachers in the course of teaching without obtaining permission from the copyright owner.

8. Employees may reproduce works that are in the “public domain”. If a work is in the “public domain”, it means that reproduction is allowed without requesting permission. Fifty year after the death of a creator, a work becomes part of the “public domain”, except when rights are passed to others. If the work is reprinted in a new edition, only the original text is in the “public domain”.
9. The following shall apply to materials produced by employees:
 - 9.1 The Board owns copyright on any works produced by an employee in the course of his/her employment.
 - 9.2 The Superintendent may grant others the right to reproduce work copyrighted by the Board under such terms as may be appropriate. The reproduction must include the copyright and give acknowledgement to the authors.
 - 9.3 The Superintendent may enter into an agreement with others to produce, in part or in whole, a work for the Board. This agreement shall specifically address copyright of the work produced.
 - 9.4 The Board may market Board material at a cost that shall cover printing, mailing and royalty.
 - 9.5 The Board may enter into an agreement with a private publisher to publish Board material for sale and distribution.
 - 9.6 If the Board markets a resource profitably, it may choose to compensate the creative employee.
10. Students own the copyright on anything that they create and parental permission to reproduce their work should be obtained if the student is under 16. Student permission is required if the student is 16 or over. Permission is not required to display student work within the school.
 - 10.1 Each school will request and file permission forms from parents at the beginning of each school year to record and/or tape their child(ren) for possible performance. A sample permission form is included in the Forms Manual.
 - 10.2 Parental approval shall be obtained to display any student work outside the school at such sites as teachers’ conventions, conferences, public libraries, central office or shopping centres.
 - 10.3 The copyright of photographs taken by students for school publications with equipment and supplies provided by the school is usually the property of the school.
11. Board employees will not be required by their supervisors to perform any service that is a violation of the copyright policy.
 - 11.1 All videocassette players, photocopiers and computers shall be labeled to identify clearly what constitutes copyright infringement.

- 11.2 Copyright in-service sessions should be offered to all employees, to ensure they are made aware of *Copyright Law*, the *Can Copy License* and the Administrative Procedures dealing with copyright.

Administrative Procedure 118

INPUT INTO DECISION-MAKING

Background

A school system functions best when there is a continuous exchange of ideas and pertinent information among all groups within the system.

Procedures

1. Staff is encouraged to express ideas and concerns about the operation of the division through established communication channels and committees.
2. Members of the community are encouraged to express their ideas, concerns and opinions about the school(s) through such means as:
 - 2.1 Written suggestions or proposals.
 - 2.2 Presentations to the Board.
 - 2.3 Responses to surveys, questionnaires or other means.
 - 2.4 Participation through school councils and local advisory committee(s).
 - 2.5 Direct contact with division staff and administration.
3. Input from the public and staff will be taken into consideration by administration and for possible consideration by the Board. In evaluating such advice, the first concern will be for the education program as it affects students. The Board's final decision may depart from this advice when, in the judgment of the staff and the Board, such advice is not consistent with goals adopted by the Board, good educational practice, or within available financial resources.

Administrative Procedure 119

ISSUES MANAGEMENT

Background

It is important to anticipate emerging issues that have the potential to impact upon the school system and to be able to manage them in a responsible and pro-active manner. Issues that are left unresolved have the potential to be damaging to the division and affect the relationships between those groups that make up the school community.

Procedures

1. When an issue has arisen within the system, the Superintendent and the Principal will consult in order to determine whether the issue is at the school, system or community level.
2. When appropriate, issues may be communicated by the Superintendent to the Principals and Principals' Association to allow for collegial support.
3. When Principals are called on for background information they should respond directly to the Superintendent.
4. If the issue is judged to be a school-level issue, such as a serious accident, field trip incident, discipline, etc., the following shall apply:
 - 4.1 The Superintendent shall inform the Board chair and trustees about the issue.
 - 4.2 The Principal, in consultation with the Superintendent, shall decide who will be the most appropriate spokesperson to the media. There shall only be one spokesperson for the school.
 - 4.3 The Principal shall be responsible for internal communication to all staff, students and parents about the issue.
 - 4.4 Each school shall have a communications plan and articulate this plan to parents and the community via the school councils. School councils, if requested by the Principal, may assist in developing action plans to deal with issues.
 - 4.5 The Superintendent shall coordinate the release of information to the public through the media, including the preparation of news releases. In some cases, a media coordinator may be necessary to be on site and to assist with the media.
5. System-level issues such as significant changes to programs and services, diminishing financial resources, shall be dealt with in the following manner:

- 5.1 The Superintendent shall inform the Board chair about the issue immediately and they shall jointly decide who is the most appropriate spokesperson to the media.
 - 5.2 The Superintendent shall be responsible for:
 - 5.2.1 Informing any external stakeholder that may be impacted (i.e. business, industry).
 - 5.2.2 Informing all central office staff and Principals of the issue and how the school system is responding.
 - 5.2.3 Issuing a news release, if deemed appropriate, and keeping the media informed about the issue and the school system's response.
 - 5.2.4 Providing factual information to the media and referring all requests for comment to the designated spokesperson.
 - 5.2.5 Issuing a prepared statement for use by telephone answerers in response to requests from the public.
 - 5.3 The Principals will be responsible for informing staff, students and parents about the issue, as deemed appropriate by the Superintendent.
 - 5.4 The Board chair will be responsible for informing Board members about the issue and keeping them informed as the situation develops.
6. Community-level issues such as violence outside of schools, accidents on school grounds, behavior of students off school property, shall be dealt with in the following manner:
- 6.1 The normal channels of communication shall be used in notifying the Superintendent when staff become aware of situations.
 - 6.2 School personnel, in consultation with their Principal, should be encouraged to cooperate with members of the community to address the issue and may assist in the communication.
7. When dealing with the media, the following shall apply:
- 7.1 One spokesperson will represent the Board when dealing with the media.
 - 7.2 Schools will attempt to maintain liaison with media representatives in their community.
 - 7.3 Schools will emphasize to media their obligation to protect the rights/identities of students and parents in order to avoid slander and misinformation.
 - 7.4 The Board and senior administration may choose to host open public/media information sessions and every attempt will be made to represent all viewpoints (e.g., panel discussions).

Administrative Procedure 120

COMMUNITY USE OF SCHOOL FACILITIES

Background

The school is an integral part of the community and may be used by parents and community organizations when it is not required for school use. It is important that the use of school facilities by the community be in accordance with the conditions and requirements determined by the division and the terms of the Joint Use Agreements.

A rental fee may be charged to outside organization with whom there is no reciprocal agreement for free time use of facilities.

Procedures

1. The priority usage for school facilities shall those activities sponsored by:
 - 1.1 The school involving students before, during and after school hours.
 - 1.2 The parish or school council for the benefit of the students, parents and residents of the division.
 - 1.3 Employee associations of the division (i.e., teacher meetings, etc.).
 - 1.4 Church or community organizations for the benefit of children.
 - 1.5 Individuals and other community groups.
2. The Principal shall:
 - 2.1 Receive all applications for the use of schools.
 - 2.2 Handle all requests that are contained in these procedures.
 - 2.3 Refer any requests not identified in these procedures to the Superintendent.
 - 2.4 Be in charge of the bookings.
 - 2.5 Use discretion on a request for facilities during the Christmas and Spring breaks.
 - 2.6 The Principal will ensure that the agreement for the use of facilities is completed.
3. Any individual or group wishing to use school facilities shall:
 - 3.1 Provide the names of persons in charge of supervision.
 - 3.2 Ensure that the supervisor will admit only authorized persons.
 - 3.3 Ensure that the supervisor makes certain that all persons have left the building when the activity is ended.

- 3.4 Ensure that the area used is cleaned or tidied for school use.
 - 3.5 Ensure that any school equipment that may have been used, shall be properly stored.
 - 3.6 Submit requests for long-term bookings in writing and in the Principal's hands by September 15 to be considered for the current academic year.
 - 3.7 Be given consideration if facilities are available for a long-term booking submitted after September 15.
4. Group supervisors are responsible for the following:
- 4.1 The handling of minor maintenance problems. If they are unable to handle the problem, they are to contact the maintenance person and follow any instructions.
 - 4.2 If persistent problems occur, a report must be made to the Principal and maintenance person who will take appropriate action.
 - 4.3 Remain calm and courteous at all times.
 - 4.4 Complaints regarding the user group shall be brought to the attention of the person in charge of the user group. If the problem persists, the supervisor should prepare a written report outlining the situation to the Principal.
 - 4.5 Opening the school at least ten minutes before the selected opening time and inspect for building security, vandalism and proper temperature.
 - 4.6 Ensuring that fire-fighting access to the building is not prevented by vehicles.
 - 4.7 Ensuring that waste paper baskets and trash bins are empty and that no combustible materials are left lying around in boxes or other containers.
 - 4.8 Ensuring that only equipment and space requested and approved for usage is used.
 - 4.9 Restricting public access to designated areas in an attempt to minimize possible damage and theft.
 - 4.10 Upon closing the supervisor shall:
 - 4.10.1 Check all equipment and space used for damage. Damage should be brought to the attention of the individual in charge of the user group and a follow-up report made in writing to the Principal.
 - 4.10.2 Check bathrooms and shower rooms for damage, evidence of smoking, taps and showers turned off and toilets flushed.
 - 4.10.3 Check waste paper baskets and trash bins for combustible material.
 - 4.10.4 Turn off lights, close all windows, and interior and exterior doors checked for security.

5. The use of schools for polling places is permitted provided classes are not dismissed to accommodate the poll. Staff will remain on duty to supervise and secure the building after the poll is closed.
6. Social functions where alcoholic beverages are served will be permitted provided necessary permits are obtained.
7. Unless special arrangements are made through the Principal, the use of school facilities by individuals and organizations will be limited to the school year.

Administrative Procedure 121

POLITICAL ELECTIONEERING

Background

Schools are often called upon to serve as centres for the electioneering activities of candidates during campaigns for election. All schools are expected to remain neutral during municipal, education, provincial and federal elections.

Procedures

1. The Principal is responsible to make sure all staff members of the school are aware of and abide by these procedures dealing with political electioneering.
2. The Principal will report to the Superintendent any unusual circumstances that may originate from these procedures.
3. Campaigning in the Holy Spirit Catholic Schools by individual candidates or parties for municipal, School Board, provincial or federal elections is prohibited except that:
 - 3.1 Schools may organize all-candidates forums for educational purposes.
 - 3.2 School space may be rented after hours by a candidate or party on a commercial use basis.
 - 3.3 Political party-constituent candidates and/or their representatives may speak to classes; groups or assemblies during non-school hours (i.e., before or after school; at noon) provided the attendance is by invitation and is voluntary, and provided all parties are given equal opportunity.
4. The posting or distribution of campaign materials associated with elections on lands, or within buildings owned by the Holy Spirit Catholic School Division is prohibited except that campaign materials may be:
 - 4.1 Posted and distributed in that portion of a school rented for a campaign meeting or being used for an all-candidates forum; however, all political materials must be removed from school premises at the end of any such meeting.
 - 4.2 Used as classroom teaching aids/resources on the condition that support for an individual candidate or political party is not solicited.
 - 4.3 Posted regarding School Board elections as directed by the board.
5. Political campaign materials and political literature in general may not be distributed through the school nor sent home to parents, although such literature may be used directly with those students attending meetings described above.

Political party/constituent candidates and/or their representatives will not have access, during school hours, to school classes or assemblies on behalf of their candidacy or on behalf of their party/constituency for the purpose of solicitation of support.

Administrative Procedure 125

SCHOOL COUNCILS

Background

The *School Act* and Alberta Education Policy and Regulations require that a school council be established for each school within the division. The *School Council Resource Manual, Alberta Education, 1995* is a valuable resource in defining the role and responsibilities of a school council.

Procedures

1. The Principal shall become familiar with section 22 of the School Act, Alberta Education Policy 1.8.3 and Alberta Education Regulation A.R. 176/2003.
2. The purpose of the school council will be to:
 - 2.1 Offer advice to the Principal and the board about any matter which relates to school operations.
 - 2.2 Offer advice to the school staff about the delivery of instructional and support programs and services to children.
 - 2.3 Encourage greater parent participation in the education of their children.
 - 2.4 Promote parent understanding of the education system and teaching process.
 - 2.5 Provide parents an organization through which they can express support for education.
 - 2.6 Help foster a total Catholic community.
 - 2.7 Work together to ensure the best possible Catholic education for students in the school and the broader school community.
 - 2.8 Enhance communication between home and school.
 - 2.9 Provide input from parents in the development of the mission of the school and in the attainment of that mission.
 - 2.10 Receive reports from the Principal on the school program, general policies and organization of the school.
 - 2.11 Receive reports and suggestions from parents and community groups on school related matters.
 - 2.12 Deliver annually to the Superintendent:
 - 2.12.1 A report on the school council's activities for the past year.
 - 2.12.2 A financial statement relating to money handled by the school council in the school year.

- 2.13 Perform any additional duty or function that may be delegated to it, through the Principal, by the Superintendent.
3. Members of the school council must be of the Catholic faith or be those Christians who respect the Catholic faith and subscribe to the Division's Mission Statement and Policies.
4. Where, in a school, a program of instruction is offered which supports the linguistic and cultural needs of a recognized minority, the parents of the minority program will have right of access to the school administration to offer advice on the delivery of the instructional program, and on related matters to school operations that may impact the program of instruction and/or student learning.
5. The school council shall observe the protocol of board adopted channels of communications.
6. A copy of the rules and by-laws of the school council are to be kept on file at the school.
7. The financial records of the school council shall be open to audit by the Secretary-Treasurer. Funds shall not be raised through loans from banks, financial institutions or other security requirements.

Administrative Procedure 126

LONG RANGE FACILITY PLANNING

Background

In order to maximize utilization of all school facilities and enhance programming opportunities for students, the School Division is committed to planning for the future needs of its schools. The Board directs administration to develop long range plans and reliable methods to project programming and capital outlay needs.

Procedure

1. The board will be apprised of student enrolment projections throughout the division on an annual basis. Enrolment projections will be communicated to the board by the end of December of each school year. Furthermore, the board will receive clarification of the impact of enrolments on the viability of all schools and its impact upon programming for students.
2. By the end of December, the Board will provide its priorities for senior administration to develop for long range planning.
3. By the end of March, senior administration will provide a draft of a three year facility plan that will be dedicated to meeting the reporting requirements of Alberta Infrastructure and addressing the priorities of the Board.
4. Recommendations regarding new programming alternatives for specific schools within the facilities plan will include the following:
 - 4.1 data support that the alternative will be educationally beneficial to students
 - 4.2 data support that the alternative will sustain or enhance the overall enrolments of our schools over the long run
 - 4.3 a verification of consultative processes that were used to access information relative to the recommendation
 - 4.4 a determination that the alternative is complementary to the mission, vision, values, commitments, and goals of the school division
 - 4.5 an explanation of the impact of programming on the viability of other schools and transportation needs within the school division.
5. Prior to the end of May, the Board will approve the three year facility plan and its submission to Alberta Infrastructure.
6. In October, the Superintendent will provide an annual summary regarding the success of administration in implementing the facility plan.

Administrative Procedure 127

May 2007

NAMING OF EDUCATIONAL FACILITIES

Background

Each community should have the opportunity to participate in the naming of a new or modernized school facility. The chosen name should reflect the mission, values, and vision of our school division.

Value and Core Commitment Link

“Stewardship”

- “We are receptive to our stakeholders.”

“Our Collaborative Community”

- “We encourage and appreciate the active involvement of all who share in the mission of educating students in our schools.”

Guidelines

1. The Superintendent of Schools shall develop a process to invite students, staff, community members and trustees to submit suggestions to name schools. The process will involve research and rationale for such naming that includes recognition of the mission, values and vision of the School Division.
2. In submitting names, some criteria considered is that the name should be:
 - 2.1 A source of inspiration to the staff and students of the wider Catholic community;
 - 2.2 Such that students may emulate the ideals of the individual;
 - 2.3 One with which students can identify;
 - 2.4 Easily identified as “Catholic.” Saints’ names are identifiable; however, names of lay Catholics could also be used. The concept of a wider Christian reality could be considered.
 - 2.5 Such that the implication extends beyond the immediate school community;
 - 2.6 Such that nuances are avoided and that the name cannot be ridiculed.
3. Information will be summarized and presented to the Board for consideration and approval.
4. The Board’s decision will be shared with all educational stakeholders, including Alberta Education.

Procedures

1. Naming New Schools
 - 1.1 When planning new school construction, there will be consultation with the school community.
 - 1.2 The Superintendent of Schools will propose a competition for naming each new school.
 - 1.3 Some criteria will be set by the school community in cooperation with the division staff.
 - 1.4 The school name will be determined six months to one year prior to completion by recommendation to and subsequent approval by the Board of Trustees.
 - 1.5 The division expects proposed names for new facilities to be advertised within the affected community through school newsletters and the local news media for a period of not less than one month. Such advertising will outline:
 - 1.5.1 The proposed new name;
 - 1.5.2 The contact name of someone within the Division to talk to about the reasons of the proposed new name;
 - 1.5.3 The name and address to send written feedback to regarding the new name; and
 - 1.5.4 The time and place the Board will deliberate upon the naming of the facility.
2. Dedicating room and wings of buildings:
 - 2.1 A portion of a school or facility may be named providing that a consultation of suggested names is carried out with school council and parish communities.
 - 2.2 When a memorial dedication is recommended, confidential consultation with the family is essential.
 - 2.3 All recommendations must be presented through the following protocol:
 - 2.3.1 Initiated by the broader community, including school staff, pursuant to Guideline 1.
 - 2.3.2 Further recommendations are made by the Principal to the Superintendent.
 - 2.3.3 Superintendent presents the recommendations to the Board of Trustees.
 - 2.3.4 Approval by the Board of Trustees.
 - 2.4 School shall keep records as to which rooms and wings of buildings have been dedicated to whom, and for what reason(s).
 - 2.5 For appropriate cause, not requiring disclosure, the Board of Trustees may rescind a name of a portion of a school facility.

Administrative Procedure 128

POLICY DISSEMINATION

Background

The Superintendent has been given the responsibility for the currency of the Policy manual and the Administrative Procedures manual and their dissemination to the appropriate members of the Division.

Value and Core Commitment Link

- “Stewardship”
– “We communicate in an open and transparent manner.”

Procedure

The Policy and the Administrative Procedures manuals will be available on the division web page so that all employees, trustees, students, parents and the general public have ready access to all current and up-to-date divisional Policies and Administrative Procedures.

Administrative Procedure 129

SCHOOL BASED DECISION MAKING

Background

School based decision making involves collaboration between the Principal, Superintendent, teachers, instructional support staff, parents, and the community in keeping with the Policies of the Board of Trustees.¹ Since school based decision making is predicated by the belief that those most closely associated with decisions about students can make the best decisions on their behalf, as a process it enables schools to be as responsive as possible to local learning needs. Effective school based decision making improves student learning, maintains accountability for all associated results, and enhances the Board's ability to fulfill its education plan for all students within the school division. All procedures contained within are dedicated to ensuring that autonomy is clearly enough defined so that the interdependent interests of government, Board, and school will be associated with all school based decision making processes.

Value and Core Commitment Link

"Excellence in Learning"

- "We provide opportunities for each and every student to discover and become the person God created him / her to be. If something doesn't work, we will try something else."

"Our Collaborative Culture"

- "We encourage and appreciate the active involvement of all who share in the mission of educating students in our schools."

"Stewardship"

- "We ensure that our resources and efforts best serve the educational needs of all our students."
- "We are accountable to our supporters and will operate in a fiscally responsible manner."
- "We ensure that decisions are both fact and Policy-based."
- "We support and provide process, which promote fair and objective decision-making."
- "We communicate in an open and transparent manner."
- "We are receptive to our stakeholders."

¹ *School Based Decision Making* (Policy 1.8.2), Alberta Education

Procedure

1. Belief Statements

- 1.1 Decisions will be made in the best interests of students, the manifestation of their gifts, and the improvement of their learning.
- 1.2 All decision making is subject to the roles and responsibilities prescribed by law, contracts of employment, Policy, and Administrative Procedures.
- 1.3 Decisions will be made by those affected by the decision, and responsible for its result.
- 1.4 Where ever possible, the home community of a student will provide equity of opportunity for education so that the student benefits from similar programs offered elsewhere in the division.
- 1.5 As schools innovatively respond to local economic, cultural, demographic and educational needs, they demonstrate their distinct and unique natures.
- 1.6 All revenue in the school division is revenue of the Board. The amount of allocation for a school is based upon the equitable allocation of resources to demonstrate that the Board's investment in students is being well served.
- 1.7 All revenue must be allocated to schools to further their capacity to meet the Three Year Educational Plan of the School Board.
- 1.8 School Education Plans, which identify divisional and complementary school goals and priorities, must be addressed by annual budgets.
- 1.9 Demographic and achievement related data will inform budgetary considerations and the divisional and school levels.
- 1.10 Decisions relevant to budgetary expenditures must be in accordance with Generally Accepted Accounting Principles, and the recommendations of auditors for the school division.
- 1.11 School Principals are responsible for enabling school councils to fulfill their advisory role regarding school education plans, continuous improvement plans, budgets, and school based rules and procedures.²

2. Budgeting

- 2.1 Once allocations to schools have been agreed to by divisional Principals and the School Board, the Principal will establish collaborative processes to engage school based and school council leadership in developing the school based budget.
- 2.2 School based budgets must reflect the goals, priorities and directions of the Board's Three Year Education Plan and the school's Education Plan.

² School Council Regulation 113/2007, Section 13

3. Communication

- 3.1 Schools are responsible for establishing two-way communication links with members of the school community.
- 3.2 Communication links should address both the internal school community (eg. staff meetings, leadership teams, e-mail, bulletin Boards) and those external to the day-to-day operation of the school community (eg. newsletters, school council meetings, handbooks).
- 3.3 All matters concerning critical incident, emergency response, or issues management are to be referred to the Superintendent or designate prior to additional communication channels being exercised.

4. Roles

- 4.1 Two components of educational emphasis in Alberta have a significant impact on furthering learning for students:
 - 4.1.1 School Based Leadership: which sees Principals as instructional leaders who work with school based leadership teams to enhance professional and student learning.³
 - 4.1.2. School Councils: which give a voice to parents in advising school based leadership in its work conducted for the benefit of students.⁴
- 4.2 Roles and Responsibilities for the key players in education (students, teachers, Principals, parents, Superintendent, and Board) are outlined in the School Act and Holy Spirit Policy and Administrative Procedures.
- 4.3 All roles relevant to such documents form the basis of the interdependent and shared responsibility to assist with decision making in schools. As such, three assumptions about shared decision making must be in place:
 - 4.3.1 All roles and responsibilities in education are interrelated.
 - 4.3.2 Clarifying roles and responsibilities will strengthen relationships and consequently improve the quality of education.
 - 4.3.3 Given the context and authority behind decisions and the governance model of the Board, such decisions, depending on circumstance, may be collaborative, consultative, or independent in nature.

5. Planning

- 5.1 By June 1, each school community will develop a School Education Plan which acknowledges system directions and reflects local needs.

³ School Act, Section 20

⁴ School Act, Section 22

- 5.2 By October 30, each school community will develop a Continuous Improvement Plan which acknowledges results achieved based upon system goals, celebrates successes, and demonstrates yearly plans for improvement.
6. Reporting
- 6.1 By November 30, each school will prepare and present an annual report for the school community which celebrates successes and stresses yearly plans for improvement. Copies of these will also be submitted to the Superintendent.
7. Accountability
- 7.1 The continuous evaluation of School-Based Decision Making is essential to ensure that this management / leadership model contributes effectively to a school environment where the students in the school have the opportunity to meet the standards of education set by the Magisterium of the Catholic Church (Catholic Canons) and the Minister of Education (Alberta Education Policy)
- 7.1.1 Accountability to the Church (Compliance with Canons related to Catholic Education)
- 7.1.1.1 To the extent that Christ's faithful will consider schools to be the "Principal means of helping parents to fulfill their role in education:"⁵
- 7.1.1.1.1 Principals will establish parental communication processes so that parents can actively support the physical, moral, and intellectual development of their children.
- 7.1.1.2 To the extent that "teachers are to collaborate closely with the parents and willingly listen to them; associations and meetings of parents are to be set up and held in high esteem."⁶
- 7.1.1.2.1 Regularly scheduled parent teacher interviews and school council meetings will enhance parental ability to support the mission and vision of the school community.
- 7.1.1.3 To the extent that "formation and education in a catholic school must be based on the principles of catholic doctrine, and the teachers must be outstanding in true doctrine and uprightness of life:"⁷

⁵ Canon 796

⁶ Canon 796

⁷ Canon 803

- 7.1.1.3.1 Processes regarding the recruitment, selection, retention, and faith development of certificated teachers must be a coordinated effort at the school and divisional levels.
- 7.1.1.4 To the extent that those who are in charge of Catholic schools are to ensure “that the formation given them is, in its academic standards, at least as outstanding as that in other schools in the area.”⁸
 - 7.1.1.4.1 Schools will engage within systemic processes derived by the province and school division to evaluate learning results and actively engage in processes that further the improvement of learning for students.
- 7.2 Accountability to the province (for Compliance with Alberta Education Policy 1.8.2)
 - 7.2.1 To the extent that school based decision making is applicable to all schools, but provides for flexible approaches to decision making:⁹
 - 7.2.1.1 Schools will deploy human and support resources to meet the educational interests of the student and parent community within schools
 - 7.2.1.2 Learning results determine the extent to which flexibility in decision making will be applied in schools
 - 7.2.2 To the extent that school based decision making is focused on teaching and learning:¹⁰
 - 7.2.2.1 Decision making will be based upon processes that support and encourage understanding of current research relevant to professional learning communities, student assessment, instructional strategies, and school improvement.
 - 7.2.3 To the extent that school based decision making encourages input from staff, parents, and the community into school based decision on programs, instructional services, extra-curricular activities and the allocation of funds to support them:¹¹
 - 7.2.3.1 School councils will serve as an advisory body to the Principal who regularly evaluates the instructional programs being offered to students.

⁸ Canon 806

⁹ *School-Based Decision Making* (Policy 1.8.2), Alberta Education

¹⁰ *School-Based Decision Making* (Policy 1.8.2), Alberta Education

¹¹ *School-Based Decision Making* (Policy 1.8.2), Alberta Education

- 7.2.3.2 Principals, in consultation with the Deputy Superintendent will make decisions relevant to the supervision, evaluation, and deployment of staff.
- 7.2.4 To the extent that school based decision making includes goals, objectives, and expected outcomes:¹²

7.2.4.1 Principals, in consultation with school councils and additional school based leadership teams, will lead processes for the development of school education plans, continuous improvement plans, and annual reports.

- 7.2.5 To the extent that school based decision making determines those types of decisions that are made at the school level:¹³

The following decisions, while not exhaustive, are made by school personnel, and are always dependent upon legislation, Board Policy, and divisional Administrative Procedures in determining the nature of their application, and those involved in the decision making process. These decisions have been categorized according to the kinds of decisions that are made and the roles associated with the decisions. The Board as corporation assumes responsibility for all decisions made on its behalf. All roles, as outlined function as agents of the Board. Senior administration refers to the Superintendent or designate within the Senior Administrative Leadership Team. Roles associated with decisions have been placed in brackets. The role that assumes responsibility for the decision under consideration has been underlined:

- 7.2.5.1 Collaboration (working together toward common goals). The larger decisions that relate to long term vision, mission, beliefs, school rules and procedures:
- 7.2.5.1.1 declaring the mission, vision, and values of the school (Principal, staff, school council, senior administration, Board)
 - 7.2.5.1.2 approving the school handbook (Principal, staff, school council)
- 7.2.5.2 Consultation (an exchange of correspondence, a meeting, an exchange of ideas and information, or an opportunity for input prior to a decision being made)

¹² *School-Based Decision Making* (Policy 1.8.2), Alberta Education

¹³ *School-Based Decision Making* (Policy 1.8.2), Alberta Education

- 7.2.5.1.1 setting Policies to govern school council activities at the school level (Principal, school council) [moved from collaboration section]
- 7.2.5.1.2 planning support activities that align with school council's purpose (Principal, staff, school council) [moved from collaboration section]
- 7.2.5.2.3 approving staff hiring decisions (Principal and senior administration)
- 7.2.5.2.4 overseeing timetable and school organization (Principal, school staff, school council, senior administration)
- 7.2.5.2.5 assigning staff deployed to schools (Principal, staff, senior administration)
- 7.2.5.2.6 conducting staff performance reviews (Principal, staff, senior administration)
- 7.2.5.2.7 approving the new school calendar (Principal, school council, Superintendent)
- 7.2.5.2.8 approving liturgical plan of the school (Principal, staff, divisional religious education coordinators (DREC), parish, school council, senior administration)
- 7.2.5.2.9 approving continuous improvement planning (school based plans, Alberta Initiative for School Improvement) (Principal, staff, school council, senior administration)
- 7.2.5.2.10 approving annual resource allocation to schools (Principal, senior administration, Board)
- 7.2.5.2.11 choosing which advice to provide the Principal and Board on areas specific to the school council mandate (possible topics are included on pages 11 and 12 of the Alberta School Council Resource Manual, 2007 (School Council))
- 7.2.5.3 Independent (unilateral)
 - 7.2.5.3.1 ensuring teaching the courses of study and education programs prescribed by the *School Act* and the Board of Education (teacher, Principal)

- 7.2.5.3.2 authentically witnessing and modeling the faith dimension ~~of the school division~~ within the school (divisional staff, Principal, senior administration)
 - 7.2.5.3.3 providing competent instruction to students (teacher, Principal)
 - 7.2.5.3.4 promoting cooperation between the school and the community that it serves (divisional staff, Principal)
 - 7.2.5.3.5 encouraging and fostering learning in students (teacher)
 - 7.2.5.3.6 supervising the evaluation and advancement of students (teacher, Principal)
 - 7.2.5.3.7 evaluating teachers and support staff deployed to the school (Principal)
 - 7.2.5.3.8 overseeing the routine management of the school (Principal, head caretaker)
 - 7.2.5.3.9 sustaining order and discipline within the school (Principal, teachers)
 - 7.2.5.3.10 ensuring diligence to student attendance (Principal, senior administration)
 - 7.2.5.3.11 overseeing contractual arrangements for staff and associated certification (exclusive of the Superintendent) (senior administration)
 - 7.2.5.3.12 ensuring that students diligently pursue their studies (teacher, Principal)
- 7.2.5.4 Principals are expected to consult with the Superintendent or designate, should they be uncertain with regard to the role and nature of decision required to deal with the wide range of circumstances impacting the operations of a school
- 7.2.6 To the extent that school based decision making ensures through established criteria for funding an equitable allocation of funds which respects differences in school populations:¹⁴
- 7.2.6.1 A committee of Principals, the divisional learning leadership team (collective of Principals) will recommend funding allocations to schools on an annual basis

¹⁴ *School-Based Decision Making* (Policy 1.8.2), Alberta Education

- 7.2.6.2 The Board will ultimately approve funding allocations to schools based upon prescribed budgetary assumptions
- 7.2.7 To the extent that school based decision making defines the roles, responsibilities, and relationships with a focus on broad distribution of power and authority for decision making among all participants, Principal, teachers, instructional support staff, parents, school councils, the community, central office, and the Board of Trustees:¹⁵
- 7.2.7.1 Notwithstanding the roles, responsibilities, and decision making authorities developed in 7.2.5, the following additional roles must be understood by all who function within the governance framework of the Board:
- 7.2.7.1.1 Board of Trustees: Roles articulated in Board Policy 2 / Section 13 of School Council Regulation 113/2007
- 7.2.7.1.2 Superintendent of Schools: Roles articulated in Board Policy 9 / Section 113 of School Act
- 7.2.7.1.3 Principal: Administrative Procedure 442 / Section 20 of School Act / Teaching Quality Standard
- 7.2.7.1.4 Teachers: Administrative Procedures 403, 404, 406 / Section 18 of School Act / Teaching Quality Standard
- 7.2.7.1.5 Instructional Support Staff: Administrative Procedures 411 and 412
- 7.2.7.1.6 School Council: Section 22 of School Act / School Council Regulation 113/2007
- 7.2.8 To the extent that school based decision making provides for a plan to evaluate the effectiveness of the decision making model within schools:¹⁶
- 7.2.8.1 School Principals will be required to lead the modification of school based decision making process based upon the quality of annual accountability results received.

¹⁵ *School-Based Decision Making* (Policy 1.8.2), Alberta Education

¹⁶ *School-Based Decision Making* (Policy 1.8.2), Alberta Education

- 7.2.9 To the extent that school based decision making provides for widespread communication and information sharing among stakeholders, including: appropriate involvement in school based planning, evaluating, and reporting processes:¹⁷
- 7.2.9.1 School Principals will be required to review the expectations of this procedure to staff on an annual basis and deploy personnel related responsibilities accordingly.
- 7.2.10 To the extent that school based decision making provides guidelines for inservice and professional development opportunities for staff and school council members to facilitate changes in roles and responsibilities including: problem solving, management, and communication skills of all stakeholders:¹⁸
- 7.2.10.1 School Principals will annually review the work of school council in relation to Ministerial Order (#033 / 2007) and Appendix E: Alberta School Council Resource Manual and recommend to the Superintendent inservicing opportunities based upon relevant needs.
- 7.2.10.2 The Capacity Funding Committee (CFC) and Learning Leadership Team will recommend internal accountability for budgetary and associated decision making processes on an annual basis.
- 7.2.10.3 Professional development for staff involving problem solving, management of resources, and communication skills will be provided through school specific professional development, or as requested / necessary through a broader divisional focus.

¹⁷ *School-Based Decision Making* (Policy 1.8.2), Alberta Education

¹⁸ *School-Based Decision Making* (Policy 1.8.2), Alberta Education

Administrative Procedure 130

PUBLIC CIVILITY IN SCHOOLS

Background

The rights of employees, like all other rights, are based on the nature of the human person and his/her transcendent dignity. The Church's authority to teach on social justice has determined that one's personality in the workplace should be safeguarded without suffering any affront to one's conscience or personal dignity.

Furthermore, in its efforts to support the intent of Section 27 of the School Act, the school division is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This Administrative Procedure promotes mutual respect, civility and orderly conduct among district employees, parents and the public. The expectations of this procedure are not intended to deprive any person of his/her right to resolve issues of concern, but only to maintain a safe, harassment-free workplace for our students and staff. In the interest of presenting divisional employees as positive role models to the children of our schools, as well as the greater community, Holy Spirit Catholic Schools encourages positive communication and discourages volatile, hostile, or aggressive actions. The district expects public cooperation with this endeavor.

Value and Core Commitment Link

"All God's Children"

- "We honour diversity."
- "Our schools provide a welcoming, safe, and accepting sanctuary."

Procedure

1. All staff members have a duty to the public to be fully cooperative in the fulfillment of the school division's mission, vision, values, and goals. Furthermore, all staff and volunteers are called to be solution-focused in addressing parental complaints.
2. No person shall:
 - 2.1 Disrupt or threaten to disrupt school/office operations;
 - 2.2 Threaten the health and safety of students or staff;
 - 2.3 Willfully cause property damage;
 - 2.4 Use loud and/or offensive language;
 - 2.5 Harass staff with frequent and abusive communications;

- 2.6 Access instructional and administrative environments without the prior approval of the Principal.
3. Members of the public, who demonstrate a continued pattern of unauthorized entry on school division property, will be directed to leave school or school division property promptly by the Principal or administrative designate, or the Superintendent or administrative designate.
4. If any member of the public uses obscenities or speaks in a loud, insulting and/or demeaning manner, the employee to whom the remarks are directed will calmly and politely correct the individual to communicate civilly and in a constructive manner.
5. Division staff are expected to respect and support corrective and cooperative actions that are made by members of the public who have initially exercised inappropriate communication in resolving their concerns.
6. If corrective action is willfully not taken by the abusing party, the division employee will verbally notify the abusing party that his/her participation in the meeting, conference or telephone conversation is terminated and, if the meeting or conference is on district premises, the offending person will be politely and clearly directed to leave promptly. Furthermore, if applicable, such individuals will be informed of rights to appeal a decision of this nature to the employee's immediate supervisor.
7. When an individual is directed to leave under the above circumstances, the Principal or designate shall inform the person that the basis for such direction is based upon divisional standards for civility, and if necessary, Section 27 of the School Act.
8. If an individual refuses to leave the school and school division property upon request, or returns before the applicable period of time, as further arranged by the Superintendent or designate, the Principal or Superintendent may notify law enforcement officials.
9. Should the Principal feel that supportive community law enforcement assistance is required to assist civility in dealing with the public, the School Resource Officer or police may be contacted at any time.
10. When it is determined by staff that a member of the public is in the process of violating the provisions of this Policy, an effort should be made by staff to:
 - 10.1 contact the Principal
 - 10.2 failing a), for a perceived serious offence, contact law enforcement.

11. If possible, to deter escalation of behaviours previously noted, or upon request, a staff member is expected to explain the basis for interventions used within this procedure.
i.e.) "District Policy does not allow individuals to: [insert elements of 2.1 – 2.6], please refrain from such behaviour."
12. Following any violation of the provisions of this Policy, the employee will immediately notify his/her supervisor and provide a report of the incident on the attached form.
13. Should staff perceive an unfavorable encounter with a member of the public has been harassing in nature, reference to entitlements under Administrative Procedure 104: Harassment should be addressed.
14. Divisional office will provide professional development on how to deal with difficult people, upon a school's request.

Legal Reference: **John Paul II, Encyclical Letter, Laborem Exercens (1981).
Section 27, School Act**

PROTOCOL FOR SCHOOL LOCKDOWN

Background

A school lockdown is an emergency protocol established to protect people inside a school facility from a dangerous internal or external event. The term 'lockdown' can be defined as an emergency course of action taken by an agent of authority, such as a school Superintendent, Principal or police force, to contain and confine people in a building, controlling their movement so that a threat or problem can be located and resolved immediately with the least amount of casualties and chaos.

Value and Core Commitment Link

"All God's Children"

- "We honour diversity."
- "Our schools provide a welcoming, safe, and accepting sanctuary."

Procedure

Interior Lockdown, Threat in the Building

1. School Responsibility: Active Threat Inside the School

1.1 Principal and Front Office Personnel:

- 1.1.1 Upon receiving a report of a threat (E.g. an armed intruder and/or active shooter inside the school), an announcement will be made advising that the school is in lock down mode. The office will announce, "**Interior lockdown; threat in the building.**" This message should be given twice; if schools have a unique bell that rings differently from all other bells, it is recommended schools activate this unique bell and ring it for a **maximum** of 30 seconds.
- 1.1.2 A school staff member will call 911 immediately and advise police of the situation. The staff member will remain on the line relaying information, as it becomes available until directed otherwise by police personnel. Disable all bells if possible. Teachers are to take attendance of students in their classrooms and if possible, email verification of same to the office of the Principal.

- 1.1.3 If safe to do so, office staff will call the Office of the Superintendent to inform him/her of the lockdown. This will cause the school district to initiate calls locking down schools close to the school under attack and locking down all city schools (if necessary) with the assistance of the other school districts. The Office of the Superintendent will notify all schools within Holy Spirit Catholic Schools if one school (or more) is in lockdown.
- 1.1.4 Office staff will retrieve the Crisis Response Box and place it on the office counter. A primary and secondary staff member should be assigned to control the package and ensure it reaches the office counter. This package must be kept updated and current. The Crisis Response Box contents must be reviewed for compliance according to school district standards and updated accordingly, following every lockdown practice. (For an itemized list of contents of the Crisis Response Box, refer to Appendix A).
- 1.1.5 *NOTE - the fire department has a locked box on the outside of each Lethbridge school which contains a master key. Any EMS vehicle on scene will have a key to allow entry into the locked box which contains a master school key, should the police require it.
- 1.1.6 Principals or designated office staff will post SCHOOL IN LOCKDOWN on external windows of office and outside-facing doors (if safe to do so). Teachers should take attendance and note any additional students that may be in the class.
- 1.2 Teachers:
- 1.2.1 Without leaving the doorway of their classrooms staff will gather as many students from the hallways into their classrooms as possible. Should the classroom not contain the necessary shielding to keep students and staff safe, choose the closest safe room that contains as few windows as possible with a secure door.
- 1.2.2 Teachers (or Educational Assistants, should a teacher not be readily available) will close and lock the classroom door. Blinds or curtains must be closed, and lights turned off. Students are not to be left unsupervised. Classroom doors are not to be opened until the Principal, his/her designate, or police have announced the end of the lockdown. Do not open the locked classroom door if someone should come to the door and make that request.
- 1.2.3 Students will be prone on the floor away from interior walls and ordered to be still and quiet. Students will be advised to remain on the floor and not rush towards the door if police enter.

- 1.2.4 While in lockdown and the fire alarm is sounding sounds, staff are to stay in classrooms with students. Common sense at this time supersedes the Provincial Fire Code. Do not leave the room unless there is an actual fire and it is believed that staff and students are in imminent danger from fire and/or smoke. (Consider a window exit from the class if the need arises). Also consider that leaving the safety of the locked classroom may afford the threat (assailant) the target-rich environment that he/she is seeking to create. The assailant may have pulled a fire alarm, released a bomb or lit a fire; staff are to consider all of the alternatives based on the information available.
- 1.2.5 Teachers are not responsible for locking or closing any exterior doors or hallway doors during an Interior Lockdown.
- 1.2.6 Teachers will ensure students and staff do not handle any found firearms or explosives, as they may be misinterpreted as potential threatening culprits; alternatively, the explosive or firearm may accidentally detonate.
- 1.2.7 Teachers will remain in the classroom or secured area until instructed by police to evacuate, unless exigent circumstances arise such as a fire or the active assailant enters the room and threatens the secure area. If the teacher determines that it is necessary to leave the secured area, it is preferable to evacuate from an exterior window into the schoolyard. If this is not possible, evacuate from the nearest fire escape avoiding long hallways. The staff and/or students may also choose to stay and confront the assailant depending upon what options are available to ensure the safety of the occupants of the room.
- 1.3 *Non-traditional schools with open floor plans and larger interior windows which allow easy access to an armed intruder are, and need to be treated as, special circumstances by students, staff and police. Principals should discuss strategies regarding student and staff responses with their School Resource Officer (SRO) or lockdown designate of their local police service.
2. Lethbridge Regional Police Service (LRPS) or Local Law Enforcement Responsibility:
- 2.1 Upon the arrest/neutralisation of the threat (armed intruder(s)/active shooter(s)), the LRPS (or Taber Town Police or RCMP) designate will deploy teams or individuals involved in the arrest of the armed intruder and will transition to other forms of deployment, as mandated by their respective police services. Secure areas will be created by police to ensure safe conditions for Emergency Medical Services (EMS) and safe routes out of the school for evacuation of students.

- 2.2 The Rescue Teams will use a master key and diagram of the school obtained from the school and/or the LRPS (or local police service) package, to search and clear rooms looking for victims and other possible threats (unknown armed intruder(s)/active shooter(s)) or possibly explosive devices. Evacuation may also commence at this time
- 2.3 Once the building is determined to be “safe”, the designated police authority will give the all clear sign to begin the evacuation process for students and staff who are in the lockdown mode.
- 2.4 Police/Principals (under police direction) may make an announcement in the school that, “The school will remain in lockdown; the police will be orchestrating an orderly evacuation in due course; please remain calm; remain in lockdown”. Establish safe routes avoiding crime scene contamination, weapons, and locations where explosive devices can be hidden (such as lockers and vehicles).
- 2.5 Police will expect teachers (staff) to remain with students and assist with the evacuation and escort of the students to busses outside. School staff will assist with student needs and care at the evacuation site.

Exterior Lockdown: Threat Outside of the Building

This type of lockdown occurs when an anticipated outside threat is heading towards the school that may potentially harm students or staff. Examples range from a person armed with a gun or knife to a police pursuit which is coming close to, or in the direction of the school. A lockdown of the school decreases the risk to students and staff.

1. School Responsibility during External Lockdown

1.1 Principal and Front Office Personnel:

- 1.1.1 The school’s responsibility remains much the same as for a threat inside the building. There are, however, several changes and additions. Upon notification of an armed/active shooter or assailant on or near school property, the school shall go into immediate lockdown procedures as outlined previously. The school Principal or designate will announce, “Exterior lockdown; threat outside of the building.” This message should be given twice; if schools have a unique bell that rings differently from all other bells, it is recommended schools activate this unique bell and ring it for a **maximum** of 30 seconds.
- 1.1.2 An office staff member will call 911 and advise dispatch of the impending threat approaching the school. 911 will not need to be called if the external lockdown was initiated by police.
- 1.1.3 Office staff will call the Office of the Superintendent to inform him/her of the lockdown.

- 1.1.4 The Principal and designates shall be responsible for locking all outside doors in an attempt to limit access to the school. (Disable all bells if possible - Ignore fire alarms)
- 1.2 Teachers:
 - 1.2.1 Follow all lockdown rules as outlined in the interior lockdown Policy.
 - 1.2.2 Teachers will post SCHOOL IN LOCKDOWN signs on exterior facing windows. Principals and/or designates will post SCHOOL IN LOCKDOWN on windows of exterior doors.
 - 1.2.3 Students arriving at the school will be marshalled into the school unless it is safer to go to a designated “safe place” away from the school. Depending on when lockdown is called, students may be outside at recess or lunch. Principals and designates will have to monitor doors, allowing entry of students if safe to do so, watching closely for any threat.
 - 1.2.4 Neither staff nor students will exit the school until given the stand down order by the police authority designate, Principal or Principal’s designate.
- 2. Lethbridge Regional Police Service (LRPS) or Local Law Enforcement Responsibility:
 - 2.1 In cases of an armed/active threat or shooter on or near school property police members should respond as outlined in their own Rapid Deployment Training. All members must be cognizant that the armed/active threat must not be allowed to enter into the school or any other structure that could possibly be occupied.
 - 2.2 A School Resource Officer (SRO)/partnering law enforcement designate or patrol member will attend inside any and all schools that are in lockdown. The police officer will liaise with the school and provide security and communications regarding the progress of the emergency situation. All factors will be considered regarding the emergency situation vs. the comfort of the staff and students and when the threat level has diminished, adjustments will be made to the level of lockdown within the school.

Lock Down Practice

- 1. Schools must practice lockdown drills at least 4 times per year (one in early September; one in November; one in February and one in April). Principals should conduct lockdown practices during class times as well as at recess or lunch. A Log must be kept of all lockdown practices, noting the date and time of the lockdown, the circumstances, and the time taken to secure the school facility.

2. If at all possible, School Resource Officers (SROs)/partnering law enforcement designate or patrol member should be requested to be present during school lockdown practices. The SROs/partnering law enforcement designate/patrol member should encourage their schools' staff members to have table top discussions regarding different scenarios, which may necessitate lockdown implementation.

Crisis Response Box (See Appendix A)

1. The Crisis Response Box is only required for **Interior Lockdown: Threat in the Building** scenarios. However, it is an irreplaceable resource in all types of emergency situations including, but not limited, to bomb threats, fires and extreme weather emergencies.
2. Twenty pieces of information have been identified as being necessary in a secured place (The Crisis Response Box) should a critical incident arise within or affect a school. This information should be assembled ahead of time and contained in one place; the information needs to be portable and easily accessible in a crisis. It should be in a format enabling it to be quickly shared with first responders.

SUMMARY OF CONTENTS FOR THE CRISIS RESPONSE BOX

- 1) Aerial Photo of School Campus
- 2) Maps
- 3) School Layout
- 4) Blueprint of School Building(s)
- 5) Teacher/Employee Roster (Current)
- 6) Keys (2 for small schools, 4 to 6 for large schools)
- 7) Fire Alarm Turn-off Procedures
- 8) Sprinkler System Turn-off Procedures
- 9) Utility Shut-off Valves
- 10) Gas Line and Utility Lines Lay-out
- 11) First Aid Supplies (not in the box)
- 12) Cable Television Shut-off
- 13) Student Photos
- 14) Key Responder List
- 15) Evacuation Sites
- 16) Student Attendance Roster (As current as possible)
- 17) List of Students with Special Needs, Medications
- 18) Locker List

School office staff will store the Crisis Response Box in a safe and secure area that can be accessed from the office. The Lethbridge Regional Police Service / partnering law enforcement designate or patrol member will also keep contents of a Crisis Response Box in their custody.

Administrative Procedure 132 – Appendix B

May 27, 2009

**CHECKLIST
SCHOOL GUIDE TO LOCKDOWN PROTOCOL****LOCKDOWN: THREAT INSIDE THE BUILDING**

If a threatening intruder or active assailant enters the building

- 1) Notify the Office.
- 2) The Principal or designate will make the decision to go into Lockdown based on the information received and make the announcement, "Lockdown: Threat inside the building."
- 3) Office staff/administration will call 911 immediately. Office Staff / Administration will stay on the line with 911. Office staff will place the Crisis Response Box package on the counter.
- 4) When deemed safe, office staff will call the Office of the Superintendent.
- 5) Teachers (staff) will survey the hallway and quickly gather students into classrooms.
- 6) Teachers (staff) lock classrooms, cover window in door, close blinds and curtains and turn off lights.
- 7) Teachers do not leave students unattended. (It is mandatory that teachers do not open classroom doors until the Principal, his/her designate or police have announced the end of the Lockdown.)
- 8) Students are to lie face down on the floor (or in a suitable lockdown position) and stay away from all windows.
- 9) While in Lockdown and should the fire alarm ring, teachers are to stay in classrooms with students. Occupants are not to leave classrooms unless there is an actual fire and that there is a belief that there is imminent danger from fire or smoke. (Consider a window exit from the class.)
- 10) The Principal, his/her designate or police will announce the end of the Lockdown.

LOCKDOWN: THREAT OUTSIDE THE BUILDING:

If the Threat/Assailant is sighted near the building, or a report is received of a potential threat coming to the school, this situation is called an Exterior Threat:

- 1) The Principal or designate will make the decision to go into a lockdown based on the information received and make the announcement, "Lockdown: Threat outside the building."
- 2) All exterior doors will be locked.
- 3) Police may attend the school and secure the perimeter.
- 4) When deemed safe, office staff will call the Office of the Superintendent.
- 5) Teachers (staff) will survey the hallway and quickly gather students into classrooms.
- 6) Teachers (staff) will lock classrooms, cover window in door, close blinds and curtains and turn off lights.
- 7) Teachers (staff) will not leave students unattended. Teachers (staff) will not open classroom doors until the Principal, his/her designate or police have announced the end of the lockdown.
- 8) Students are to lie face down on the floor (or in a suitable lockdown position) and stay away from all windows.
- 9) While in lockdown and should the fire alarm ring, teachers (staff) are to stay in classrooms with students. Occupants do not leave classrooms unless there is an actual fire and there is a reason to believe that there is imminent danger from fire or smoke. (A window exit from the class may be considered.)
- 10) The Principal, his/her designate or police will announce the end of the lockdown.

AFTER LOCKDOWN AND PRIOR TO EVACUATION PROCEDURES

As time permits, teachers (staff) should take attendance; they need to also make note of "other" students who may have joined the classroom.

A School Resource Officer (SRO)/partnering law enforcement designate or patrol member may attend the school, liaise with administration and provide security and communications regarding the progress of the emergency situation. All factors will be considered regarding the emergency situation vs. the comfort of the staff and students. When the threat level has diminished, adjustments can be made to the level of Lockdown necessary within the school.