

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 – Communicable Diseases	6
AP 104 – Harassment	9
AP 105 – Fire Drills and Fire Prevention	14
AP 106 – Bomb Threats	16
AP 107 – Emergency School Closure and Evacuation	18
AP 108 – Instructional Year	20
AP 110 – Dealing with Vandalism	22
AP 114 –Technology	23
AP 115 – Freedom of Information and Protection of Privacy	25
AP 116 – Copyright	27
APPENDIX A – Copyright Act: Fair Dealing Guidelines	31
AP 117 – Instructional Materials Salespeople Visits to the School (deleted Oct. 5/05)	29
AP 118 – Input into Decision-Making	33
AP 119 – Issues Management	34
AP 120 – Community Use of School Facilities	36
AP 121 - Alcohol Consumption on Division Premises or During School or Division Activities	39
AP 122 – Political Electioneering	42
AP 125 – School Councils	43
AP 126 - Long Range Facility Planning (added November 2005)	45
AP 127 – Naming of Educational Facilities	46
AP 128 – Policy Dissemination	48

AP 129 – School Based Decision-Making	49
AP 130 – Public Civility in Schools	59
AP 132 – Protocol for School Lockdown	62
APPENDIX A – Checklist: School Guide to Lockdown Protocol	66
APPENDIX B – Record of Lockdown Practices	67
AP 134 – Supporting Students in Inclusive Communities	68
APPENDIX A – CCSSA’s LIFE Framework	72
APPENDIX B – Student Group and/or Activity Proposal	76
AP 143 – Flag Protocol	78
AP 164 – Smudging / Pipe Ceremonies	80

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, in any form, including electronic smoking products, 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.

References *Tobacco and Smoking Reduction Act, Statutes of Alberta, 2005*
Alberta Health Services – Tobacco and Smoke Free Environments Policy, 2011

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

Last Revised: May 2018

COMMUNICABLE DISEASES

Background

The division and Alberta Health Services share the responsibility to provide appropriate education and procedures related to the spread of communicable diseases in division schools. In fulfilling this responsibility, it is accepted that universal precautionary measures undertaken by all staff, students and parents/legal guardians, are necessary in the prevention of serious communicable diseases.

Within the tradition of Catholic education, all students and staff will be treated with dignity and compassion. The division recognizes its responsibility to be protective of individual rights and freedoms in the management of infected students and staff by maintaining confidentiality.

Appropriate procedures are critical in ensuring the safety of students and staff when anyone has been identified as having a communicable disease, as determined in consultation with the appropriate health authority and the division's superintendent, or designate. In health related matters the division relies on direction and guidance from Alberta Health Services and medical professionals. In addition, staff and administration are expected to consistently follow preventative measures when dealing with the potential transmission of communicable disease such as Measles, Mumps, Chicken Pox (Varicella), Scarlet Fever (Streptococcal) and Norovirus.

Definition

“Communicable disease means an illness in humans that is caused by an organism or micro-organism or its toxic products and is transmitted directly or indirectly from an infected person or animal or the environment.”

Procedures

1. In circumstances where students and staff have communicable diseases, the division will manage the supports, procedures and privacy issues in accordance with the *Public Health Act* and the *Freedom of Information and Protection of Privacy Act (FOIP)*. Alberta Health Services determines when protection of the individual or the public is required.
 - 1.1 “In any dispute as to the diagnosis of a disease in respect of which action may be taken under section 29 (1) of the *Public Health Act*, the Medical Officer of Health’s decision as to the diagnosis of the disease is final, subject only to a review by the Chief Medical Officer.”
2. The *Public Health Act* and *FOIP* require confidentiality. Health authorities are not at liberty to divulge any specific information with regard to individuals with communicable diseases. This same standard of care with regard to confidentiality applies to division personnel.

3. If the infected student or staff member does not present a risk to others, there is no need to inform any school authorities. Notifiable communicable diseases are listed in schedules 1, 2, and 3 of the *Communicable Disease Regulation* of the *Public Health Act*. All sources of information will follow the reporting requirements, as outlined in *Alberta Regulation 238/85: Communicable Diseases Regulation*.
4. Unless the physical condition of the staff or student poses a health risk, the employee may continue to fulfill their duties and the student may continue to attend classes.
5. In the majority of cases, the parents/legal guardians and health professionals will undertake diagnosis of a communicable disease. However, when school personnel suspect a student has a communicable disease, they are to contact the parents/legal guardians and request that they seek medical advice. In cases where knowledge of the health status of the child is necessary for proper care procedures, school authorities must be notified by the parents/legal guardians and modifications to the learning environment must be made in accordance with the resources available within the division and reasonable expectations for success.
6. Principals are responsible to develop a plan with the superintendent, or designate, to advise staff and parents of students with susceptibility to communicable diseases when circumstances arise that might compromise their child's health. At the same time, the confidentiality of an individual's health information must be maintained.
7. Division/staff responsibilities:
 - 7.1 All staff are expected to follow routine hygiene practices and to support students to do the same through curriculum implementation and day to day procedures. Because proper hand washing is a significant preventative measure for many communicable diseases, all individuals must play an active role and be responsible for staying healthy and preventing the spread of infection. In addition to washing hands frequently, all students and staff must cover up when coughing or sneezing. Staff are responsible for keeping shared surfaces clean.
 - 7.2 All staff and students must follow universal and precautionary hygienic procedures when coming in contact with blood or other body fluids. School personnel are to be aware of first aid procedures. Proper equipment, including disposable gloves are to be worn for any direct contact with blood must be part of first aid kits.
 - 7.3 In cases where a student has a history of bleeding easily, biting, spitting or other actions that may result in an exchange of bodily fluids, school staff involved will, at all times, be prepared to follow appropriate division procedures. e.g. have gloves on hand at all times, ensure that appropriate response procedures are used and that training related to them is current, etc.

- 7.4 In situations where, despite following division procedures and protocols for the handling of blood and bodily fluids, division personnel or volunteers are exposed to a communicable disease, the principal or designate, in consultation with health authorities and the appropriate division staff will advise the staff member that they have been exposed to a risk of contracting a communicable disease.
- 7.5 School administration are required to complete an occupational health and safety orientation with all staff at the beginning of each school year and with all new staff as they are hired throughout the school year. It is required all staff sign off that they have attended this orientation.
- 7.6 In the event of a communicable disease is identified the principal must immediately communicate with the superintendent.
- 7.7 School authorities and division administration will regularly review the division procedures regarding communicable diseases in the context of ensuring occupational health and safety procedures are kept current.
- 7.8 The principal must notify communicable diseases at the regional office of the Alberta Health Services to inform of any human or animal bite if it breaks the skin. All incidents must be recorded.
8. Education:
- 8.1 In cases where staff or students are at risk from the spread of a disease from an infected individual, an appropriate plan for alternate instruction for the infected person must be developed in consultation with the parents/legal guardians and students, where appropriate. In developing the plan, the limitations of existing resources within the division and reasonable expectations must be considered.
- In determining if a communicable disease situation is severe enough to warrant an alternative instructional plan, principals must consult with the superintendent, or designate.
- In the case of students being involved, the principal must ensure the parents/legal guardians are informed.
- 8.2 Decisions regarding the type of educational and care settings are to be based on the behaviour, neurological development, and physical condition of the student. These decisions will be made using a cross disciplinary/cross sector team approach including, as appropriate, the child's physician, public health personnel, child and family services, the student's parents/legal guardians and division personnel. In each case, potential risks and benefits to both the infected student and others in the educational setting will be weighed. When appropriate, cross department consultation with division personnel, as well as Alberta Education, may be required.

Legal References: *Alberta Communicable Disease Regulation; Occupational Health and Safety Code and Regulations; Guide to Education ECS to Grade 12; School Act Section 18, 20, 45, 45.1, 60, 61, 113; Emergency Medical Aid Act; Freedom of Information and Protection of Privacy Act; Health Information Act Occupational Health and Safety Act; Public Health Act; Occupational Health & Safety Manual.*

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 inquires 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

Last Revised: February 2016

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. All database and datafiles are to be stored strictly within the division, on division or division approved equipment, and not permanently on personal computers, accounts, or sites.
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

Last Revised: February 2016

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. Print Resources:
 - 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. Video Resources:
- 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. Electronic Resources:
- 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. Music Resources:
- 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. Ownership of Copyright:
 - 9.1 Employees own the copyright on works they develop on their own initiative and on their own time even though the materials may be the result of ideas generated by the employee’s work.
 - 9.2 The Board owns the copyright on work developed by an employee on the division’s time or as part of his/her duties with the Board.
 - 9.2.1 All works produced by an employee in the course of his/her employment shall be stored within the division, on division or division approved equipment, and shall not be kept permanently on individual or personal devices or accounts.
 - 9.2.2 Employees who leave the employ of the Board will ensure that all works produced as per 9.2 will be removed from individual or personal devices or accounts and returned to the division.
 - 9.3 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.
 - 9.4 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.
 - 9.5 The Board may market Board material at a cost that shall cover printing, mailing and royalty.
 - 9.6 The Board may enter into an agreement with a private publisher to publish Board material for sale and distribution.
 - 9.7 If the Board markets a resource profitably, it may choose to compensate the creative employee.
 - 9.8 Students own the copyright on anything that they create and parental permission to reproduce their work should be obtained if the student is under 18. Student permission is required if the student is 18 or over. Permission is not required to display student work within the school.
 - 9.8.1 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.
 - 9.8.2 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.

- 9.8.3 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.
10. Board employees will not be required by their supervisors to perform any service that is a violation of the copyright policy.
- 10.1 All videocassette players, photocopiers and computers shall be labeled to identify clearly what constitutes copyright infringement.
- 10.2 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.

Legal References: *School Act, Section 60*
 Copyright Act
 Copyright Regulations
 CanCopy Agreement

Administrative Procedure 116 - APPENDIX A

Added: April 2013

COPYRIGHT ACT: FAIR DEALING GUIDELINES

Background

The fair dealing provision in the Copyright Act permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the “dealing” must be for a purpose stated in the Copyright Act: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be “fair.” In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary educational institutions.

These guidelines apply fair dealing in non-profit K–12 schools and postsecondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the Copyright Act and the Supreme Court decisions.

Procedural Guidelines

1. Teachers, instructors, professors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
 - 3.1 As a class handout;
 - 3.2 As a posting to a learning- or course-management system that is password protected or otherwise restricted to students of a school or postsecondary educational institution;
 - 3.3 As part of a course pack.

4. A short excerpt means:
 - 4.1 up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - 4.2 one chapter from a book;
 - 4.3 a single article from a periodical;
 - 4.4 an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - 4.5 an entire newspaper article or page;
 - 4.6 an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - 4.7 an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
6. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

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

February 2013

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 will be charged to outside organization with whom there is no reciprocal agreement for free time use of facilities.

All community use of school facilities within the City of Lethbridge falls within the Joint Use Agreement with the City of Lethbridge. As such, the *Joint Use Handbook* is the reference point for all schools in the City of Lethbridge.

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 Non-profit 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 Secretary-Treasurer.
 - 2.4 Be in charge of the bookings.
 - 2.5 Use discretion on a request for facilities during the Christmas, Spring, and Summer breaks.
 - 2.6 The Principal will ensure that the agreement for the use of facilities is completed.
 - 2.7 Ensure that a caretaker is present during all scheduled community activities inside of the school building.

- 2.8 Send billing information to the Business Services Department.
- 2.9 Remit any rental funds received at the school to the Business Services Department.
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 has 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. The caretaker is responsible for the following:
 - 4.1 Report all maintenance problem to the Plant Operations Coordinator.
 - 4.2 Remain calm and courteous at all times.
 - 4.3 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 caretaker 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 caretaker 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.
 - 4.10.5 At the end of every booking, and if applicable, the caretaker will document and submit to the Plan Operations Coordinator a report of:
 - 4.10.5.1 Accidents
 - 4.10.5.2 Damage to facility (in excess of fair wear and tear)
 - 4.10.5.3 Instances of unsatisfactory supervision
 - 4.10.5.4 User group concerns
5. The use of schools for polling places is permitted, provided classes are not dismissed to accommodate the poll. The caretaker will remain on duty to supervise and secure the building after the poll is closed.
6. Social functions where alcoholic beverages are served may be permitted, provided necessary permits are obtained.
7. The community group must provide proof of insurance.
8. Unless special arrangements are made through the Principal, the use of school facilities by community groups will be limited to the school year.
9. Restrictions
- 9.1 School facilities and grounds may be booked by community groups for a wide variety of purposes. However, the following activities are not permitted.
 - 9.1.1 Public dances or weddings
 - 9.1.2 Private social events (including birthday parties)
 - 9.1.3 Games of chance, lotteries, gambling, fundraising events
 - 9.1.4 Indoor soccer
 - 9.1.5 Floor hockey

Administrative Procedure 121

Added: March 24, 2017

ALCOHOL CONSUMPTION ON DIVISION PREMISES OR DURING SCHOOL OR DIVISION ACTIVITIES

Background

Since school facilities are occasionally used for division-wide or community social functions, it is necessary to establish procedures relating to the consumption of alcoholic beverages on school premises and/or during school or division activities. This administrative procedure must reflect societal values as well as ensure that the school's primary mandate of providing quality education to students is not compromised.

The consumption of alcohol on division property is not permitted except at division/school functions where prior Superintendent approval has been granted.

Hospitality may be extended in an economical manner, as a matter of courtesy or protocol.

Procedures

1. No alcoholic beverages may be served, sold or consumed on division property **during normal operational hours.**
2. The Superintendent of Schools may approve the consumption of alcoholic beverages on division or school property for division staff occasions, such as a wine and cheese or a staff celebration. For approval, the following procedures will apply:
 - 2.1 The Principal will request approval in writing for the consumption of alcohol on school premises. The request will include a description of the staff occasion, including the date and time.
 - 2.2 The Principal will ensure that all liability issues are addressed including the purchase of Private Non-Sale Special Event License if required and that the requirements of Alberta Gaming and Liquor Commission (AGLC) for Private Functions with liquor services are satisfied. (Please refer to www.aqlc.gov.ab.ca)
 - 2.3 The Principal will ensure that no public funds or school generated funds are used to purchase alcohol.
 - 2.4 The Superintendent of Schools will advise the principal in writing of the decision.

3. The Superintendent of Schools may approve the consumption of alcoholic beverages for the purpose of hospitality.
 - 3.1 Hospitality is the provision of food, beverage (alcohol) and other amenities at public expense for the work of the division or school.
 - 3.2 Hospitality is generally provided when the event involves participants from outside the division.
 - 3.3 Hospitality may be extended in an economical and consistent manner when:
 - 3.3.1 It facilitates division business with members of government, community or the private sector.
 - 3.3.2 It is considered desirable as a matter of courtesy or protocol.
 - 3.3.3 It honours staff for long service.
 - 3.4 Prior written approval from the Superintendent of Schools or designate is required for all hospitality events where alcohol is served.
 - 3.5 If alcohol is provided at a hospitality event, it should be provided in a responsible manner, e.g. food must always be served when alcohol is available.
 - 3.6 Hospitality events shall not be funded through school generated funds.
4. The Superintendent of Schools may approve the consumption of alcoholic beverages for the purpose of fundraising by school societies under the following procedures:
 - 4.1 The Chair of the School Society, or designate, will request approval in writing for the consumption of alcohol on school premises. The request will include a description of the event and the intent of the fundraiser.
 - 4.2 The Chair of the School Society, or designate, will ensure that all liability issues are addressed including the purchase of Private Non-Sale Special Event License if required and that the requirements of Alberta Gaming and Liquor Commission (AGLC) for Private Functions with liquor services are satisfied. (Please refer to www.aglc.gov.ab.ca)
 - 4.3 The Superintendent of Schools will advise the Chair of the School Society, or designate, in writing of the decision.
5. The Superintendent of Schools may approve the consumption of alcohol beverages off Division premises for Division-related activities. "Division-Related Activity" is defined as any activity that is planned, organized, or supervised by Division staff or related organizations (School Councils, school supporting societies, etc.) in those situations where the participation of Division staff or students, or the use of the school name or the Division name, may cause others to believe that the event is Division sponsored or supported. Examples could range from School Council sponsored activities to fundraisers. Consideration of social host liability issues is a responsibility of all staff when planning an off-Division premises event that may involve alcohol, regardless of the location.

- It also extends to events planned by other related bodies, outside organizations or individuals where there is participation by Division staff that may support the perception that this is a Division-sponsored event.
- 5.1 The Principal or organizer of the Division-related event will request approval in writing for the consumption of alcohol. The request will include a description of the event, time, date and purpose.
 - 5.2 The Principal or organizer of the Division-related event will ensure that all liability issues are addressed including the purchase of Private Non-Sale Special Event License if required and that the requirements of Alberta Gaming and Liquor Commission (AGLC) for Private Functions with liquor services are satisfied. (Please refer to www.aglc.gov.ab.ca)
 - 5.3 The Principal or organizer of the Division-related event will ensure that no public funds or school generated funds are used to purchase alcohol.
 - 5.4 The Superintendent of Schools will advise the principal or organizer of the Division-related event, in writing of the decision.
6. Students, whether of age or not, are not permitted to bring or consume alcohol at any school or division activity.
 7. Staff, parents, or adult volunteers are not permitted to consume alcohol while supervising students during school related field trips.
 8. Notwithstanding the above, the use of sacramental wine as part of the celebration of the Eucharist on school or division property is approved.

References: *The School Act*, Sections 20, 60, 61, 96, 113, 116, 117

Administrative Procedure 122

Revised: March 24, 2017

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.

SCHOOL COUNCILS

Background

The *School Act* requires that a school council be established for each school within the division. The *School Councils Resource Guide, 2016*, developed by the Alberta School Councils' Association, 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 and the accompanying Alberta Regulation 113/2007.
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.

References: *The School Act*, Section 22
 Alberta Regulation 113/2007
 Alberta School Councils' Association (www.albertaschoolcouncils.ca/school-councils/effective-school-councils)

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 January 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 January, 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 2018

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 rooms, gyms, and/or 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 Schools must keep records as to which rooms, gyms, 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**

Administrative Procedure 132

Revised: October 2017

PROTOCOL FOR SCHOOL LOCKDOWN

Background

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.”

Lockdown Procedure - For a threat inside or outside of the building

1. Principal, Front Office Personnel and/or First Witness to the Threat:
 - 1.1 Immediately, upon becoming aware of a threat, call 911 to advise police of the situation. The first witness will trigger the lock down mode and will notify the office as soon as possible.
 - 1.2 Upon receiving a report of a threat an announcement will be made advising that the school is in lock down mode. The office will announce, “Lockdown” three times.
 - 1.3 Office staff may call 911 again to confirm the threat.
 - 1.4 If safe to do so, another office staff member will call the Office of the Superintendent to inform him/her of the lockdown.
 - 1.4.1 The Office of the Superintendent will contact nearby schools/ school jurisdictions to expand the lockdown, as necessary, and provide communication, as required.
2. Teachers:
 - 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.
 - 2.2 Teachers or Educational Assistants will close and lock the classroom door. Blinds or curtains must be closed, and lights turned off. Wherever possible, students are not to be left unsupervised.

- 2.3 Students will assume a suitable position on the floor away from view and supported to be still and quiet.
 - 2.4 **Under no circumstances are the classroom doors to be opened from inside.** The Principal, his/her designate, or police will present themselves and unlock the door from the outside themselves, advising that the lockdown is over. Do not open the locked classroom door under any circumstances.
 - 2.4.1 While in lockdown and the fire alarm 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.
 - 2.5 Teachers are not responsible for locking or closing any exterior doors or hallway doors during a Lockdown.
 - 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.
 - 2.7 Teachers will remain in the classroom or secured area until instructed by police to evacuate, unless dangerous 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 exit, avoiding long hallways.
 - 2.8 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.
3. Local police services will attend and respond to the threat.

After a Lockdown Situation

- 1. As time permits, teachers/staff should take attendance and make note of other students who may have joined the classroom.
- 2. If evacuation of the school is necessary, school staff will assist with student needs and care at the evacuation site. They will remain with students and assist with the evacuation.

3. 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.

Lockdown Preparation / Planning

1. The following information should be collected and updated when necessary. It should be reviewed annually by school staff:
 - 1.1 Aerial photo of the school campus, area maps, maps of the school layout, and/or blueprints of the school building(s)
 - 1.2 Fire alarm turn-off procedures
 - 1.3 Sprinkler system turn-off procedures
 - 1.4 Utility shut-off valves
 - 1.5 Gas line and utility lines layout
 - 1.6 Cable television shut-off

2. The following information should be collected and updated annually. It should also be reviewed annually by school staff:
 - 2.1 Key responder list
 - 2.2 Evacuation sites
 - 2.2.1 Principals are asked to identify an evacuation site and ensure that any necessary arrangements with the site are made in advance of an emergency.
 - 2.4 Current teacher/employee roster
 - 2.5 Current student photos and attendance roster
 - 2.6 List of Students with Special Needs, Medications
 - 2.7 Locker List

3. School Resource Officers, or local law enforcement, are provided two keys for small schools, or four to six keys for large schools.
 - a. 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.

4. Lock Down Practice

- 4.1 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.
- 4.2 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 (*See Administrative Procedure 132, Appendix B: Record of Lockdown Practices*).
- 4.3 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.

Reference: Consultation with Lethbridge Police Services, Taber Police Services, and the RCMP Detachments serving Coaldale, Picture Butte, and Pincher Creek.

Administrative Procedure 132 – APPENDIX A

Revised: April 2017

**CHECKLIST:
SCHOOL GUIDE TO LOCKDOWN PROTOCOL****LOCKDOWN: THREAT NEAR OR AT THE SCHOOL**

- 1) The first responder to the threat calls 911,
- 2) The Office is notified.
- 3) The announcement is made: “Lockdown! Lockdown! Lockdown!”
- 4) Office staff/administration will call 911 immediately.
- 5) When deemed safe, office staff will call the Office of the Superintendent.
- 6) Teachers/staff will survey the hallway and quickly gather students into classrooms.
- 7) Teachers/staff-lock classrooms, cover window in door, close blinds and curtains, turn off lights, and instruct students to be still and quiet.
- 8) Students will assume a suitable lockdown position and stay away from all windows.
- 9) Teachers/staff will not leave students unattended.
- 10) THE CLASSROOM DOOR WILL NOT BE OPENED UNDER ANY CIRCUMSTANCES. When the lockdown is complete an administrator and police officer will come to personally unlock the classroom door.
- 11) Should the fire alarm ring, 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.)

AFTER LOCKDOWN AND PRIOR TO EVACUATION PROCEDURES

- 1) As time permits, teachers/staff should take attendance, making a note of other students who may have joined the classroom.

Administrative Procedure 132 – APPENDIX B

Added: October 2017

**RECORD OF LOCKDOWN PRACTICE**

Date: _____

School Building/Location: _____

Principal Administrator/Supervisor: _____

School Resource Officer: _____
(Police of Jurisdiction)

Record of Lockdown Practice				
Date:		Time of day:		
Observations:				
Suggestions for Improvement:				

Signature Administrator/Supervisor _____

Signature School Resource Officer _____
(Police of Jurisdiction)**One copy to be kept on school file, one copy to be sent to the office of the Superintendent*

Administrative Procedure 134

June 2018

SUPPORTING STUDENTS IN INCLUSIVE COMMUNITIES

Background

Consistent with its mission and vision, the Board of Trustees of the Holy Spirit Roman Catholic Separate Regional Division No. 4 is committed to a welcoming, caring, respectful, safe, and inclusive learning and teaching environment for all students and staff, in accordance with *Policy 1: Board Mandate, Mission, Vision, Values, and Goals*.

Catholic schools share a foundational belief that all children are loved by God, are individually unique, and that the school has a mission to help each student to fulfill their God-given potential in all aspects of their persons: physically, academically, socially, morally, and spiritually.

To ensure that all members of the division's school communities work together in an atmosphere of respect for the dignity of all students, this Administrative Procedure is adopted for the safety, health and educational needs of all students, regardless of individual differences.

The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a student's actual or perceived differences. To achieve this goal, the Board requires that its schools, staff, and students promote an inclusive community that respects diversity and fosters a sense of belonging in accordance with the rights that are guaranteed under the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*.

Section 45.1 of the *School Act* indicates that a board has the responsibility to ensure that each student enrolled in a school operated by the board, and each staff member employed by the board, is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. Staff and students will not be discriminated against, as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*. Section 16.1 of the *School Act* outlines regulations for the creation of student groups. Student groups can serve as one means to create inclusive schools and Holy Spirit Catholic School Division supports their formation and operation.

Objectives

The objectives of such groups include the following:

- To support and affirm the dignity of all students in all aspects of school life, regardless of their immutable characteristics;
- To improve understandings of the lives of all students and find ways to increase respect for the dignity of each other in ways appropriate to the school setting;

- To clarify and give definition to appropriate terms, behaviours, and actions to promote greater awareness of, and responsiveness to, the deleterious effects of bullying, harassment, and hate-motivated violence;
- To promote timely and effective responses to prevent and respond to bullying, harassment, and hate-motivated violence to ensure the maximization of safety for all pupils;
- To provide support for all students, consistent with the Catholic Faith, with respect to bullying, harassment, and hate-motivated violence; and
- To encourage students to report incidents of bullying, harassment and bias, prejudice, or hate-motivated violence safely in a manner that minimizes the possibility of reprisal or breach of confidentiality.

Procedures

1. All staff of Holy Spirit Catholic School Division will act and teach as Jesus would do, rejecting and confronting behaviours that cause harm to the student, physically, verbally or by action, based on their race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, or sexual orientation.
2. The Principal, as the school leader, operating within a Catholic framework, is responsible for promoting/maintaining a safe and caring inclusive environment for all students/families regardless of their race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, or sexual orientation.
3. Support student organizations and activities in accordance with Section 16.1 of the *School Act*. These organizations and activities are dedicated to the inclusive nature of our schools, which serve to promote a welcoming, caring, respectful, and safe school community, and are informed by the processes created by the Council of Catholic School Superintendents of Alberta's (2018) *Life Framework* (see Appendix A). Among other things, these student groups:
 - 3.1 Are sensitive to the safety of those students who may be at-risk.
 - 3.2 Are comprehensive and holistic in their approach to inclusion and open to discussion of a variety of issues, including, but not limited to, bullying, sexual harassment, sexual orientation, gender identity, discrimination, justice, and respectful relationships and language.
 - 3.3 If one or more students attending a school operated by the Board request a staff member employed by the Board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall:

- 3.3.1 Immediately grant permission for the establishment of the student organization or the holding of the activity at the school.
- 3.3.2 Within a reasonable time from the date that the principal receives the request, designate a staff member to serve as the staff liaison to facilitate the establishment and the ongoing operation of the student organization or to assist in organizing the activity.
 - 3.3.2.1 The principal shall immediately inform the Board and the Minister if no staff member is available to serve as a staff liaison and, if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment and the ongoing operation of the student organization at the school.
- 3.3.3 Provide in-service for staff advisor(s) regarding the purpose for the student group, how the group can be supported and to increase their knowledge, awareness, skills and attitudes in respecting diversity and understanding issues related to gender identity and/or gender expression.
- 3.3.4 Ensure that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (3), is limited to the fact of the establishment of the organization or the holding of the activity, and is otherwise consistent with the usual practices relating to notifications of other student organizations and activities.
- 3.4 The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.
 - 3.4.1 For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.
- 3.5 The staff advisor must be present for each group meeting or activity in its entirety.
- 3.6 All materials for use in a group, including materials for school/community awareness must be reviewed and approved by the staff liaison and administration.
- 3.7 All outside speakers invited to participate in a group must be approved by the principal.
- 3.8 Holy Spirit Catholic School Division may disclose personal information only if it is authorized to do so under legislation that governs such disclosure, which, depending on the circumstances, may include the *Freedom of Information and Protection of Privacy Act*, the *School Act*, the *Children First Act*, and the *Child, Youth and Family Enhancement Act*.

4. School staff will make every reasonable effort to provide accommodations that are inclusive, respectful and acceptable to the student, while maintaining the student's right to privacy and confidentiality at all times.
 - 4.1 Safe access to a washroom and/or change room shall be provided to any student who desires increased privacy for any reason. Where possible private washrooms shall be made available.
 - 4.2 With respect to athletics, overnight trips, change rooms and locker rooms, etc., the safety and confidentiality of all students will be paramount. All students will be afforded the necessary consideration and accommodations to meet individual needs and rights to privacy.

Legal References: Council of Catholic School Superintendents of Alberta (CCSSA):
LIFE Framework "Living Inclusion Faithfully for Everyone"
School Act, Sections 16.1 and 45.1(1)
Board Policy 1: Mandate, Mission, Vision, Values and Goals;
Board Policy 14: Appeals and Hearings on Student Matters
Administrative Procedure 104: Harassment
Administrative Procedure 119: Issues Management
Administrative Procedure 130: Public Civility in Schools
Administrative Procedure 314: Welcoming, Caring, Respectful, and
Safe Learning Environments
Administrative Procedure 315: Student Code of Conduct
Canadian Teachers Federation: Supporting Transgender and
Transsexual Students in K-12 Schools "A Guide for
Educators."

Administrative Procedure 134 – APPENDIX A

Revised: May 24, 2018

CCSSA's LIFE Framework "Living Inclusion Faithfully for Everyone"

A. BACKGROUND

Catholic Schools share a foundational belief that all children are loved by God, are individually unique and that the school has a mission to help each student to fulfill their God-given potential in all aspects of their person: physically, academically, socially, morally and spiritually.

Alberta's Catholic school districts are responsible for creating a Catholic faith community, which provides education for all students within the Catholic tradition. The authenticity of each school's faith community is determined by its adherence to the faith under the collective leadership of the teachers, administrators, clerical advisors, and all other adults within the school. It is the task of those individuals to integrate the faith into every program and aspect of their Catholic school. Parents and guardians, the primary educators of children, entrust their children to Catholic schools so that they may flourish and be pastorally nurtured as they learn the subjects in the Alberta curriculum.

To provide guidance to the Catholic school faith community, in order that it may act in accord with the teachings of the Roman Catholic Church, Alberta's Catholic Bishops have provided the *Pastoral Guideline for the LIFE Framework* in 2018 to support the faithfulness of the *LIFE Framework*. This Guideline provides an explanation in accordance with the episcopal teaching role described in Canon Law, Can. 806 §1, and is fundamental to the understanding and application of the *LIFE Framework*. The *Pastoral Guideline* consists of a thematic overview, followed by some practical and more specific guidance for the development of policy and administrative guidelines regarding the establishment of student-led organizations and activities in Catholic schools as well as information about discerning conflict resolution to further positive relationships between all partners in Catholic Education.

B. COMMITMENT TO THE LIFE FRAMEWORK

Catholic Schools are committed to using the *Pastoral Guideline for the LIFE Framework* (2018) and the *LIFE Framework* (2015, revised 2018) to inform the creation and operation of student groups and activities which seek to promote student inclusion within the schools and, in fidelity to Catholic teachings, eliminates all forms of bullying including - but not restricted to - harassment and discrimination with regard to sexual orientation and gender identity; and to promote justice, respectful relationships and language within Catholic schools.

C. NAMING OF LIFE FRAMEWORK STUDENT GROUPS AND ACTIVITIES

Students may select a respectful and inclusive name for the LIFE group or activity after consulting with the principal. The principal will adhere to the *School Act*, s.16.1 (3-3.1).

D. WHO MIGHT BE SERVED BY LIFE FRAMEWORK STUDENT GROUPS / ACTIVITIES

- All students

E. GUIDELINES FOR THE ESTABLISHMENT OF STUDENTS GROUPS AND ACTIVITIES

These Guidelines will be interpreted and applied so as to be in concert with the *Pastoral Guideline for the LIFE Framework* (2018).

Some students, especially those with same sex attractions, and those who identify with different genders, as well as those who experience discrimination or isolation based on body image, race, culture, language, performance in school, social anxiety/lack of social connection, or other individual attributes, may be at-risk in schools. Therefore, every school is required to respond to establish student groups and/or activities when there is a student request.

When students wish to establish a group or hold an activity, it is important to determine the nature of the request and how best to meet the expressed needs. 'What are you looking for?' Through conversations with students, the purpose for the group needs to be identified, so it can be properly structured within the guidelines. Flexibility and responsiveness, based on needs, are critical. Student groups may be established for the following purposes:

Advocacy

- To support a faithful vision of an inclusive Catholic school

Peer support

- To foster and support the individual student and inclusion within the Catholic school

In each type of group, issues that result in discrimination and bullying may be addressed, including, but not limited to:

- Sexual orientation
- Gender identity
- Gender
- Body image
- Race, culture or language
- Performance in school
- Social rejection, peer acceptance

General norms also govern all types of student groups. Groups shall:

- Support the mission, vision and core religious values of the school and the school jurisdiction
- Reflect the philosophy and theology of communion and emphasize inclusion, hospitality, respect, justice and religious fidelity.

Since each type of group addresses different needs (advocacy, peer support), specific guidelines and additional norms follow.

Advocacy Groups

Purpose

- To advocate in the Catholic tradition against all forms of discrimination and/or behaviours that cause students to feel isolated and not included.
- To provide students who experience discrimination and isolation, the opportunity to engage with other students so as to support them and to engage in anti-discriminatory activities.
- To empower students to use their unique God-given gifts for the benefit of furthering a more just community for everyone.
- To discuss issues that cause harm to young people in society.

Norms

- Ensure the student groups are led by trained Catholic facilitators and assisted, when possible, by counselors, chaplains or social workers.
- Be open to exploration of a variety of issues, including sexual orientation, gender identity, bullying, discrimination, justice, and respectful relationships and language from the Catholic tradition.
- Ensure advocacy efforts are directed against all forms of bullying and discrimination.

Activities

- Exploring how inclusive practices enhance the lives of all within the school's faith community.
- Sponsoring activities throughout the school year to address these areas (i.e. bullying awareness week activities, peer advocacy, guest speakers, and frequent liaison with the school principal).
- Promoting social justice activities to address needs locally, nationally or internationally.

Peer Support Groups

Purpose

- To provide students who experience discrimination, isolation, and a lack of feeling included in their school community or society an opportunity to meet with other students who offer their support through facilitated discussions. To support students experiencing a variety of challenges related to, but not restricted to, feelings of belonging, self-worth, identity, and friendship.
- To support marginalized students suffering from bullying, and/or social exclusion based on gender, sexual orientation, culture, size, physical or academic ability, or other criteria.
- To support students who may be experiencing challenges related to their sexuality (e.g. how to talk to parents, friends, etc.).

Norms

- Ensure that student groups are led by trained Catholic facilitators and assisted, when possible, by counselors, chaplains or social workers, as appropriate.
- Ensure boundaries, related to personal privacy and confidentiality, prior to the discussion of any topic, so members do not feel pressured to make personal disclosures.
- If a student discloses information to a staff member, regarding her or his sexual orientation or gender identity, it is important to respect the student's right to confidentiality subject to the necessity to protect the safety of the student and others.
- Be sensitive to the safety of all students who are at risk.
- Do not label or discuss students who are not members.
- Consider inviting students to develop additional norms and procedures with the facilitator carefully guiding this process.
- Ensure all normal group processes, as understood and practiced by Catholic school counselors, are followed.
- If individuals are experiencing mental health issues, and/or are 'at-risk', to provide individual counselling support, separate from the group, to best support this student and maintain privacy and confidentiality.

Activities

- Exploring those areas with staff facilitators where inclusion could be improved (e.g. student group discussions as per "norms" outlined through the leadership of the facilitator).

F. FACILITATION OF STUDENT GROUPS/ACTIVITIES:

- The principal shall designate a Catholic teacher(s) to facilitate all LIFE groups/activities.
- As faith guides, strengthening every aspect of Catholic education, facilitators integrate prayer, scripture, and Catholic teaching (e.g. 'the dignity of the human person' and 'a preferential option for the poor and vulnerable') into their discussions as appropriate. The groups will be permeated in a manner consistent with all Catholic school programming.
- The principal shall ensure the facilitator(s) receives in-service or information on both relevant Catholic teachings and the facilitation of group discussion.
- At the principal's discretion, if the school has a counsellor, social worker, Family School Liaison Worker (FSLW), chaplain or a staff member with a similar designation, that staff member should co-facilitate.
- The facilitator(s) shall attend every meeting.

G. INFORMING PARENTS ABOUT LIFE FRAMEWORK STUDENT GROUPS:

The *Alberta Bill of Rights*, s.1 (g) recognizes that parents have the right to make informed decisions respecting the education of their children. The second paragraph of the preamble to the *School Act*, recognizes parent's rights and responsibility to make informed decisions respecting the education of their children.

The following two step process is recommended to advise parents regarding the formation of student groups/organizations:

Step 1 – A general notice is provided to the school community (included in each school's student handbook) that students may be organizing groups or clubs at the school in the future based on interest or need.

Step 2 – If a new student group or club is established in a school, notification of the establishment of the group or club is sent to all parents (not naming any students involved in the group or club). This notification will include a statement that it is the parents who are responsible for discussing with their child the purpose and nature of the club, whether their child wishes to become a member, and their child's obligation to contribute to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. Parents will be invited to discuss with the school administration all aspects of student groups, clubs, and activities excepting that the names of student members will not be provided.

Reference: Council of Catholic School Superintendents of Alberta (CCSSA) www.ccssa.ca

Administrative Procedure 134 – APPENDIX B

June 2018

STUDENT GROUP AND/OR ACTIVITY PROPOSAL

Student Name:

Student Grade:

Request for Student Group

Please identify the nature of the group, its purpose, and its objectives:

Please identify the estimated number of participants:

Please identify the frequency with which the group wishes to meet: weekly, bi-weekly, monthly, or once each semester.

Additional Information:

Student Name:

Student Grade:

Request for Student Activity

Please identify the nature of the activity, its purpose, and its objectives:

Please identify the estimated number of student organizers:

Please identify the estimated number of student participants (e.g. whole school; particular grade; etc.):

Please identify the frequency of the activity (e.g. once; once each semester; etc.):

Additional Information:

Administrative Procedure 143

Revised: August 10, 2016

FLAG PROTOCOL

Background

In accordance with Section 26, *School Act*, the Principal is responsible for displaying the Canadian flag and the Alberta flag at the school.

Procedures

1. The flags shall be treated with dignity and respect at all times.
2. The Canadian flag shall take precedence over other national flags when flown in Canada.
3. As a minimum the Canadian flag be displayed on the flag pole outside each school.
4. If two flags are flown on the same pole one of which is the Canadian flag, the second flag must be:
 - 4.1 No larger than the Canadian flag.
 - 4.2 Flown below the Canadian flag.
5. If not displayed on a flag pole, Principal shall ensure that the Alberta flag is displayed at an appropriate location within the school.
6. Worn or faded flags must be removed. Disposal by discreet burning is recommended and flags are not to be placed into the regular garbage.
7. All school flags shall be flown at half-mast on the death of a:
 - 7.1 Member of the Royal family.
 - 7.2 Governor General or former Governor General
 - 7.3 Prime Minister or former Prime Minister.
 - 7.4 Federal cabinet minister.
 - 7.5 Lieutenant Governor.
 - 7.6 Provincial Premier or another person similarly honoured by the province.
 - 7.7 Staff member.
 - 7.8 School Board Trustee.

8. Individual school flags shall be flown at half-mast on the death of a:
 - 8.1 Student.
 - 8.2 Parent of a student.
 - 8.3 Local Mayor or Reeve.
 - 8.4 Local parish priest.
 - 8.5 Local Member of Parliament.
 - 8.6 Local Member of the Provincial Legislative Assembly.
 - 8.7 Local senator.
 - 8.8 Local Canadian Privy Councilor.
9. Flags are to be flown at half-mast from the time of death, or the time of notification, up to and including the day of the funeral.
10. The Superintendent may authorize or direct schools to fly flags at half-mast on the death of any other person or persons.
11. The position of the flag at half-mast will be such that the centre of the flag is always half-way down the flagstaff. When hoisted to or lowered from half-mast, the flag should first be raised to the masthead.

Administrative Procedure 164

February 14, 2017

SMUDGING / PIPE CEREMONIES

Background

Smudging is a tradition common to many First Nations peoples. It is a cleansing process in which sage and/or sweet grass are burned. The sage rids a person of negativity, such as anger or ill will, while sweet grass draws positive energy.

The smoke purifies us and lets **Ihtsi-pai-tapi-yopa** (Essence of All Life; Creator) hear our prayers.

Smudging allows people to stop, slow down, become mindful and centered. This allows people to remember, connect and be grounded in the event, task or purpose at hand. Smudging also allows people to let go of something negative. Letting go of things that inhibit a person from being balanced and focused comes from the feeling of being calm and safe while smudging.

Smudging is always voluntary. People should never be forced or pressured to smudge. It is completely acceptable for a person to indicate that he/she does not want to smudge. That person may choose to stay in the room or refrain or leave the room during a smudge. **Respect for all is the guiding principle in an Aboriginal tradition.**

Schools and school divisions are places of learning. The inclusion of relevant cultural, spiritual and traditional knowledge and practices within schools and school divisions can positively impact student success. Smudging is a relevant Aboriginal practice.

The primary goals of this procedure are to make smudging possible in all schools and division office and to ensure the health and safety of all staff and students.

Guidelines

1. Aboriginal practices in Holy Spirit Catholic School Division respect the agreement of Treaty 7 with the Blackfoot people, local customs and cultural, spiritual and traditional knowledge in the Blackfoot territory.
2. A smudge is led by a person who has an understanding of what a smudge is and why it is done. That person may be an Elder or cultural teacher who has been invited to the school and who has been given the right to lead a smudge.
3. Smudging is used to begin ceremonies, meetings or other gatherings, though it can also be performed on its own. Smudging is used to commence a new day. The smudge is lit and the resulting smoke is regarded as a purifying agent for the mind, body and spirit.

4. When smudging, the person who lights the smudge is first. Hands are initially cleansed with the smoke as if by washing them. Then the smoke is drawn over the head, eyes, ears, mouths and bodies. The actions are prayerful and are reminders to think good thoughts, see good things, hear good things, speak good things and show the good of who we are.
5. Smudging is a sacred practice that is honoring of culture. It is important to educate and inform students, staff and families about smudging. An invitation for any students, parents or staff to participate is extended with that understanding. Schools will embrace and encourage dialogue.
6. Smudging will occur in a respectful manner and place that recognizes the needs of all students and staff in the school building.
7. Smudging is a voluntary, informed act.
8. The Principal will ensure that there is teaching about smudging in the school to students, staff and families through classroom instruction, student assemblies and school council meetings. This will be an ongoing process.

Procedures

1. At the beginning of each school year, the Principal will designate one or more smudging sites in each school that will provide a dedicated site to allow individuals to conduct smudging ceremonies. Agreement on location of smudging sites shall be made in a consultative manner with the Principal of the school that the smudge is taking place at, the Director of Religious Education (or designate), the First Nation, Metis and Inuit Support Worker at that school (if applicable) and the Plant Operations Coordinator.
2. The Principal will communicate to all staff, students and parents the location of the smudging sites in the school and provide notice that smudging may occur on a regular basis at those sites.
3. For special events where the designated smudging site may not be appropriate, the Principal will provide advance notification to staff, students and parents indicating the date, time and place. It is recommended that at least 48 hours notice be provided.
4. When notified of smudging:
 - 4.1 Parents / guardians / students with independent status will report and verify any sensitivity or health matters related to smudging, and the degree to which it impacts their child's participation or attendance, to the school.
 - 4.2 Staff will report and verify any sensitivity or health matters related to smudging, and the degree to which it impacts their work, to the principal.

- 4.3 The Principal, in consultation with the Plant Operations Coordinator, will ensure the development, implementation and communication of appropriate accommodations.
5. When smudging ceremonies are completed the materials must be fully extinguished and disposed of in an appropriate manner.
 - 5.1 Smoking or warm smudging materials need to burn out on their own.
 - 5.2 Smudge remnants and matches are to be placed in a tin can and saved.
 - 5.3 Once the tin can is full, the contents must be buried.
 - 5.4 Smudge remnants are **never** to be placed in trash receptacles
6. As an integral part of large, formal ceremonies and gatherings such as round dances, pipe ceremonies are covered under these same procedures.
7. Tobacco is used in pipe ceremonies and only by a pipe carrier.
8. The Principal will communicate any concerns or issues regarding smudging to the Director of Religious Education.

References:

Blackfoot Crossing Historical Park- Ceremonies
Aboriginal Affairs and Northern Development Canada: Words First - An Evolving Terminology
Relating to Aboriginal Peoples in Canada
Smudging Protocol and Guidelines for School Divisions- Aboriginal Education Directorate Manitoba
Education and Advanced Learning 2014
Smudging Protocol and Guidelines for School District No. 58 (Nicola-Similkameen)