



**ALMADINA LANGUAGE
CHARTER ACADEMY**

ADMINISTRATIVE PROCEDURES MANUAL

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INTRODUCTION

The Administrative Procedures Manual for Almadina Language Charter Academy is designed to be the primary written source of administrative direction for Almadina Language Charter Academy. It is designed to be entirely consistent with the Almadina Language Charter Academy Board of Directors Board Policy Manual, December 2018 and is an extension of policy in the form of procedures. This Manual may make further reference to other detailed administrative documents that have been developed to provide specific guidelines on selected matters.

These procedures are statements, adopted by Almadina Language Charter Academy, that:

- guide the governance of Almadina Language Charter Academy;
- reflect the values of the Almadina Language Charter Academy Board of Directors; and
- Create a framework within which the Almadina Language Charter Academy Board of Directors charges the superintendent to administer the operations of Almadina Language Charter Academy.

Almadina Language Charter Academy Board of Directors policies set the terms by which Almadina Language Charter Academy is governed. Board policies are written expressions of Almadina Language Charter Academy's principles.

Administrative procedures are the procedures and practices established by or adopted by the superintendent that direct administration in the implementation or achievement of the results expressed in or intended by board policy statements.

Whereas board policy statements express values and define important objectives, administrative procedures focus more closely on how the administration operates and manages activities within Almadina Language Charter Academy.

The three categories in which administrative procedures are placed in this manual include:

- 100 Student Procedures
- 200 Instructional Programs and Materials Procedures
- 300 General Administration Procedures

A logical flow of procedures is provided through these categories.

Procedures are reviewed every three years. Any staff member is encouraged to provide input regarding existing procedures or new procedures for consideration. Procedure questions should be directed either to school administrators or to the superintendent.

Please note that when the Administrative Procedure has a reference to the principal, this would refer to the principal of either Campus (Mountain View or Ogden).

**100 STUDENTS
PROCEDURES SECTION**

AP101—ADMISSIONS

BACKGROUND

All students will be considered eligible without regard for academic ability, race, creed or religion. However, preference is given to students with English language acquisition needs and parents must be notified that Almadina Language Charter Academy does not provide for special education or severe behavioural needs. All students who are selected must abide by the zero tolerance for violence, uniform requirements, discipline, extended instructional hours (this includes Saturday school), homework and mandatory testing and monthly reporting provisions. Poor attendance will result in reviewing students' eligibility for registration in the next school year.

PROCEDURES

1. All parents who register (either for new or ongoing students) for Almadina Language Charter Academy must accept the school expectations for parents and students.
2. All children (Kindergarten to Grade 9) may not be admitted to Almadina Language Charter Academy. Admittance depends upon assessments and the number of student spaces available.
3. Students must be registered through the online registration system by May 1 of the current school year to be eligible to attend Almadina Language Charter Academy in the subsequent school year.
4. All children who, as of December 31 of the current school year, are five years of age but less than six years of age will be admitted to Kindergarten at Almadina Language Charter Academy if they meet the assessment requirements and there are spaces available.
5. All children who, as of December 31 of the current school year, are six years of age or older may be admitted to Grade 1 of Almadina Language Charter Academy.
6. Any child whose sibling(s) are enrolled at Almadina Language Charter Academy will be granted priority status may be enrolled at Almadina Language Charter Academy if the child has met the registration requirements and school expectations.
7. Parents will agree to the appropriate grade placement, as determined by Almadina Language Charter Academy assessments and as determined by administrators.
8. Students who have not met the behavioural expectations of Almadina Language Charter Academy as set out in the "Student Code of Conduct" and the practices and procedures related to student behaviour with respect to maintaining a safe, secure and positive learning environment at Almadina Language Charter Academy may not be offered

re-admission to Almadina Language Charter Academy in future school years. The principals of Almadina Language Charter Academy will be responsible for making the decision regarding continued attendance in subsequent school years and make the superintendent aware of the decision. The principal will notify the parents of the decision to not readmit students by registered mail between May 15 and June 30 of the current school year. This letter will indicate the administration's position and include documentation to assist parents in locating appropriate educational alternatives for their children.

9. Parents may appeal an administrative decision not to admit a student or students to the Almadina Language Charter Academy Superintendent, in writing. If the parent is not satisfied with the superintendent's decision, the parent may then appeal in writing this decision to the Board of Directors.
10. Principals will ensure that all registrations for the following school year are completed prior to May 15 of the current school year. Principals will register students in classes that meet Almadina Language Charter Academy standards by grade and overall charter enrollment provisions. This will be aligned with the provincial enrollment cap. Once the maximum enrollment is reached per grade and campus site, all students will be placed on a waiting list.
11. Any student or students who reside outside the transportation boundaries as established by Almadina Language Charter Academy Board of Directors must provide their own transportation to and from school. The parents of the child or children must agree to and sign a Private Transportation Form. Private Transportation Forms must be signed at the time of registration for each school year as per the registration process.
12. Parents of a student who requests to be transferred from another school to Almadina Language Charter Academy must provide documentation (current report cards, assessments, etc.) to the principals as per the registration process. This documentation will be required for assessment of the student in relation to academic and behavioural characteristics as well as determining if the program and services offered by Almadina Language Charter Academy do meet the student's requirements in relation to learning the English Language. Complete documentation is mandatory for applications to be processed.

AP102—STUDENT CODE OF CONDUCT

BACKGROUND

Almadina Language Charter Academy is committed to the establishment of a safe, caring and effective learning environment for its students, staff, volunteers and visitors.

Students must respect the rights and property of other students and staff for each campus of Almadina Language Charter Academy.

The principals and staff must develop a Student Code of Conduct for their respective campus that states the expectations for student behaviour. It is expected that activities be designed to foster appropriate conduct. Parents, as partners, are expected to play a vital role in instilling and reinforcing the skills necessary for appropriate behaviour.

PROCEDURES

1. The principals are responsible for developing a written Student Code of Conduct in collaboration with their staff. The Student Code of Conduct is to be consistent with Section 12, Students *School Act* and this Administrative Procedure, and should reflect community values. Students are expected to:
 - attend school regularly and punctually;
 - be in full school uniform daily
 - be ready to learn and actively engage in and diligently pursue the student's education;
 - ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
 - respect the rights of others in the school;
 - refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
 - comply with the rules of the school and the policies of the board;
 - co-operate with everyone authorized by the board to provide education programs and other services;
 - comply with bus rules and procedures
 - be accountable to the student's teachers and other school staff for the student's conduct; and
 - Positively contribute to the student's school and community.

2. At Almadina Language Charter Academy, extended periods of absence due to travel detrimentally affects the education of the child and may affect the child's acceptance to Almadina Language Charter Academy in the subsequent school year. Travel abroad should be done during the summer holidays.
3. The following behaviours or offenses towards self, peers, staff, volunteers, visitors and or property will not be tolerated:
 - deliberately disrupting the learning of others;
 - creating a disturbance;
 - being disrespectful
 - being disobedient or defiant
 - being dishonest
 - harassment
 - vandalism
 - physical aggression
 - using, possessing or involvement with weapons
 - using profane, vulgar or inappropriate language
 - using or possessing cigarettes or other tobacco products
 - possessing or consuming alcoholic beverages or illegal drugs, or inappropriately using prescription medications or
 - engaging in any criminal activities
 - cyber bullying both on and off campus
 - Misuse of all electronic devices, both personal and school property.
4. The Student Code of Conduct is accessible to parents and students on line. All parents are expected to review the Code of Conduct regularly.
5. The best possible learning opportunities are provided for students in order to foster the development of responsible and respectful conduct by all students.
6. The *School Act*, this Administrative Procedure and the appropriate Student Code of Conduct for each campus will apply:
 - to any school sponsored activity whether on or off-campus;
 - to any bus transportation of students, including designated drop off or pick up areas
7. Any violation of this Code of Conduct will be addressed promptly by the administrative team.

AP103—STUDENT DRESS CODE

The purpose of the uniform is to provide appropriate dress for all students throughout the school with good grooming environment without any extra expense for families.

All students of both Almadina Language Charter Academy campuses are expected to comply with Almadina Language Charter Academy uniform regulations on a daily basis.

The appearance of the uniform should be neat and tidy.

The uniform items must be clean and in good repair which provide equality among students.

All members of staff have been asked to check students for general neatness on a daily basis.

Parents will be contacted if the uniform worn by the student is incomplete or inappropriate and students who are non-observant to the required uniform requirement will not be permitted to attend classes. Under special circumstances, the principals at their discretion may allow for a non-uniform day.

Appropriate dress is determined by the principal or designate.

All students must adhere to the following related to personal appearance.

It is expected all parents and students will review the uniform policy on a regular basis, which can be found on our web site.

PROCEDURES

1. Students must wear the school uniform each school day. If a student comes to school out of uniform, parents may be called and a letter sent home informing parents that students are required to wear school uniforms at all times.
2. Students who do not comply with the student's dress code and Administrative Procedure 102—Student Code of Conduct may be suspended according to Section 24 of the *School Act* and ultimately may be expelled according to Section 25 of the *School Act*
3. Shirts should be buttoned properly and tucked in neatly.
4. Uniforms should be checked regularly and repaired for tears and holes and should be laundered regularly.
5. Undergarments should not be visible. All undershirts should be solid white and must be tucked in.
6. No coats, jackets, hats, scarves or outerwear will be worn in the building during the school day.

7. In the months of September, May and June, polo shirts with the Almadina Language Charter Academy logo will be permitted as a replacement to the white shirt and cardigan.

AP104a—STUDENT DISCIPLINE

BACKGROUND

Almadina Language Charter Academy is committed to the establishment and maintenance of a safe, caring and effective learning environment for its students, staff, volunteers and visitors.

Almadina Language Charter Academy recognizes positive student discipline and advocates a relationship between school and student which fosters mutual respect and responsibility.

This Administrative Procedure relates directly to Administrative Procedure 102—Student Code of Conduct.

PROCEDURES

1. At the commencement of the school year parents are expected access the school and classroom discipline practices on the Almadina Language Charter Academy web site

School and classroom discipline practices must be based upon specific principles:

- Students who feel capable and connected tend to be contributing and cooperative members of the school community.
 - Student conduct is best managed through positive reinforcement and logical consequences.
 - Students must assume responsibility for their conduct.
 - Students must be accountable for their conduct to any adult serving in a position of authority.
 - All actions taken with respect to discipline must be positive.
 - A safe and orderly classroom is essential to effective learning and teachers must establish reasonable and clearly understood limits.
 - Disciplinary matters need to be dealt with promptly, fairly and objectively, and due consideration given to the needs and rights of the individual.
 - Parents, as partners, play a vital role in instilling and reinforcing the knowledge, skills and attitudes necessary for appropriate student conduct.
2. Preventative disciplinary measures may be facilitated through programs established by the classroom teacher, administrator, school counsellor, school resource team (if any), consultants, police or other community agencies and parent(s). This includes effective classroom management strategies, counseling, student advisors, peer support and conflict resolution training.
 3. An open communication plan must be established with the parents of students experiencing discipline problems.

4. Students and their parents must be made aware of the student's obligation relative to the Students in Section 12 of the *School Act*, Administrative Procedure 117—Student Code of Conduct and to this Administrative Procedure.
5. The principal of each campus is expected to take firm and decisive action in responding to abusive and aggressive behaviour which causes or threatens harm to persons or property at the school, on the school grounds or on the bus. Students responsible for serious misconduct must be reported to the police. Students may also face formal suspension and the possibility of an expulsion recommendation.
6. Decisions regarding the use of specific disciplinary measures should be based on consideration of the following factors:
 - effect of the student's conduct upon other students, staff, volunteers school bus drivers or visitors, the school and the community;
 - nature of the incident;
 - student's previous conduct;
 - student's age, maturity and individual needs;
 - intended impact of proposed action on the student's conduct;
 - previous documented disciplinary actions and interventions;
 - discussion with the students and/or the parents of students who have been harmed by the student's behaviour; and
 - Discussion with the student and/or the parents of the student being considered for disciplinary measures.
7. The principals will implement a written progressive discipline plan as outlined in the *School Act*.
8. Teachers must develop classroom rules, procedures and behavioural expectations in consultation with their school administration and students.
9. School behaviour expectations and classroom rules should be communicated to parents and students on a regular basis or as is necessary. Parents are expected to visit the Almadina web site regularly for updates.
10. Measures used in school discipline are to be consistent with the *School Act*, as they may apply to charter schools, and may include:
 - detention;
 - suspension from class for one period;
 - in-school suspension;
 - supported leave (i.e. home study or on-line learning);
 - suspension from school;

- recommendation to the Almadina Language Charter Academy Board for expulsion; or
 - registration not accepted for future registration
11. The following serious and/or repeated offences which affect the safety and security of students, staff, volunteers, school bus drivers and visitors on school property or during school sponsored activities will be responded to by administration:
- ☐ inappropriate conduct, in school, on school property and on buses;
 - ☐ failure to be diligent in pursuing his/her studies;
 - ☐ failure to attend school regularly and punctually;
 - ☐ cyber bullying both on and off school site;
 - ☐ misuse of all electronic devices, both personal and school property;
 - ☐ lack of co-operation with everyone authorized by the Almadina Language Charter Academy Board to provide education programs and other services;
 - ☐ non-compliance with the school rules;
 - ☐ lack of accountability to his/her teachers for his/her conduct;
 - ☐ failure to respect the rights of others;
 - ☐ use, possession of, or involvement with weapons;
 - ☐ threats which endanger others physically and/or emotionally;
 - ☐ theft;
 - ☐ assault causing bodily harm;
 - ☐ vandalism;
 - ☐ use or possession of tobacco products;
 - ☐ use or possession of non-medicinal drugs or alcohol;
 - ☐ personal harassment;
 - ☐ open defiance of authority, or
 - ☐ Other criminal activity.
- The disciplinary measures used may include:
 - ☐ in-school suspension;
 - ☐ suspension from school;
 - ☐ suspension with a recommendation to the Almadina Language Charter Academy Board of Directors for expulsion; and
 - ☐ A report to the police by the principal of the appropriate campus, as may be necessary.
 - The disciplinary measure used will be at the discretion of the principal.
 - The following measures of student discipline are unacceptable:
 - ☐ Physical threats or attacks upon a student or students;
 - ☐ Corporal punishment;
 - ☐ Mass punishment aimed at unspecified individuals or groups;

- ☐ Threats, enticements and use of grades as a means of discipline or any other measure which may be viewed as coercive;
- ☐ Verbal attacks; and
- ☐ Deliberate humiliation

AP104b—Search and Seizure

Background

Almadina Language Charter Academy is committed to the establishment and maintenance of a safe, caring and effective learning environment for its students, staff, volunteers and visitors.

Almadina Language Charter Academy recognizes positive student discipline and advocates a relationship between school and student which fosters mutual respect and responsibility.

This Administrative Procedure relates directly to Administrative Procedure 102—Student Code of Conduct and AP104a – Student Discipline

Section 45(8) of the School Act says that a school board must provide a safe and caring environment for students that fosters and maintains respectful and responsible behaviours. From time to time in order to discharge that duty it is necessary to conduct student searches. The Supreme Court of Canada decision in the case of R. v. M. (M.R.) established requirements for a school board when conducting a student search.

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

Definitions	<p>1 In this regulation</p> <p>(a) “explosive substance” means an explosive substance, and includes</p>
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<p>Definitions</p>	<ul style="list-style-type: none"> (i) ammunition for a firearm, (ii) improvised explosive devices or components used in the construction of an improvised explosive device such as a pipe bomb or incendiary device; (b) “reasonable grounds for a search” means any one of the following <ul style="list-style-type: none"> (i) information received from a credible student or person, (ii) information from more than one person, (iii) a teacher's or principal's own observations, or (iv) any combination of the above information that the principal or their Almadina Language Charter Academy employee designate considers credible; (c) “school property used by a student” means a desk, locker, school storage area or any other school article or object used by a student including Almadina Language Charter Academy electronic information resources; (d) “student articles and objects” means articles or objects owned or used by a student either on school board premises or during off-site activities including but not limited to backpacks, clothing, purses, suitcases, and tote bags.
<p>Random searches</p>	<p>2 Random and arbitrary searches of students, school property used by students or student articles and objects including random and arbitrary canine searches are prohibited.</p>

Reasonable grounds for a search	<p>3 A principal or their Almadina Language Charter Academy employee designate may conduct a search of a student school property used by a student and student articles and objects in the following circumstances:</p> <ul style="list-style-type: none">(a) when there are reasonable grounds to believe that there has been a breach of school rules or discipline and that the search will reveal evidence of the violation; or(b) in an investigation of a violation of school discipline; or(c) as a matter of school welfare or safety.
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Scope of searches	<p>4 A student’s person, student articles and objects and school property used by a student are subject to search and searches must be conducted in accordance with this regulation.</p>
Conduct of searches	<p>5(1) Searches may only be conducted by the school principal or their Almadina Language Charter Academy designate in the presence of Almadina Language Charter Academy employee or volunteer.</p> <p>(2) For the purpose of this regulation, during an off-site activity the principal’s designate is the teacher-in-charge.</p> <p>(3) All searches must</p> <ul style="list-style-type: none"> (a) be carried out in a reasonable manner, (b) respect the privacy of the student, (c) be minimally intrusive, and (d) be conducted in a sensitive manner and take into consideration the age and gender of the student, their religious practices and all related circumstances.
Application	<p>6(1) The requirements in this regulation for reasonable grounds for a search do not apply to a situation where the principal or teacher observes disruptive student activity or behaviour and immediately requests that a student hand over an article or remove material from their pockets, backpacks, purses, suitcases, tote bags, desks or lockers and present it to the teacher or principal. Examples of these requests include:</p> <ul style="list-style-type: none"> (a) “Give me whatever you shoved into your locker”; (b) “Take that item out of your pocket”; (c) “Give me that chewing gum”.
Advice to parents	<p>7(1) Principals must ensure that school handbooks advise students and parents that the following may be subject to search:</p> <ul style="list-style-type: none"> (a) students,

	<ul style="list-style-type: none"> (b) school desks, lockers and school storage areas used by students, and (c) articles and objects belonging to or used by students either on school board premises or during off-site activities including, but not limited to, backpacks, clothing, purses, suitcases, and tote bags and (d) Almadina Language Charter Academy electronic information resources used by students. <p>(2) A Notice to Parents is provided for the use of school principals in Appendix A.</p>
<p>Search of a student's person</p>	<p>9(1) The principal or Almadina Language Charter Academy employee designate must inform the student of the search process before they begin a search of the student's person.</p> <p>(2) It is not necessary to notify a parent before a search of the student's person is conducted, but the principal or the principal's Almadina Language Charter Academy designate must inform the student's parents about the search of the student's person as soon as practicable.</p> <p>(3) Searches of a student's person may only be conducted by the school principal or their Almadina Language Charter Academy employee designate in the presence of another Almadina Language Charter Academy employee or volunteer.</p> <p>(4) A principal or their Almadina Language Charter Academy employee designate conducting a search of the student's person may ask the student to do any one or more of the following:</p>

belonging to or used by the student;

	<ul style="list-style-type: none"> (b) shake out their clothing; (c) roll up their sleeves, waist bands or pant cuffs; (d) remove belts, head coverings, hats, overcoats, jackets, scarves, mitts, gloves, socks or shoes, and any other accessories. <p>(5) Almadina Language Charter Academy employees and volunteers are prohibited from conducting a strip searches of students under any circumstances.</p>
<p>School desk, lockers</p>	<p>10(1) School property used by a student is the property of the Almadina Language Charter Academy and is subject to search by the principal or their Almadina Language Charter Academy employee designate in the presence of another Almadina Language Charter Academy employee or volunteer.</p> <p>(2) In certain circumstances, it may be preferable that the student be present when the desk, locker or school storage area is searched, but it is not necessary.</p>
<p>Search reports</p>	<p>11(1) The person conducting the search must document the search in writing and include the following information:</p> <ul style="list-style-type: none"> (a) the name of the student, (b) the name of the person doing the search, (c) the Almadina Language Charter Academy employee or volunteer witness to the search, (d) the date, place, location and time of day, (e) the results of the search, and (f) any other relevant information. <p>(2) A Student Search Report must be completed whenever a search is conducted, and is attached in Appendix B.</p>

<p>Securing, recording and returning confiscated materials</p>	<p>12 If a teacher or principal has confiscated unauthorized material other than alcohol, drugs, tobacco, cannabis or weapons, the teacher or principal must</p>
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	<ul style="list-style-type: none"> (a) ensure that the unauthorized material is kept in a secure location (b) enter the item into the school office permanent record of confiscated property as soon as is practicable, and (c) return the item to the student at the end of school day, or, in the case of a parent or guardian, at a time that is mutually agreeable to the teacher or principal and the parent or guardian. <p>(2) The student, parent or guardian must show photographic identification and sign the school’s permanent record of confiscated property to show that they have received the property.</p>
<p>Alcohol, Drugs, Tobacco and/or Cannabis</p>	<p>13(1) If a student is found in possession of alcohol, drugs, tobacco or cannabis the principal must</p>
	<ul style="list-style-type: none"> (a) immediately contact Calgary Police Services for the management of alcohol/drug/tobacco possession and legally authorized disposal and; (b) ensure that appropriate provisions are made for student discipline under ALCA Administrative Procedure AP104a - Student Discipline. <p>(2) If alcohol/drugs/tobacco/cannabis are discovered at the school, on the school grounds, or at a school authorized activity, and the owner is unknown, the principal must ensure that the alcohol/drugs/tobacco are immediately delivered to Calgary Police Services, or local law enforcement officials, for legally authorized disposal.</p>
<p>Firearms</p>	<p>14(1) If a student is found in possession of firearms or imitation firearms at the school, on the school grounds, or at a school authorized activity, the principal must</p> <ul style="list-style-type: none"> (a) immediately contact Calgary Police Services, or local law enforcement officials, for management of the firearms or imitation firearms and their legally authorized disposal, and (b) ensure that appropriate provisions are made for student discipline under Administrative Regulation 6001 - School Discipline. <p>(2) This section does not apply to circumstances where</p>

	<p>(a) a student’s possession of an imitation firearm is authorized by a teacher or principal, such as in a dramatic production or</p> <p>(b) a student’s use of a starter’s pistol authorized by a teacher or principal at an athletic event.</p>
<p>Explosive substances</p>	<p>15(1) If a student is found in possession of an explosive substance at the school, on the school grounds, or at a school authorized activity, the principal must</p> <p>(a) immediately contact Calgary Police Services, or local law enforcement officials, for management of the explosive substance and its legally authorized disposal; and</p> <p>(b) ensure that appropriate provisions are made for student discipline under ALCA Administrative Procedure AP104a – Student Discipline</p>

Approved: October 30, 2018

Reference

Legal References:

- School Act, R.S.A. c.S-5, section 45(8)
- R. v. M.(M.R.) 1998 S.C.R.

Administrative Regulations References:

- ALCA Administrative Procedure AP104a – Student Discipline

APPENDIX A
Notice to Parents

What does Search and Seizure mean?

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

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

1. Is the search reasonable at its inception?

- a. Teachers and school administrators must have reasonable grounds to believe there has been a breach of school regulations or discipline. The information received must be credible; it should be from a reliable source. The information could come from a student, personal observations or colleagues.
- b. Having received information that a violation of school policy by a particular student has/is taking place, teachers and school administrators must believe that a search of this student or the student's possessions would reveal further evidence of that breach.

2. Is the scope of the search reasonable?

- a. If there are reasonable grounds based on credible information that the student has violated school policy and that the search would result in supporting evidence, a search is permissible.
- b. The search must be conducted in a sensitive and minimally intrusive manner. Factors such as age and gender of the student, the gender of those performing the search, and where the search is conducted must be taken into consideration.

APPENDIX B
Student Search Report



Student Search Report

Location of search, including address:			
Student's Name:			School:
Gender:	Female: <input type="checkbox"/> Male <input type="checkbox"/>		
Date of Birth:	DD	MM	YR
Grade:			
Home Address:			
Parent/Guardian Names:			Tel.:
Date & Time of Search:	DD	MM	YR
Time:			
What were the grounds for this	Information from a reliable source: <input type="checkbox"/> Information from several sources: <input type="checkbox"/> Teacher or Principal's own		
What was searched:	Locker Bag Purse Backpack Jacket Car Person Computer Other (please describe)		
Personal search: Please check all those applicable	Emptying pockets <input type="checkbox"/> Rolling up sleeves or pant cuffs <input type="checkbox"/> Removing head coverings, outdoor clothes, socks or shoes <input type="checkbox"/> Other (please describe)		
Exact location of the search:			
Who conducted the search?			
Who was present during the search?			
What was found during the search?	Nothing	Gun	Knife Alcohol Drugs Tobacco
	Explosives Other (please describe)		
Describe the disposition of any seized			
Were the police called?	No <input type="checkbox"/> Yes <input type="checkbox"/>	Time:	Police File Number:
Which parent/guardian	Parent? Guardian	Time:	
What disciplinary measures are being contemplated or			
Name and position of person conducting the	Signature		

AP 105—Student Drug, Cannabis and Alcohol Abuse

Background

Almadina Language Charter Academy is committed to a safe, caring and effective learning environment that is drug and alcohol-free.

The possession or consumption of alcoholic beverages, cannabis products or illegal drugs, or the inappropriate use of prescription medications by students is not tolerated.

This **Administrative Procedure** applies to all students during any school or school sponsored activity whether on or off campus and includes transportation to or from any such activity.

Procedures

1. Consumption

- I. If the principal has reasonable evidence to allege that a student has consumed or is under the influence of alcohol or drugs for non-medicinal use, the principal must:
 - a. take all necessary steps, to ensure the safety and well-being of students and staff;
 - b. notify the parents of the student(s);
 - c. immediately suspend the student from school and school sponsored activities for one to five days; or
 - d. Immediately suspend the student from school and school sponsored activities for a period of five days with a recommendation to the Almadina Language Charter Academy Board of Directors for expulsion.
- II. Repeat violations will automatically mean a suspension of more than five days with a recommendation to the Almadina Language Charter Academy Board of Directors for expulsion.

I. Possession

- a. If a student is found to be in possession of alcoholic beverages or cannabis products, the police will be contacted and the alcohol turned over to the police.
- b. If the Principal has reasonable evidence to allege that a student is in the possession of a non-medicinal drug, the police will be contacted immediately.

References:

All student suspensions and expulsions must be in adherence with:

- Sections 24(Suspension) of the *School Act*
- Section 25 (Expulsion) of the *School Act*
- Administrative Procedure 108—Suspension/Expulsion.

AP106—HARASSMENT BY STUDENTS

BACKGROUND

Almadina Language Charter Academy Board of Directors expects students to conduct themselves in a manner that respects the rights and property of others.

Almadina Language Charter Academy Board of Directors commitment to providing a safe, caring and effective learning environment includes both the physical and emotional safety of its students.

Harassment of students by their peers and/or others in the context of school activities will not be tolerated.

DEFINITIONS

PERSONAL HARASSMENT

1. Personal harassment is any unwelcome behaviour which, directly or indirectly, adversely affects or threatens to affect a person's emotional well-being, or learning environment
2. Harassment has taken place if the behaviour is unwelcome.
3. Harassment includes but is not limited to:
 - unwelcome physical contact (inappropriate touching, bullying);
 - cyberbullying both on and off school sites;
 - verbal abuse or threats, including coercion or extortion; and
 - Unwelcome remarks (including jokes, innuendo or taunting about such things as a student's physical appearance, race, gender, sexual orientation, disability / handicap, ethnic origin or religious affiliation.

SEXUAL HARASSMENT

Sexual harassment is any unwelcome physical contact, comment, cyber comment or request of a sexually suggestive nature. It also includes implied or real threats of reprisals in response to rejected sexual advances.

PROCEDURES

1. Students should be encouraged to tell the perpetrator that his/her conduct is unacceptable and unwelcome.
2. Students are encouraged to inform a staff member if the offending behaviour does not stop or if they take serious offense to behaviour(s) they consider harassing
3. School staff is committed to helping students deal with problems of harassment.

4. A complaint of harassment will be dealt with in a discrete, fair and objective manner.
5. The principal shall be involved in cases of severe or repeated harassment whether alleged or substantiated.
6. When a student's behaviour has been determined to constitute harassment, the student will be subject to disciplinary action.
7. The principal may request the support of the school counsellor for students who are recipients or perpetrators of harassment. Parents will be expected to seek appropriate external assessment and/or counselling for their child in these circumstances.

AP107—CONDUCT ON SCHOOL BUSES

BACKGROUND

Almadina Language Charter Academy expects students riding on school buses to behave in an exemplary manner ensuring the safety of all passengers. Students riding on a bus are therefore expected to give the bus driver the same due respect, consideration and cooperation they give their teachers, always and immediately carrying out all reasonable demands and instructions.

PROCEDURES

1. Students, while traveling on school buses, are under the immediate authority of the school bus driver. The school bus driver is in full charge of the bus at all times.
2. Students must obey the driver promptly and in a courteous manner.
3. Drivers must report cases of misconduct in writing to the principal in accordance with this administrative procedure and the misconduct process.
4. The principal shall be responsible for addressing misconduct on school buses.
5. Parents shall be informed of misconduct of students on school buses.
6. The bus driver will speak to the student to resolve the problem.
7. If the problem persists or is deemed to be serious in nature, the driver shall refer the student to the principal to resolve the problem through the misconduct process.
8. If the problem is referred to the principal then that principal may counsel the student, or, if the misconduct is of such a serious nature to warrant suspension, the principal may suspend the student from riding a school bus immediately. If suspension from riding the bus is being considered, principals must make every effort to ensure that the parents of the student are informed of the situation before the suspension is carried out.
9. If any of the above attempts do not resolve the problem, or if the problem is extremely serious, the principal may request that the Almadina Language Charter Academy Board of Directors expel the student from riding on the bus.
10. The school bus driver:
 - shall be courteous to the passengers on his/her bus;
 - is in charge of the students on his/her bus;
 - may, if he/she wishes, appoint a responsible student as a monitor to assist the driver;
 - shall assign a seat for which the student shall be held responsible;
 - may separate students or groups of students;

- Will stop to pick up all students but will not wait if students are not at the bus stop at the appointed departure time. (Repeated student tardiness will be recorded on a misconduct form and handled in the usual manner.)
- shall not leave the school until seven minutes after the closing time, unless the load is complete and/or staff from the school have indicated that the school is clear of students to be bused;
- Shall be governed at all times by the Traffic Safety Act and its associated Regulations pertaining to the operation of school buses. The driver shall operate the bus in accordance with all federal, provincial and municipal laws as well as the policies and administrative procedures established by the superintendent;
- shall be in the bus at all times during loading and unloading of passengers;
- shall operate the bus with headlights illuminated; and
- Shall wear a seat belt at all times while operating the bus.

11. The Student:

- shall obey the bus driver in a prompt and courteous manner;
- shall, outside of ordinary conversation, observe classroom conduct while riding the school bus;
- Shall observe the directions of the bus driver while embarking/disembarking from the bus. When it is necessary to cross a road to get on or off the bus, students shall always cross in front of the bus;
- Shall be on time. (It is suggested that students arrive at the bus stop at least five minutes ahead of the departure time indicated by the bus driver. Buses will not wait if students are not at the bus stop at the designated departure time.)
- shall not engage in unnecessary conversation with the driver;
- shall not stand on the bus or leave their seats while the bus is in motion;
- shall not extend any object or arms or head out of the bus windows;
- shall not throw garbage on the floor of the bus or out of the bus windows;
- shall observe the rules of the bus driver with respect to eating on the bus;
- shall refrain from using profane language;
- Shall not operate any electronic device capable of producing sound without earphones while on the bus. (Any apparatus that is operated with the use of earphones shall be operated at a level that ensures that the sound does not affect other students nor interfere with the driver's ability to communicate with students on the bus. Any of the aforementioned equipment in the bus shall be under the immediate control of the driver.);
- shall go directly to their school bus after school dismissal
- students must stay on the bus until they reach their bus stop; and
- Student behaviour during a bus transfer must be respectful to all staff and other students.

12. The use or possession of intoxicants/other controlled substances by the driver or students is prohibited.
13. Smoking/use of tobacco products by drivers or students is prohibited.
14. On regular morning or afternoon routes, no persons other than the driver, students, spare drivers shall ride the bus unless specific written approval has been granted by the Superintendent or designate.
15. On educational/athletic trips, only the driver and persons authorized by the principals or designate may ride on the bus.
16. Students are only permitted to ride their assigned bus.

AP108—SUSPENSION/EXPULSION

BACKGROUND

Almadina Language Charter Academy approves the use of suspension and expulsion as disciplinary actions in response to excessive or persistent unacceptable conduct on the part of its students.

Almadina Language Charter Academy requires that all methods used to suspend or expel a student are consistent with the *School Act* and this Administrative Procedure.

DEFINITIONS

The following definitions will apply:

1. Suspend, with respect to a student, means to suspend a student in accordance with Section 24 (Suspension) of the *School Act*.
2. Expel means to expel a student in accordance with Section 25 (Expulsion) of the *School Act*.
3. Date of suspension means the day following the day that the action to suspend was taken.
4. In-school suspension means the student will be assigned work to complete at school but outside the classroom.
5. School suspension means prohibition from attending all school classes, programs and activities and from being on the school grounds, in the school building or other designated areas utilized by the school for the duration of the suspension.

GENERAL GUIDELINES

1. All actions taken or contemplated under this Administrative Procedure will be applied in a reasonable, fair and objective manner.
2. A decision to suspend or expel a student requires that all parties involved in such a decision must balance the individual needs and rights of the student and follow due process.
3. School Administration has a responsibility to communicate with students and parents of students who are suspended or expelled. All written communication will be delivered by registered mail or hand delivered.
4. The principal or designate has the authority to suspend a student for a period which will not exceed five days.

5. Suspension from a class, from courses, education programs or from transportation does not exclude the student from participating in other classes.

SUSPENSIONS

Specific grounds for suspension and/or a recommendation to expel include but are not limited to:

- the student has failed to comply with Section 12 (Students of the *School Act*);
- the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school;
- serious and/or repeated disregard for the Student Code of Conduct for Almadina Language Charter Academy;
- serious and/or repeated violations of Almadina Language Charter Academy Administrative Procedures, including the Student Internet Use, Student Attendance, Harassment by Students and Student Dress Code procedures;
- any violation of the Almadina Language Charter Academy's Administrative Procedure on Student Alcohol and Drug Abuse; and
- Offenses which affect the safety and security of others as more particularly described under the Almadina Language Charter Academy Board policy on Student Discipline.

The following guidelines apply specifically to the suspension of a student.

1. The *School Act* provides that a teacher or the principal may suspend a student, if in the opinion of the teacher or principal, the student has failed to comply with Section 12 of the *School Act* or if the student's conduct is injurious to the physical or mental well-being of others in the school.
2. A teacher may suspend a student from one class period and must report that suspension to the principal immediately. Numerous class suspensions must involve administration and counselling services.
3. Principals may suspend a student:
 - from school,
 - from one or more class periods or courses,
 - from riding a school bus.
4. Under normal circumstances, the principal would take the following steps for a suspension:
 - meet with the student to discuss the cause(s) of a potential suspension in the presence of a staff witness;
 - allow the student the opportunity to explain his/her actions;

- decide on what action, if any, will be taken; and
 - Document a summary of the meeting.
5. When a student is suspended under (4) above, the principal must:
 - immediately inform the student's parent of the suspension;
 - report in writing to the student's parent all the circumstances respecting the suspension; and
 - If requested, provide an opportunity to meet with the student's parent and the student, or if the student is 16 years of age or older, to discuss the reasonableness of the suspension.
 6. Prior to reinstating a student, the principal will meet with the student and the student's parent to clarify expectations for conduct and to clarify actions by the school should the student's conduct not improve.
 7. The principal will document a summary of this meeting.
 8. If the student is not to be reinstated within five school days of the date of suspension, the principal shall:
 - Immediately inform the Almadina Language Charter Academy Board of Directors and the superintendent of the suspension; and
 - report in writing to the Almadina Language Charter Academy Board of Directors and the superintendent all the circumstances respecting the suspension and the principal's recommendations,
 9. The *School Act* provides that the principal may recommend the Almadina Language Charter Academy Board of Directors expel the student if the student has displayed an attitude of willful, blatant and repeated refusal to comply with Section 12 of the *School Act* or the student's conduct is injurious to the physical or mental well-being of others in the school.

DISCIPLINE COMMITTEE HEARING

1. Upon notification that a student has been suspended for a period in excess of five school days the board chair will immediately establish a Discipline Committee of the Almadina Language Charter Academy Board of Directors.
2. The Discipline Committee will consist of the board chair or board vice-chair and two other qualified members of the Almadina Language Charter Academy Board of Directors.
3. The superintendent will:
 - convene a hearing of the Discipline Committee within ten school days of the suspension;

- advise the parent of the student and the principal of the date, time and location of the hearing; and
 - Provide all parties with documentation relevant to the suspension in advance of the date of the hearing.
4. The principal must provide a report to the superintendent containing the following information:
- an anecdotal report of any incident leading to the suspension;
 - an anecdotal report of discipline referrals to the school administration in the current school year and for April, May and June of the previous school year when a suspension occurs during the first three months of a newschool year;
 - a report on academic progress, attendance and general deportment to the date of suspension; and
 - Any other information the superintendent may request.
5. Prior to the date of the Discipline Committee hearing, the superintendent will meet with the parent and the student to review the school's documentation and to discuss the matter of the suspension. The parent will be provided with the opportunity to present information relative to the suspension and this information will be passed along to the Discipline Committee.
6. The following guidelines apply to a hearing of the Discipline Committee.
- The parties attending the Discipline Committee hearing are the Discipline Committee members, the superintendent, the principal, the parent(s), the student and any representative of the parent or student. The Almadina Language Charter Academy Board of Directors may choose to have legal counsel in attendance.
 - The board chair or the vice-chair of the Almadina Language Charter Academy Board of Directors will chair the hearing.
 - The superintendent will provide introductory comments as to the cause for the hearing and will make reference to relevant sections of the *School Act* and Administrative Procedures.
 - Any additional documents prepared by the principal will be distributed to the committee members and the principal will speak to the reason(s) for the suspension.
 - The committee members, the superintendent, the student, the parent(s) and or any representative may ask questions and discuss the matter with the parties in attendance.
 - The committee shall adjourn and hold an in-camera meeting in order to reach its decision.

7. The decision of the Discipline Committee will be final. The superintendent will immediately communicate the decision and the committee's rationale in writing to the parent, the student and the principal.
8. If the decision of the Discipline Committee is to expel the student, the parent and student will be advised of the right to request that the Minister review the decision under Section 124 of the *School Act*.
9. The Discipline Committee has the authority to make any one or a combination of the following decisions:
 - the student may be reinstated; and/or
 - the student may be reinstated with reasonable conditions and restrictions aimed at modifying his/her conduct; and/or
 - the student may be expelled for a specific period of time and then reinstated (the period of expulsion may not extend beyond the end of the current school year); and/or
 - Any order or direction that is both reasonable under the circumstances and complies with the *School Act*.
10. As an alternative to expulsion the student and parent may agree to a voluntary withdrawal from the school.

EXPULSION

The following provisions apply specifically to a decision to expel a student.

1. The principal must have made a recommendation to expel the student.
2. When a student is expelled under Section 25 (Expulsion) of the *School Act*, the Almadina Language Charter Academy Board of Directors shall:
 - ensure that the student is provided with a supervised education program consistent with the requirements of the *School Act* and the regulations;
 - ensure that the student is provided with specialized supports and services in accordance with the *School Act*; and
 - Make all reasonable efforts to ensure the attendance of the student in accordance with Section 13 (Compulsory Education) of the *School Act*.
3. Alternative education programs that may be offered include:
 - placement in another campus operated by the Almadina Language Charter Academy Board of Directors;
 - a home study program with the agreement of the parents under the supervision of the Almadina Language Charter Academy Board of Directors; or

- Enrollment in a school operated by another school authority and with the agreement of the parents and the consent of the school authority board.
4. An expelled student may be reinstated only if there is space and there are resources to provide a suitable education program for the individual student while at the same time providing a safe, caring and effective learning and teaching environment for the larger school population.

AP109—APPEALS OF STUDENT MATTERS

BACKGROUND

Almadina Language Charter Academy Board of Directors is committed to designing fair and orderly processes in which to resolve disputes or concerns arising from its Administrative Procedures — Students Section and the decisions made hereunder.

Almadina Language Charter Academy Board of Directors believes the parent have the right to appeal decisions which significantly affect the education of the student.

The Almadina Language Charter Academy Board of Directors expects that this Administrative Procedure will come into effect after the parent and/or student have followed the school's stated protocol for relating concerns, mainly addressing concerns first with the teacher, where appropriate, then the principal and ultimately the superintendent.

Those practices which affect students must be ethical, fair and just and based on processes which are known to parents and students. The professional and administrative practices used to implement this Administrative Procedure must respect procedural fairness.

This Administrative Procedure refers to student matters other than suspension and/or expulsion of students.

PROCEDURES

1. The failure of a person to make a decision will be considered a decision that maybe appealed under this Administrative Procedure.
2. Where a decision made by an employee of the Almadina Language Charter Academy significantly affects the education of a student and/or the parent of the student may appeal that decision to the Almadina Language Charter Academy Board of Directors.
3. For the purposes of this Administrative Procedure, a decision of an employee authorized to do so by the Almadina Language Charter Academy Board of Directors is deemed to be a decision made by the Almadina Language Charter Academy Board of Directors.
4. This Administrative Procedure does not apply to a decision made by the Almadina Language Charter Academy Board of Director's Discipline Committee.
5. An appeal under this Administrative Procedure must be made, in writing, to the superintendent, must set out the nature of the appeal and, when applicable, would be made after attempts to resolve the dispute have been made in accordance with school protocol or other Almadina Language Charter Academy Administrative Procedures.

6. An appeal under this Administrative Procedure must be made within two (2) weeks after the receipt of the disputed decision.
7. If the superintendent is of the opinion that the education of the student has been significantly affected, the superintendent will bring the appeal before the next meeting of the Almadina Language Charter Academy Board of Directors. Under extraordinary circumstances, the superintendent may request that the board chair call a special meeting of the Almadina Language Charter Academy Board of Directors.
8. The Almadina Language Charter Academy Board of Directors will, by resolution, appoint an ad hoc Appeal Committee to make investigations and decisions with respect to the appeal on behalf of the Almadina Language Charter Academy Board of Directors.
9. The committee will be comprised of the board chair or vice-chair and two other directors of the Almadina Language Charter Academy Board of Directors suitable to reviewing the particular nature of the appeal. In consultation with the superintendent, the Almadina Language Charter Academy Board of Directors may choose to contract an advisor to assist the Appeal Committee.
10. The superintendent will be a non-voting member of the Appeal Committee and will be responsible to ensure the appeal process respects procedural fairness.
11. The superintendent will:
 - convene a hearing of the Appeal Committee within ten (10) working days of being constituted;
 - advise the parent, the student, where appropriate, and the principal of the date, time and location of the hearing; and
 - Provide all parties with documentation relevant to the appeal in advance of the date of the appeal.
12. Prior to the date of the Appeal Committee hearing, the superintendent will meet with the appellant to review the school's documentation and to discuss the matter of the appeal. The appellant will provide, in writing, information relative to the appeal and this information will be passed along to the Appeal Committee.
13. The following guidelines apply to a hearing of the Appeal Committee.
 - The parties attending the hearing are the Appeal Committee members and advisor, if any, the superintendent, the principal, the appellant and any representative of the appellant.
 - The board chair or vice-chair will chair the hearing.
 - The superintendent will provide introductory comments as to the cause for the hearing and will make reference to relevant sections of the *School Act* and Almadina Language Charter Academy Board of Directors policy.

- The principal will speak to the subject matter of the appeal.
 - The appellant and/or his/her representative will be given the opportunity to speak to the subject matter of the appeal.
 - The committee members, the superintendent, the appellant and/or any representative may ask questions and discuss the matter with the parties in attendance.
 - The committee will adjourn and hold an in-camera meeting in order to reach its decision.
14. The Appeal Committee may:
- confirm, alter or overrule the original decision, order or action of the Almadina Language Charter Academy staff;
 - direct that an additional investigation be undertaken, in which case, a similar time frame will apply;
 - make any other finding it deems appropriate; or
 - Refer the matter to legal counsel.
15. The decision of the Appeal Committee will be final. The superintendent will immediately communicate the decision and the committee's rationale, in writing, to the appellant and the principal.
16. If the Almadina Language Charter Academy Board makes a decision on appeal or otherwise, the student or parent may be entitled to request a review of the decision by the Minister pursuant to Section 124 (Review by the Minister) of the *School Act*.

AP110—STUDENT HEALTH AND SAFETY

BACKGROUND

The Almadina Language Charter Academy requires that all reasonable steps should be taken to prevent accidents and to ensure that the school buildings, grounds and equipment meet acceptable health and safety standards.

In the event of a student injury, accident and or illness the Almadina Language Charter Academy Board of Directors authorizes the provision of suitable transportation home, to a medical doctor or to hospital as deemed necessary by the principal.

PROCEDURES

GENERAL

1. School staff is expected to be vigilant in their attention to equipment, buildings and grounds; so that unsafe equipment is not used and unsafe conditions are reported.
2. The principal or designate is expected to give priority to the correction of unsafe conditions.
3. If an accident occurs, the injured person will be treated in accordance with principles of first aid.

STUDENT DATA

1. On an annual basis, parents of all students must provide the following data during the registration process:
 - name, address and telephone number(s) of parent(s), family physician;
 - emergency contact person in the event the parent(s) cannot be reached;
 - existing medical conditions of the student;
 - afflictions, which may require emergency medical services; and
 - Information regarding the medical condition or affliction or treatment in the education setting.
2. Parents are responsible for;
 - Informing the school of a student's health needs or health concerns which could affect the student's behaviour and learning and/or the welfare of other students and/or staff.

Significant Health Concerns:

- advising the principal and appropriate staff when a significant health concern is diagnosed,
 - i. at the beginning of each school year,

- ii. when health concern changes, and
- iii. when the student changes schools;
- providing and maintaining current emergency contact and response information;
- working with the principal or designate to complete the Student Health Alert and the Emergency Response Protocol, as required, when the student is first registered, re-registered in another Almadina school, or when the student's health concern changes;
- reviewing and revising the information and health plan annually with the principal or designate;
- providing the principal with a recent photograph of the student;
- providing the student with a Medic Alert bracelet or other suitable identification;
- providing the student with medical supports as prescribed by a physician and ensure that the student has the supports readily available, while at school, on off-campus programs, off-site activities or at other school events and activities;
- checking expiry dates of medication and injectors and replacing them as necessary;
- when dietary concerns are present, providing snacks and lunches for the student;
- Parents must review and update this information on an annual basis or earlier if pertinent information has changed
- It is the parent's responsibility to advise school administration of any minor or short-term injury or illness of the student.
- Parents must advise school administration if a student contracts or is exposed to a communicable disease.
- This data must be distributed to appropriate school staff.

ILLNESS / INJURY DURING SCHOOL DAY

1. If a student becomes ill or injured during the school day, administration or designate will:
 - contact the parent who will determine an appropriate course of action; or
 - If the parent cannot be reached the student will be kept at the school until the end of the school day.
 - The first responder will complete and submit incident/injury report to school administration to file
2. The principal or designate may determine that the health needs of the student are best served at an emergency medical facility.
 - The principal or designate will arrange transportation by ambulance or taxi as deemed necessary and appropriate.
 - The principal or designate can assign a staff member to accompany the student.
 - School office staff will persist in attempts to contact the parent.
 - The staff member may not consent for medical treatment of the student.

EMERGENCIES

When a student is judged to require immediate medical attention or suffers an accident, staff are expected to act as follows:

- a) if a student is seriously injured or if there is uncertainty about the seriousness of an accident, call 911;
- b) contact a parent as soon as possible;
- c) provide adult supervision until relief is provided by a parent or by medical personnel;
- d) if time does not permit, or a parent cannot be contacted, take immediate action to provide medical attention until Emergency Medical Services take over and advise the parent as soon as is reasonably possible thereafter;
- e) file an Accident/Incident Report – Student or Volunteers; and
- f) review the incident and responses.

4. Emergency Treatment of Specific Conditions;

is to be handled in accordance with directions provided by the parent or physician or in accordance with the emergency response protocol stated above and contact with the parent made as soon as possible.

• If a student is taken to a medical facility by emergency personnel without contact having been made with a parent, the principal or designate will endeavour to arrange for the student to be accompanied by an adult until one of the following occurs:

- a) a parent arrives;
- b) medical staff assumes responsibility (if within the city); or
- c) the student is discharged by medical staff and you return the student to school or school activity.

Decisions regarding medical treatment must be left to medical staff, the parent and the student.

Students will not be transported for medical reasons by school staff

EXTRA AND CO-CURRICULAR ACTIVITIES

1. Employees conducting, supervising and transporting students on any school sponsored event will:

- be delegated with the responsibilities of the principal for the purposes of illness or injury; and
- be apprised by the teacher of any special medical needs of participating students.
- Teachers must ensure that all students who have conditions that require emergency medications (i.e., EPI pens, inhalers, etc.) will have those medications available during the field trip

REPORTING

1. School staff, students and/ or parents are responsible for reporting accidents, injuries and/or major illnesses of students on school premises or at school sponsored activities to school administration that will ensure that a record is made of all details of incidents, including actions taken. All serious incidents are to be immediately reported to the superintendent. Accident/Incident Report– Student or Volunteers form

CRITICAL INCIDENTS PLAN MOVE TO APPROPRIATE PLACE

1. The principal is responsible for preparing a Critical Incidents Plan. The plan will provide support for students and staff and a liaison with family and community.
2. The Almadina Language Charter Academy Board of Directors must approve the Critical Incidents Plan.

FIRST AID TRAINING

1. Basic First Aid training, including anaphylactic reactions, should be provided for all staff.
2. The school will have up to 30% of staff trained in cardiopulmonary resuscitation (CPR) and Advanced First Aid. Office staff, administrators and physical education teachers should be trained.
3. The Almadina Language Charter Academy will support training or re–certification of the staff by allowing the staff access to personal or PD leave of absence days

FIRST AID KITS AND SAFETY EQUIPMENT

1. Basic first aid kits will be located in the school office and in the gymnasium office.
2. The principal will ensure first aid kits are maintained.
3. The school will equip its science rooms, according to guidelines for science instruction as required by Alberta Education.

AP111—SEVERE ALLERGIES

BACKGROUND

The primary goal of this Administrative Procedure is to reduce the risk to students with severe allergies and potentially life threatening allergens as well as reducing the risk of exposure and ensuring a rapid response to emergency situations.

Communication of information and awareness is an essential aspect of this Administrative Procedure.

DEFINITIONS

1. Allergen means a substance which provokes an allergic response and includes bee or wasp venom, certain foods, e.g., peanuts or tree nuts, latex and other chemicals
2. Injector means a syringe and needle which contains a pre-measured dose of epinephrine or adrenaline and includes EpiPens and other preloaded auto-injectors.
3. Severe allergy means a severe allergic reaction or anaphylactic response to an allergen which, if left untreated, could lead to sudden death.

PROCEDURES

RESPONSIBILITIES OF PARENTS

1. Parents of a student with severe allergies must advise the principal and complete a Severe Allergy Alert form (attached). Requested information includes:
 - ☐ allergen(s);
 - ☐ symptom(s) of a reaction;
 - ☐ emergency action plan; and
 - ☐ consent to administer medication by the school staff signed by the parent.
2. Parents must also:
 - provide a recent photograph of the student;
 - provide the student with a Medic Alert bracelet or other identification;
 - provide one unexpired injector in a fanny pack or medication as prescribed by a physician;
 - check expiry dates of injectors or other medications and replace them as necessary;
 - provide snacks and lunches for the student;
 - advise the bus driver of the student's severe allergies;
 - teach their child to assume as much responsibility as age appropriate for their own safety including the recognition of the symptoms of a severe allergic reaction; and

- have medication available while at school, on field trips or transportation to and from school.
2. All parents are asked to:
- respond to requests from school administration to reduce exposure to allergens;
 - develop an awareness of severe allergies anaphylaxis, school procedures and risk reduction strategies; and.
 - expect their children to respect students with severe allergies.

RESPONSIBILITIES OF STUDENTS

1. Students with severe allergies must:
- take as much responsibility as reasonably possible for avoiding allergens;
 - eat only foods brought from home unless authorized by the parent, which will be made in writing;
 - wash hands before and after eating;
 - learn to recognize the symptoms of a severe allergic reaction;
 - promptly inform a teacher or lunchroom supervisor or other adult if they do not feel well, if they have or suspect they may have ingested or have otherwise been exposed to an allergen, or symptoms of a severe allergic reaction appear;
 - keep an injector and or other medication handy at all times; and
 - when age appropriate, know how to use an injector or take medication.
2. All students are expected to:
- avoid sharing food, especially with children with severe allergies;
 - follow school procedures for reducing risk;
 - wash their hands before and after eating; and
 - refrain from harassing or threatening a child with a food allergy.

RESPONSIBILITY OF THE PRINCIPAL

1. The principal is responsible for planning the coordination and management of students who have life-threatening allergies.
2. The principal will:
- advise all parents of this procedure;
 - consult with and advise the parents of the student with severe allergies and the broader school community of school procedure regarding severe allergies;
 - ask all parents to respond cooperatively to requests designed to reduce the risk of exposure to allergens, i.e. to refrain from sending certain allergenic products to school;

- request parental consent of the administration of medication or medical treatment;
 - advise all staff members of students who have potentially life threatening allergies as soon as possible;
 - request the consent of the parent to post the student's picture and display the emergency care plan; and
 - ensure that harassment or threats are promptly dealt with in accordance with school procedures.
3. The principal will develop school rules consistent with Almadina Language Charter Academy Administrative Procedures to reduce risk for those students with severe allergies in the school, for school sponsored activities and for visiting students:
- The principal will meet with the classroom teacher, parent and student, if appropriate, at the beginning of each school year and as necessary, to determine those risk reduction strategies which should apply to the particular student.
 - The decision about the risk reduction strategies to be used will take into consideration such factors as the student's age and maturity, the layout and facilities of the school building, the ability of school staff to ensure compliance and the impact of the strategy on others.
 - Specific school procedures will be developed for potential high risk offsite activities... If risk factors are too great to control, the student may be unable to participate in the field trip. The parent should be involved in this decision.
 - The principal will ensure that whenever possible a student is placed in a classroom with a first aid trained teacher

EDUCATING THE SCHOOL COMMUNITY

The principal will ensure that:

1. All teaching and non-teaching school staff receives training as needed, in the recognition of a severe allergic reaction and the use of injectors and the emergency plan.
2. All members of the school community are provided with appropriate information about severe allergies including background information on allergies, anaphylaxis, and school policy and risk reduction strategies.

RESPONSIBILITIES OF TEACHERS AND OTHER SCHOOL STAFF

1. All classroom teachers are expected to:
 - discuss anaphylaxis with their class, in age appropriate terms; and
 - encourage an empathetic understanding of severe allergies and the seriousness of the consequences.
2. The teachers of a student with severe allergies are expected to:

- avoid allergenic foods and substances for classroom events;
 - leave information about all students with severe allergies in an organized, prominent and accessible format for substitute teachers;
 - ensure that appropriate medication is taken on field trips; and
 - ensure that appropriate and knowledgeable adults accompany field trips.
3. All school staff are expected to:
- know the school's emergency response protocol;
 - encourage students not to share or trade food;
 - encourage the student with severe allergies to eat only what they bring from home;
 - reinforce hand-washing before and after eating; and
 - follow school policy for reducing risk.

EMERGENCY RESPONSE PROTOCOL

1. The principal will ensure that the following protocol is in place:
- An emergency response protocol is developed for the school including collection and storage of injectors, education of all parties, procedure to be followed, location of the medication, photographs of students, and field trip or extra-curricular procedures.
 - An emergency response drill is developed and practiced throughout the school year to ensure that all parties know how to quickly implement the plan.
 - Any injectors provided by the parent and which are not in the student's possession are stored in a covered, secure and accessible location at the school.
 - All teaching and non-teaching staff including lunchroom supervisors are aware of the location of the injectors.

AP112—ADMINISTRATION OF MEDICAL TREATMENT/MEDICATION TO STUDENTS

BACKGROUND

It is the expectation that at Almadina Language Charter Academy, except in the case of accidents and emergencies, no school employee will administer any medication or medical treatment except as provided under procedures.

PROCEDURES

NON-PRESCRIPTION MEDICATION

1. Non-prescription medication (such as minor analgesics, cough remedies and herbal remedies) will not be dispensed or administered to any student without the written authorization of the parent.
2. Parents are responsible to hand deliver non-prescription medication to appropriate school staff.
3. Non-prescription medication will be stored in an appropriate, secure manner.
4. The principal will establish school procedures respecting non-prescription medication on an individual or collective basis.

PRESCRIPTION MEDICATION OR MEDICAL TREATMENT

1. If a student must receive prescription medication during the school day or during extra-curricular activities, and the parent is unable to be at the school to administer the medication or treatment, the parent must request in writing that the school store the medication and provide medical treatment.
2. The request for the administration of medication or medical treatment must provide written instructions including the following information:
 - child's name;
 - parents' names and phone numbers;
 - emergency contact name and telephone number;
 - physician's name and telephone number;
 - name of medication and or treatment;
 - dosage and procedure for administration;
 - possible side effects;
 - procedure to follow in case of adverse reaction;
 - special storage instructions for the medication e.g. refrigerator;

- security provisions to prevent risk to others;
 - termination date for administration;
 - if appropriate, authorization for student self-administration
3. The parent will inform the school of any change in medication or treatment and ensure that adequate medication is on hand at the school
 4. If the student is capable of self-administration, the provisions of the previous guidelines in this section will be followed.
 5. The parent will complete an authorization and the procedure for student self-administration, e.g. insulin dispensers, asthma inhalers, etc. must be completed.
 6. Except in the case of emergencies, the student will self-administer the medication under the supervision of an adult.
 7. Except as provided above, only the principal or designate will administer the medication and or medical treatment.

STUDENTS REQUIRING SPECIALIZED HEALTH CARE

1. Where a student becomes dependent upon sophisticated life support medication or is inordinately vulnerable to severe reaction (including anaphylaxis) or injury, appropriate arrangements with parents will be made to ensure the welfare of the child including:
 - making reasonable provisions to enable the child to receive special medical treatment as required at the school; or
 - if reasonable provisions cannot be made, school administration and the superintendent will support the parents in locating an alternative educational setting that provides for the medical requirements for the student.
2. In making a determination as to the reasonableness of any special provisions, the administration will consider a number of factors including:
 - the resources available to the school;
 - the needs and requirements of the student requiring special medical provisions; and
 - the needs and requirements of the school population as a whole.

RESPONSIBILITIES AND RIGHTS OF STAFF

1. Staff members who administer medication or medical treatment must do so in loco parentis.
2. Staff members involved in the administration of medication and or medical treatment must:
 - receive a copy of the written instructions from the parent and physician;

- clarify their role in providing medication or treatment with the principal;
 - receive a form giving written and signed consent to administer medication or medical treatment;
 - have appropriate training to perform the expected medical responsibilities; and
 - have written and signed request from the principal in situations requiring long term medical care.
3. Staff members have the right to refuse if they do not feel competent to administer medication and or medical treatment to a student.

AP113—HEALTHY SCHOOL COMMUNITIES

BACKGROUND

Almadina Language Charter Academy believes that the quality of student learning and the quality of student health are interdependent. Educational research supports this connection and acknowledges the school's role in creating and supporting healthy school communities as foundations for optimal learning. Almadina Language Charter Academy values the benefits of healthy lifestyles and supports environments that promote healthy living choices.

Almadina Language Charter Academy supports a holistic approach, which focuses on three specific tenets: mental well-being, physical activity, and healthy eating, and acknowledges the causal relationship among the three.

Furthermore, Almadina Language Charter Academy recognizes that health and quality learning are interdependent.

DEFINITIONS

MENTAL WELL-BEING

Mentally well individuals have the knowledge, skills, attitudes and opportunities to:

- realize their abilities;
- cope with the normal stresses of life;
- learn and work productively; and
- contribute to their communities.

The following are characteristics of mentally well individuals:

- understand, manage and express thoughts and emotions in constructive ways;
- feel connected, safe and valued;
- establish positive relationships and support networks;
- practice reflective and meta cognitive thinking skills;
- develop mindfulness;
- demonstrate resiliency and coping skills;
- understand the benefits of mental well-being for individuals and for communities;
- and
- make connections between their mental well-being, physical activity, healthy eating choices, and learning

PHYSICAL ACTIVITY

Physically active individuals have the knowledge, skills, attitudes and opportunities to lead active lifestyles.

The following are characteristics of physically active individuals:

- engage in physical movement and activity on a daily basis;
- vary the intensities and purposes of physical activity (e.g. conditioning, strengthening, enjoyment, flexibility, etc.);
- make positive choices to support the growth, development and care of their bodies;
- value and participate in lifelong physical activity;
- understand the benefits of physical activity for individuals and for communities; and
- make connections between their physical activity, healthy eating choices, mental well-being, and learning.

HEALTHY EATING

Individuals committed to healthy eating have the knowledge, skills, attitudes and opportunities to make appropriate food and beverage choices.

These individuals possess the following characteristics:

- support, through healthy food and beverage choices, the growth and development of their bodies and minds;
- think critically to discern the accuracy of messages about food and beverages;
- are able to prepare and choose healthy food and beverages for consumption;
- understand and act on the information rights and personal buying power of consumers;
- commit to healthy food and beverage choices in personal, school and community environments; and
- make connections between their healthy eating choices, mental well-being, physical activity, and learning.

PROCEDURES

1. Employees of Almadina Language Charter Academy understand that staff advocacy and role modeling influence wellness and learning.
2. School leaders, together with staff and stakeholders, will establish environments that support, ensure and integrate mental well-being, physical activity and healthy eating (e.g. via an annually established committee or other strategy).
3. The Alberta Programs of Study and approved locally developed courses will be used in the delivery of curriculum related to mental well-being, physical activity, and healthy eating (i.e. including, but not limited to, Health and Life Skills, Physical Education, Daily Physical Activity, Arts Education, etc.).

MENTAL WELL-BEING

Almadina Language Charter Academy will:

1. actively develop the relationship between students' sense of connectedness and their mental well-being;
2. support and embed character education programs to support mental well-being;
3. create learning environments where mental well-being is modeled and developed in students;
4. access resources and services to help students develop the skills to be aware of and monitor their mental well-being; and
5. access and link with community agencies, partners and support networks (e.g. Family and Community Support Services, police, Alberta Health Services, etc.).

PHYSICAL ACTIVITY

Almadina Language Charter Academy will:

1. implement Alberta Education's Daily Physical Activity (DPA) initiative, recognizing that:
 - daily Physical Activity is most effectively implemented through the timetabling of daily Physical Education; and
 - breaks (e.g. lunch, recess) provide opportunities for activities and interactions that are creative and student-initiated. These times are not intended for the delivery of Daily Physical Activity.
2. strive for the following minimum time allocations for quality Physical Education:
 - Kindergarten to Grade 4: 30 minutes daily
 - Grades 4 to 9: 30 minutes daily
3. demonstrate the philosophical and curricular shift to competency based learning experiences that ensure successful, meaningful engagement in physical activity and encourage lifelong fitness; and
4. encourage students to engage in physical activity inside and outside of regular curriculum (e.g. community events, clubs, special events, teams, intramurals, etc.) to support their development as healthy, active learners.

HEALTHY EATING

Almadina Language Charter Academy will:

1. create an environment where healthy foods are available, affordable and promoted as the best choice;
2. ensure that the beverages consumed during instructional time are water or other healthy choices as set by individual school policy; and

3. role model healthy food and beverage choices during instructional, extra-curricular, and co-curricular (e.g. field trip) time with students.

AP114—STUDENT RESPONSIBLE USE OF TECHNOLOGY

BACKGROUND

Almadina Language Charter Academy provides technology resources to enhance and optimize teaching and learning with a belief that the educational advantages outweigh the potential for misuse. In return, Almadina Language Charter Academy expects students to exercise appropriate personal responsibility in their use of these resources. Almadina Language Charter Academy expects the cooperation of parents for the responsible use of these resources both at home and at school.

Our goals are to provide access to educational tools, resources, and communication, and to encourage innovation and collaboration. Our procedures are intended to promote the most effective, safe, considerate, productive, and educationally sound use of these resources.

This Administrative Procedure is to be accepted by students and parents on an annual basis, and is monitored by the principals and staff.

EXPECTATIONS AND RULES

Responsible use of Almadina Language Charter Academy technology resources is ethical, respectful, academically honest and supportive of the school's mission and values.

We expect students to avoid computer activities which interfere in any way with the learning process. Some activities are expressly prohibited by law; others are inappropriate as defined by the administration of the school.

The following rules are intended to clarify expectations for conduct, but should not be construed as all-inclusive, as we cannot outline every possible form of student behaviour with technology.

We require students to use technology in accordance with general expectations for student behaviour as outlined in various other procedures and the Student Code of Conduct.

Violations of any portion of this signed agreement may result in disciplinary action, ranging from loss of privileges to suspension, and/or legal action.

Almadina Language Charter Academy will cooperate fully with law enforcement officials in any investigation related to any potentially illegal activities conducted through our network or using our equipment.

The school reserves the right to apply disciplinary consequences for computer related activities conducted off-campus if such activity adversely affects the safety or well-being of students or

other members of our community, or constitutes behaviour that reflects poorly on Almadina Language Charter Academy.

Almadina Language Charter Academy uses its best efforts to restrict access to objectionable material online, but it is not possible to have full control over access to resources and materials on the internet.

Almadina Language Charter Academy reserves the right to block content that negatively impacts the academic performance of students.

Almadina Language Charter Academy cannot guarantee that network services will be without error.

The school will not be responsible for any lost data or interrupted service caused by malfunction, negligence or error.

Almadina Language Charter Academy is not responsible for the accuracy or quality of information obtained through the network.

The school will not be responsible for any claims or damages arising from the unauthorized use of the network.

1. Personal Safety

- Students will protect their personal safety when they are online by not posting any personal information or any pictures of themselves unless they have the permission of their teacher or parent.
- Students will agree not to meet in person anyone whom they have met online. Responsibility for any meeting rests solely with the students' parents who are advised they should accompany their child to such a meeting.
- Students will tell their teacher or other adult at the school if they receive a message that makes them feel uncomfortable, angry, ashamed or afraid.

2. Online Behaviour

- Students will be respectful and polite in all of their online communications with classmates and teachers.
- Students will only visit sites where they are proud to be seen as a student of Almadina Language Charter Academy. Students will avoid any material which is tasteless, offensive, profane, obscene or hateful.
- Students will not harass, insult or otherwise hurt another person or any organization.
- Students will ask a teacher or another adult at the school if they are not sure about doing something online.

3. Privacy

- Students will not share their passwords with anyone (even their best friends), or use anyone else's password.
- Students will respect the privacy of others. Students will not share their personal information online. Students will not trespass in another person's folders, files, or data.
- Students know that the school can look at any of their files or history and can remove that information without letting them know. Students know that the school can monitor the sites that they visit.
- Students will not pass along a message sent to them unless they have the permission of the person who sent it to them.

4. Use of School Technology Resources

- Students will not play games, instant-message, or access music or videos at school, unless their teacher gives them permission.
- Students will use their online accounts and network space only for school-related activities.
- Students will not use their online accounts to send out mass emails (spam) or to forward chain letters, joke collections, or other objectionable materials.
- Students will not use Almadina Language Charter Academy's technology to buy or sell anything, or for any illegal uses.
- Students will not copy another person's work and pretend it is their own.
- Students will not deliberately do anything which will negatively impact the operations of anyone's computers, printers or networks. Students will make an effort to keep their computer free from viruses. If their computer is accidentally infected, they will ask for help from an adult at the school.
- Students will not waste computer resources such as bandwidth by downloading music, videos or games without their teacher's permission.
- Students will not try to change or get around any security provisions, and will tell their teacher if they think they have found a security problem.
- Students will obey the school's rules such as no food or drink and no running or horseplay, to physically protect computers and laptops.
- Students will treat equipment carefully and with respect including: computers, laptops, headphones, printers, cameras, scanners, projectors and interactive whiteboards.

Acceptance of Agreement

Student

I have read Administrative Procedure AP114—Student Responsible Use of Technology, and agree to follow all of the rules and expectations.

NAME OF STUDENT _____

SIGNATURE OF STUDENT _____

GRADE _____

DATE _____

Parent/Guardian

I have read this Administrative Procedure AP114—Student Responsible Use of Technology and give permission for my child to use Almadina Language Charter Academy technology resources in accordance with it. I will instruct my child regarding the importance of following the rules and expectations in this agreement and will support Almadina Language Charter Academy in the enforcement of this Administrative Procedure.

NAME OF PARENT _____

SIGNATURE OF PARENT _____

DATE _____

AP115—STUDENT EVALUATION

BACKGROUND

Almadina Language Charter Academy shall provide for the evaluation and reporting of students' progress and performance as an important and integral component of the instructional process. Student evaluation and reporting practices shall be consistent with the charter and provincial legislation and policy.

PROCEDURES

ESTABLISHMENT OF STUDENT EVALUATION PROGRAMS

1. The principals shall develop specific procedures for the evaluation and reporting of student progress in accordance with the guidelines of the charter and Alberta Education direction, policies and guidelines.
2. The development and implementation of student evaluation procedures is to be based upon:
 - consultation by the principals with appropriate stakeholders;
 - consultation between the principals and the superintendent; and
 - the use of a variety of means.
3. Information regarding student evaluation policies and practices shall be communicated regularly to stakeholders.

FEATURES OF STUDENT EVALUATION PROCEDURES

1. It is expected that the student evaluation procedures developed by the school will serve the following purposes:
 - for the student—to provide information about school related growth;
 - for the teacher—to provide information for use in the planning and modification of learning experiences;
 - for parents—to provide information about the student's school related growth;
 - for administrators—to provide information about student achievement for use in the assessment and planning of school educational programs and activities; and
 - for appropriate authorities and institutions beyond the school—to provide information about student progress and achievement as requested.
2. It is expected that student evaluation policies and procedures will provide for:
 - fairness and consistency of application;
 - clear and meaningful communication; and

3. RECORDS AND TESTING PROGRAMS

1. The school is required to maintain accurate records pertaining to student evaluation.
2. The school is required to ensure that information concerning the evaluation of students is kept confidential and is released only to those who are entitled to receive it in accordance with legislation and charter board policy or administrative procedures.
3. The school is required to make provision for the administration of tests as required by Alberta Education and the superintendent.

PROGRESS REPORTS AND CONFERENCES

1. The school is required to maintain effective communication with students and parents regarding student progress.
2. The format of the school's reporting and conference procedures are to be established by the principals in consultation with the appropriate educational stakeholders.
3. The school is required to establish regular reporting periods.

APPEALS

1. The school evaluation of an individual student may be appealed.
2. The principals are responsible for developing procedures to handle internal appeals of student evaluations.
3. Appeal procedure for grades 1 through 9.
 - The deadline for an appeal is the last operational day of the current school year.
 - Initially all appeals are to be made to the appropriate principal who will handle such appeals in the manner deemed to be the most suitable. The principal will advise the parent and the teacher of the outcome of the appeal within five days of receiving the appeal.
 - A parent not satisfied with the principal's decision concerning the appeal may direct a written appeal to the superintendent within seven days of the date of the principal's decision. Upon receiving the appeal, the superintendent will arrange an investigation of the grounds of the appeal and either uphold the principal's decision or initiate a further investigation which could include:
 - ☐ where possible, a review of the student's progress with the student's teacher;
 - ☐ an examination of the student's records and where possible, an examination of examples of the student's work; and
 - ☐ an examination of all progress reports maintained by the teacher.

- The superintendent shall advise the parent, principal and teacher of the outcome of the appeal.
- The decision of the superintendent shall be final.

AP116—SAFE AND CARING SCHOOLS

BACKGROUND

Students and staff are to model and reinforce socially responsible and respectful behaviours so that teaching and learning can take place in a safe and caring environment. Our goal is to develop responsible, caring, and respectful members of a just, peaceful, and democratic society. Promoting a safe and caring school requires the support and assistance of all members of the school community.

The Charter Board encourages events and activities in support of anti-bullying such as the Bullying Awareness and Prevention Week that occurs annually the third week of November.

Discipline is an essential part of a positive school climate. A positive school climate contributes to the prevention and reduction of misbehaviours in school. Principals are to maintain order and discipline in the school, on school grounds and during activities sponsored or approved by Almadina Language Charter Academy. School staff members need to operate in a *loco parentis* role whereby they act in relation to students as responsible caring parents. As well, in exercising their authority under the *School Act*, staff must always consider the best educational interests and fundamental rights of all students.

DEFINITIONS

Safe and caring school: A safe and caring school is physically, emotionally and psychologically safe for students and staff. It is an environment wherein all persons are accorded respect and dignity, and their safety and well-being are paramount considerations.

Caring: Watchful attention, concern, custody, diligence, direction; to be concerned with and attend to the needs of others.

Safe: Untouched by or not exposed to danger; secure from damage, harm or loss.

Secure: Protected from unauthorized access.

School community: Includes students, school staff, School Council, parents, community members and anyone else with ties to or interests in the school. Community includes the same locality, such as the school building, playground and/or school's geographic boundary.

SUPPORT FOR STUDENT ORGANIZATIONS THAT PROMOTE A WELCOMING ENVIRONMENT

The Charter Board supports the establishment of student organizations as well as the arranging of activities which are intended to promote a welcoming, caring, respectful and safe learning environment.

Student associations such as clubs, alliances, groups, fellowships and organized activities that promote equality and non-discrimination with respect to, and without limitation, race, religious

belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs are permitted.

PROCEDURES

1. ALCA shall:

- 1.1 Ensure the best educational interests of the student are the paramount consideration in the exercise of its authority;
- 1.2 Ensure its school is safe and caring;
- 1.3 Develop, implement, and continually evaluate policy, procedures, programs, and practices to prevent and respond to incidents that disrupt teaching and learning;
- 1.4 Act in a manner that is legally, professionally, and educationally sound;
- 1.5 Provide direction and support (through the staff development program) to schools in the development and implementation of violence prevention programs and crisis management/disaster plans.

2. The Principal shall:

- 2.1 Ensure that students in the school have the opportunity to meet the standards of education set by the Minister;
- 2.2 Develop an action plan in consultation with students, staff, and school council, police, and community representatives and parents that:
 - 2.2.1 Provides data management and internal/external communications systems;
 - 2.2.2 Clarifies roles and responsibilities of students, school staff, parents and community agencies to support safe and caring schools;
 - 2.2.3 Establishes criteria for developing, implementing and evaluating violence prevention programs;
 - 2.2.4 Provides crisis management and school disaster plans;
 - 2.2.5 Encourages staff development and training.
 - 2.2.6 Will support the establishment of voluntary LGBTQ student organizations clubs and activities if requested by a student,

3. Teachers shall:
 - 3.1 Follow the Alberta Program of Studies;
 - 3.2 Create and maintain environments that are conducive to student learning;
 - 3.3 Establish learning environments wherein students feel physically, psychologically, socially, and culturally secure;
 - 3.4 Be respectful of students' dignity;
 - 3.5 Seek to establish positive professional relationships with students that are characterized by mutual respect, trust, and harmony;
 - 3.6 Model beliefs, principles, values and intellectual characteristics outlined in the *Guide to Education, ECS to Grade 12* and programs of study, and guide students to do the same.
 - 3.7 All administrators and teachers will follow the Virtues program characterized by conscience, acceptance, respect, perseverance, empathy, self-control, with kindness and fairness.
 - 3.8 Will support the establishment of LGBTQ student organizations, clubs and activities when identified if requested by a student,
4. Parents shall:
 - 4.1 Have a right and responsibility to make decisions regarding the education of their children;
 - 4.2 Consult with the Principal to ensure students in the school have the opportunity to meet the standards of education set by the Minister;
5. Students shall:
 - 5.1 Demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty, and commitment to democratic ideals;
 - 5.2 Conduct themselves so as to reasonably comply with the following code of conduct:
 - 1.2.1 Be diligent in pursuing their studies;
 - 1.2.2 Attend school regularly and punctually;
 - 1.2.3 Comply fully with everyone authorized by ALCA to provide education programs and other services;
 - 1.2.4 Comply with the rules of the school;
 - 1.2.5 Account to their teachers for their conduct;

- 1.2.6 Respect the rights of others.
6. Students will be afforded the following:
- 6.1 Information on the code of conduct to which they are expected to comply, with possible consequences for noncompliance;
 - 6.2 Opportunities to explain and present evidence on incidents;
 - 6.3 Decisions made as objectively as possible and based on all the facts presented.
7. Consequences will be determined by the school staff to fit the unique circumstances of the school and student, in response to inappropriate behaviours. Appropriate consequences will be based on what the student can learn from the misbehaviour.
8. Consequences for students' noncompliance will range from:
- 8.1 Verbal warning and/or reprimand;
 - 8.2 Minor and/or major detention;
 - 8.3 Interview and/or contract with student;
 - 8.4 Parent communication and/or meeting;
 - 8.5 Restitution and/or temporary removal from class;
 - 8.6 Counselling and/or referral for services;
 - 8.7 Suspension and/or expulsion;
 - 8.8 Alternative educational program.

References: Preamble, Sections 1, 8, 12, 16.1, 18, 20, 22, 24, 27, 45.1, 60, 23, 124, 125 *School Act*)
Canadian Charter of Rights and Freedoms
Individual's Rights Protection Act
Freedom of Information and Protection of Privacy Act
Alberta Education Policy: Review by the Minister (3.4.1)
Alberta Education Policy: Teacher Growth, Supervision, and Evaluation (2.1.5), Procedure 14 (a)
Teaching Quality Standard (Ministerial Order 016/97), Section 1 (3) (b)
Basic Education in Alberta (Ministerial Order 004/98), Student Learning Outcomes, Bullet 9
Guide to Education: ECS to Grade 12
A Safe Place: Creating Peaceful Schools (1994)

Adopted:

Amended:

200 INSTRUCTIONAL PROGRAMS AND MATERIALS PROCEDURES SECTION

AP201—CONTROVERSIAL LEARNING RESOURCES

BACKGROUND

Intellectual inquiry requires the provision of learning resources representing a wide range of interests so that students may freely explore the world of ideas.

The Almadina Language Charter Academy Board of Directors respects the right and responsibility of teachers to use supplementary learning resources and to enhance prescribed curriculum to meet the educational needs of students.

PROCEDURES

According to Section 39 of the *School Act*, boards may develop or acquire instructional materials for use in courses or programs or schools. When choosing instructional materials, principals and teachers must choose materials must reflect the diverse nature and heritage of Albertans, and they must not foster doctrines of racial or ethnic superiority or persecution.

In the selection of resources, the Almadina Language Charter Academy Board of Directors will expect sound professional judgment and consultation with others, including parents and other professional colleagues when deemed appropriate.

The content of supplementary learning resources shall be consistent with the vision, mission, and guiding principles of Almadina Language Charter Academy.

The Almadina Language Charter Academy Board of Directors shall recognize that parents may object to teacher selection of resources and, therefore shall authorize an appeal process through practices and procedures developed by the superintendent.

AP202—INFORMATION AND COMMUNICATION TECHNOLOGY

BACKGROUND

The Almadina Language Charter Academy Board of Directors believes that information and communication technology plays a vital role in supporting student learning. Students are able to apply technology skills to identify and solve problems, conduct inquiry and research, collaborate and communicate.

The academic performance of students and effective teaching by staff is enhanced through the appropriate use of technology. All students (Kindergarten to Grade 9) and staff will have access to and use technology to enhance learning across the curriculum.

Teachers are comfortable with and innovative in their use of technology. Through the use of technology, all teachers will enhance their teaching, planning, assessing and reporting.

All support services must use technology to enhance planning, communication and financial management. These services must be available to assist school campuses implementing plans for technology.

The Almadina Language Charter Academy Board of Directors also believes the integration of technology will provide for an efficient and effective school administration and enhanced communications between school and home and the broader community.

The Almadina Language Charter Academy Board of Directors recognizes that practices related to the use of technology must be in compliance with the Freedom of Information and Protection of Privacy Act (FOIP Act) and must support the educational objectives required by Alberta Education.

Within the confines of its budget, Almadina Language Charter Academy Board of Directors will provide resources for the acquisition, operation and maintenance of reliable, affordable, supportable and appropriate technology.

The Almadina Language Charter Academy Board of Directors recognizes and values the importance of volunteer services in supporting the school's technology. Teamwork between staff and volunteers is essential to implementing the charter board's policy for information and communication technology.

The superintendent and principals are jointly responsible for the administration of this Administrative Procedure.

GENERAL GUIDELINES

3. Students will be given access to school technology for educational purposes that include:
 - achieving the learner outcomes of the Alberta Programs of Study;
 - participating in learning activities selected by the teacher; and
 - participating in alternate school initiatives such as electronic newsletters, virtual skill development and homework program.
4. Staff will be given access to school technology for educational purposes that include:
 - communication and information acquisition and management; and
 - professional development
5. School technology is intended solely for educational and school purposes. School technology cannot be used for purposes that are illegal, unethical, or immoral.
6. Activities involving school technology will, as much as possible, protect the privacy of personal information of all users and the personal safety of students.
7. Individuals using school technology must not compromise the security and integrity of data and information stored on school computer systems.
8. School technology must function efficiently for all users.
9. Students and staff must adhere to appropriate use guidelines.
10. Students who deliberately use school technology inappropriately will be subject to consequences listed in the Code of Student Conduct.
11. Staff who deliberately use school technology inappropriately will be subject to disciplinary or legal action.
12. Other users who deliberately use school technology inappropriately will lose the privilege of using school technology.
13. The Almadina Language Charter Academy Board of Directors shall:
 - maintain accounting records that properly record the results of operations;
 - produce financial reports on a timely basis;
 - provide relevant and reliable information for use in planning and coordinating financial activities;
 - achieve consistency in, and comparability between, financial reports used for planning and monitoring activities;
 - safeguard resources entrusted to it through comprehensive recording and reporting policies;

- be accountable to its stakeholders; and
- comply with the requirements of the Minister of Education.

PROCEDURES

TECHNOLOGY TEAM

1. A technology team consisting of the following individuals or groups will report to the principal:
 - the staff technology committee; and
 - a teacher employed as a technology specialist (if any)
2. The technology team is responsible for establishing guidelines under which technology is designed, acquired, maintained and accessed.
3. It is understood that the roles and responsibilities of each group and/or individual will evolve both as a function of the level and area of expertise of individuals and as progress is made in the implementation of technology.
4. Students' abilities and interests in the use of technology should be appropriately encouraged and fostered by staff and volunteers.
5. No individual should be required to take on responsibilities for which they are unqualified.
6. The Almadina Language Charter Academy Board of Directors may, on occasion, need to contract for the provision of certain specific services.

THREE-YEAR TECHNOLOGY PLAN

1. The principals, in consultation with the technology team, are responsible for the preparation of and annual updates to, the School's Three-Year Technology Plan.
2. The technology plan shall provide for:
 - reviewing technology goals and priorities;
 - developing and implementing strategies to achieve goals; and
 - establishing evaluations to measure the achievement of goals.
3. The technology plan is to be developed in conjunction with the school's education plan and the annual budget report.
4. The technology plan is to be approved by the charter board.

LEVELS OF SERVICE

The provision of technology services can be broadly categorized as occurring at one of four main levels as follows:

1. Curriculum Level

The main areas of responsibility at the curriculum level include but are not limited to:

- recommending purchases of software that support the content and intent of the curriculum and enhance student learning;
- assisting classroom teachers with integrating technology across the curriculum;
- coordinating and planning for teachers' professional growth in the use and application of technology; and
- working directly with students to teach technology skills.

2. Software Level

The main areas of responsibility at the software level include but are not limited to:

- working with users to determine minimum software requirements;
- recommending purchases of software that support the content and intent of the curriculum and enhance student learning;
- researching software suppliers to obtain software at the best possible price;
- installing new software;
- providing user training and support; and
- maintaining an inventory of software.

3. Hardware Level

The main areas of responsibility at the hardware level include but are not limited to:

- establishing benchmarks for the purchase of new components or accepting donations of new or used equipment;
- installing and servicing hardware in accordance with established protocols;
- maintaining an inventory of hardware; and
- ensuring the proper disposal of discarded or redundant equipment.

4. Network or System Level

The main areas of responsibility at the network or system level include but are not limited to:

- planning and designing system and network architecture;
- installing and monitoring of infrastructure; and
- establishing protocols for password management, virus protection, data integrity, backups and user profiles.

SECURITY

1. Security considerations must be addressed at the system, hardware, software and curriculum levels.
2. The security infrastructure of the school's systems and networks should demonstrate reasonable precaution with respect to the security of confidential and private electronic information.
3. The cost of any security measure must be weighed against the cost of potential damage in technical, budgetary and administrative terms.
4. The technology team is responsible for developing and administering a comprehensive security policy that incorporates and expands upon the policies and guidelines of the charter board.
5. Security measures will be initiated from the point of log on and user activity may be monitored.
6. The security policy is to be approved by the charter board.

INTERNET AND INTRANET SERVICE

1. Intranet means either the internal network (Intranet) service or the wider Internet service provided by the school.
 - The school's Intranet service is provided primarily as a communication and administrative tool for staff members only.
 - The school's Internet service provides students and staff wide access to other individuals and organizations. As an educational tool, the internet can be a valuable source of information featuring colour, graphics and multimedia enhancements. It allows on-demand delivery of software, data files, images, logos, graphics, photos, etc. As a communications device it is used for simple messaging, distributing memoranda, newsletters, notices or documents, transferring official documents or carrying out correspondence concerning school operations or the delivery of services. Students may use email to correspond with others as a learning activity. The school's web site is used as a communications or marketing tool, to publish staff or student's work and to provide links to gifted education and/or charter schoolsites.
2. Email sent or received over the school's system (including records of a personal nature) are records under the custody and control of the charter board.
3. All records in the email system are subject to the provisions of the *Freedom of Information and Privacy Act* and as such, may become the subject of a *Freedom of*

Information and Privacy Act request. All persons are prohibited from willfully destroying any records with the intent to evade a request for access to information.

4. End users of email systems are responsible to print paper copies of email records which have an on-going legal, fiscal, audit, administrative or operational purpose and subsequently file them in the school's existing manual filing system. Other records of a personal or transitory nature should be discarded on a regular basis in accordance with protocols established by the school's technology team.
5. While users have the right to a reasonable expectation of privacy, the school will:
 - use software to restrict access to certain sites on a best efforts basis and to generally monitor sites visited;
 - authorize monitoring or searches of Intranet activities where there is just cause; for example, where there is evidence that an illegal activity may be taking place or where there is evidence that the Almadina Language Charter Academy's Responsible Use Procedure has been violated; and
 - require teachers to routinely monitor student activity on the Internet.
6. While not intending to stifle the creative and free expression of views on the I-Net, the charter board does not authorize:
 - use of inappropriate, profane or vulgar language;
 - personal harassment as defined by charter board policy;
 - long, acrimonious and public disputes; or
 - flooding the system with messages which are of interest only to one or a small group of individuals.
7. Users are required to exercise their discretion and common sense in posting or transmitting materials on the Intranet and are reminded that intemperate or ill-considered statements may become public through access procedures.
8. Sensitive or confidential personal information, minutes of closed meetings, business confidences and the like should not be transmitted or posted unless adequate security provisions are in place.
9. Users are required to respect all copyright laws.
10. All pages on the school's World Wide Web site must be approved for content by the principals or designate. Web pages must conform to community values. The last names of students and parents and phone numbers will not be published.
11. Users must exercise acceptable behaviour on the Intranet and understand the security risks associated with Intranet use. The school may provide orientation or training opportunities to staff and students but the ultimate responsibility lies with the user.

12. The technology team will develop and the Almadina Language Charter Board of Directors will approve Guidelines for Intranet/Internet Use for staff and students. Each year, all users of the school's Intranet service are required to sign these guidelines and by so doing, will agree to be bound by those guidelines. Parents will be required to co-sign with their children.
13. Consequences for not following the Guidelines for Intranet/Internet Use range from warning to removal from the system to possible disciplinary action.

AP203—PROGRAM EVALUATION

BACKGROUND

School programs will be evaluated on a regularly scheduled basis to ensure that the program objectives are pursued and achieved in an effective and efficient manner. The principal is responsible for monitoring and evaluating the quality of programs within the school.

PROCEDURES

The major purposes for program evaluation are to:

- ensure that program objectives and delivery are consistent with student needs;
- identify program strengths as well as areas requiring improvement; and
- ensure deletion, modification or continuation of program components as required by Alberta Education.

Criteria used to evaluate program effectiveness include:

- appropriateness and availability of resources to support program delivery;
- suitability and variety of learning activities in which students are engaged;
- degree of integration with other programs;
- quality of long–range, unit and daily plans;
- articulation between and amongst grades;
- provisions made to accommodate individual student needs;
- suitability of student evaluation procedures;
- quality of in–service and professional development programs offered in support of program development and implementation; and
- results achieved by students.

Program evaluations may be conducted at the school by school level staff or as part of an overall school evaluation by internal or external teams or a combination of internal/external team of evaluators.

AP204—FIELD TRIPS

BACKGROUND

The Almadina Language Charter Academy recognizes that field trips offer meaningful and varied educational experiences to students.

Almadina's commitment to providing a safe, effective and caring learning environment extends to include school activities which take place off school property.

PROCEDURES

GENERAL

1. The principals are responsible for developing and implementing school procedure and procedures to govern field trips in a manner consistent with charter board policy.
2. In this procedure and these guidelines, "field trip" means an authorized school activity which occurs outside the boundaries of the school.
3. For the purposes of this procedure, three categories of field trips are recognized as follows:
 - Same Day, In-Province Field Trips
 - Overnight Field Trips and Outdoor Education Programs
4. Field Trips shall not involve participation in any activities which are excluded from general liability coverage by the charter board insurance broker.
5. A program of instruction will be given to students who do not participate in a field trip due to reasonable circumstances.
6. Participation in a field trip shall not be a prerequisite for the successful completion of any required course of study.
7. Students are expected to comply with the Student Code of Conduct. If a student is unwilling or is unable to follow instructions or accept supervision, that student should not be permitted to go, or to continue on that field trip.
8. Almadina will not compensate its staff or agents by means of salary or time off in lieu for any field trips which are conducted outside the regular instructional day (e.g. evenings, weekends, and holidays).
9. The charter board's liability coverage for its students, staff and volunteer supervisors extends to approved field trips.
10. The following guidelines apply to each field trip unless otherwise noted:

- prior approval from the principal must be obtained;
- a teacher shall be designated as the teacher-leader in charge;
- prior written parental permission (offsite consent form) must be obtained for participating students (refer to procedures 5, 6, and 7 for timelines for requesting consent); and
- parents are expected to provide their children with appropriate protection from the elements and for the setting. Examples are the use of sunscreen, wearing of hats, and having the proper attire and appropriate footwear.

OFFSITE CONSENT

1. In order to ensure informed consent, parents shall be provided with the following information, in writing, prior to the date of each proposed field trip:
 - purpose or educational goal of the field trip;
 - proposed itinerary;
 - description of the activities or events proposed;
 - safety precautions in place to deal with activities involving risk;
 - notification regarding the need for any special clothing, protective equipment, lunches or snacks;
 - emergency procedures to be followed in the event of an injury, illness or unusual circumstances;
 - method(s) of transportation to be used;
 - supervisory arrangements;
 - cost to the student, if any;
 - the right of the parent to deny his/her child's participation;
 - the responsibility of the parent to advise the teacher-leader of any special medical and/or dietary considerations;
 - the responsibility of the parent to advise the teacher-leader of any prescribed or other medication the student will or may need to have administered or self-administered during the field trip; and
 - whenever applicable, notice that high-risk activities carry inherent risks, and that accidents and/or unanticipated risks could result in physical or emotional injury, paralysis or death.
2. The nature of each field trip will dictate the detail required on the consent form (e.g. a one (1) day indoor field trip within Calgary city limits requires less detailed explanation than an Outdoor Education program or an International field trip).
3. The consent form will be distinct from forms designed to request parental assistance with supervision and/or transportation.
4. Written parental permission must be given on the specific consent form provided.

5. One “blanket” parental permission will be sufficient for:
 - school activities involving more than one (1) trip outside the school such as swimming lessons, outdoor education classes or inter-school sports provided the consent form includes a schedule of all activities. Should any of the activities be high risk, separate parental permission must be obtained; and
 - scheduled and unscheduled walking field trips in the vicinity of the school.
6. For field trips outside the city of Calgary, parental permission shall include consent from parents authorizing supervisors to arrange for necessary medical treatment.
7. Supervisors shall not deviate in a material way to the proposed itinerary once parental permission has been received.

PREPARATION AND SUPERVISION

1. The principal shall ensure adequate preparation and supervision. In addition to teachers, the principal may authorize other persons to provide additional supervision or instruction as warranted by the nature of the specific field trip. Specific requirements include:
 - a teacher-leader must always be in charge;
 - the teacher-leader must ensure that adequate supervision is available at all times and that supervisors are prepared to deal with any emergencies that may arise;
 - specific supervisory ratios and arrangements will depend upon:
 - the age, maturity and ability levels of the students;
 - the inherent risk of the activity; and
 - the circumstances of the particular activity
 - ratio requirements of the site
 - competent instruction and supervision of high-risk activities is mandatory. Competence may be demonstrated by a certificate from a governing body for activities such as skiing, swimming and canoeing. In other areas, competency may be recognized by virtue of experience and demonstrated expertise in the activity;
 - the teacher-leader is responsible for being familiar with and conducting a safety assessment of the site of the proposed field trip;
 - the teacher-leader is responsible to ensure that training, preparation, orientation and expectations are provided to all student participants and supervisors;
 - supervision must include individuals suitably trained in first aid;
 - first aid certification appropriate to the nature of the trip is required and an appropriately equipped first aid kit must be accessible;
 - when necessary, field trips involving students of both genders shall have supervisors of both genders;

- contingency plans must be in place in the event of cancellation, adverse weather and road conditions or other conditions that may require a change to the original itinerary;
 - in the event written authorization is provided for the pick-up of a student at the end of or during a field trip, the teacher-leader is responsible to ensure the student is left under the direct supervision of the parent or another adult authorized by the parent; and
 - the teacher-leader is responsible for carrying:
 - ☐ list of student participants;
 - ☐ phone contact numbers;
 - ☐ Alberta Health Care numbers;
 - ☐ information regarding medical and medication needs of students (including the emergency care plan for students with severe allergies); and
 - ☐ cell phone, if available and appropriate.
2. When necessary, the principal is expected to seek advice and assistance from experts in planning field trips and in assessing risk:
- the recommendations contained in *Safety Guidelines for Physical Activity in Alberta Schools* shall be met or exceeded; and
 - consultation with the charter board's insurance broker is mandatory for any high-risk activity or unique activity and/or any field trips outside Alberta.
3. Under appropriate circumstances, special considerations may need to be made for students with identified severe allergies. Factors to consider include but are not limited to:
- ensuring an adequate number of injectors is available;
 - a vehicle should be available for emergencies at all times; or availability of emergency transport and distance to emergency medical facility;
 - emergency care plan should be reviewed with the parents and supervisors beforehand;
 - assign a buddy who will inform a supervisor if the allergic student is not feeling well;
 - student susceptible to anaphylaxis must have written authorization to eat or drink anything that has not been brought from home;
 - request a list of ingredients if foods are ordered from commercial sources;
 - avoid including student susceptible to anaphylaxis in clean-up activities; and
 - if risk factors are too great to control, the student may be unable to participate in the field trip. The parent(s) should be involved in this decision.
4. Similarly, special considerations may need to be made for students with other severe medical conditions.

RECORDS

1. The school office shall maintain a calendar of field trips in order that staff and parents may have immediate access to information.
2. The teacher-leader must notify the school office of any changes to participants, field trip departure, arrival times or locations of activities and secure the approval of the principal, when appropriate.
3. The school shall keep a record of each field trip including the following:
 - principal authorization;
 - purpose or educational goal of the field trip;
 - safety assessment;
 - parent consent;
 - information provided to parents;
 - list of participating students;
 - list of supervisors; and
 - injury and unusual incident reports.

TRANSPORTATION

1. When transportation is necessary for a field trip, the principals may:
 - Authorize the use of a charter bus; or
 - authorize the use of a public carrier (e.g. Taxi);

SAME DAY, IN-PROVINCE FIELD TRIPS

1. The principal shall consent to all same day, in-province field trips prior to making commitments to students and parents. Include all information that will be provided to parents.
2. Adequate notice must be provided to parents. In most circumstances, two (2) weeks is suggested.
3. Written parental permission must be received prior to departure.

OVERNIGHT AND OUTDOOR EDUCATION PROGRAMS

1. The principal shall ensure that parents are encouraged and given the opportunity for input and planning into the field trip. A high level of parental support for the trip should be demonstrated.
2. The superintendent shall consent to all overnight field trips and Outdoor Education programs prior to making commitments to students and parents. Include all information that will be provided to parents.

3. Adequate notice must be provided to parents. In most circumstances, three (3) months is suggested.
4. Written parental permission must be received prior to departure.
5. Participation in this category of field trip is normally limited to students in Grade 9.
6. Normally, the following minimum supervisory requirements should be followed:
 - the ratio of students to adults shall not exceed 10:1;
 - the ratio of paid staff to volunteers shall not exceed 1:2; and
 - mixed groups shall include supervisors of both genders.
7. Students must be covered by extended health coverage through their parent(s) place of employment or by Student Accident Insurance. Ask Suzanne

FUNDING

1. Field trips may be funded in part from the school's budget, funds raised in accordance with charter board or school policy, program grants or direct contributions made by individual students and/or parents.
2. The charter board does not assume any liability or responsibility for spending of a personal nature made by a student, parent or supervisor in preparation for or during a field trip.
3. In the event of a cancellation of or alteration to a field trip the following guidelines apply:
 - the charter board will not, as a general rule, reimburse participants for losses incurred;
 - if the charter board is reimbursed for some or all of the costs, it will share equitably with all participants (including itself) in proportion to the losses incurred and amounts paid; or
 - there will be no reimbursement for personal expenses.

VOLUNTEERS

1. Refer to the Business Administration Procedure (BAP115—Volunteers) in the Business Administration Procedures Manual.

PROHIBITED ACTIVITIES

1. Active student participation in the following field trip activities are prohibited:
 - activities using firearms including winter biathlon, American gladiator style events, boxing, paintball, laser tag games or war games;
 - automobile, motorcycling and bicycle motocross (BMX) (racing, drag racing, demolition derbies, motocross, off-road all-terrain vehicles and go-carting);

- extreme sports (bungee jumping, mountain scrambling and technical mountaineering, ice climbing and caving/spelunking);
 - hand gliding, paragliding, parachuting ski-diving, hot air balloon rides (tethered and untethered);
 - open water scuba diving;
 - aerial gymnastics;
 - activities involving dunk tanks;
 - rodeos, mechanical bull riding or other mechanical rodeo events, horse jumping;
 - operation and racing of motorized watercraft;
 - tobogganing, tubing, crazy carpeting, bobsledding and sledding; and
 - trampolining.
2. Other activities such as off-site activities in remote or wilderness areas, water activities, swimming, and skiing, are permitted, as long as they meet the conditions and requirements regarding the safety and security of the students, staff and volunteers, including appropriate planning to manage the risks.
 3. All field trip activities are subject to approval by the principal or superintendent.

GENERAL ADMINISTRATION PROCEDURES SECTION

AP301—ADMINISTRATIVE ORGANIZATION

BACKGROUND

The superintendent as the Chief Executive Officer of Almadina Language Charter Academy will supervise the operation of the schools and the provision of the education programs. The secretary–treasurer, principals, vice–principals and the executive secretary for Almadina Language Charter Academy Board of Directors will work in cooperation with the superintendent.

PROCEDURES

1. The superintendent and the principals will work together in the administration of Almadina Language Charter Academy. They will:
 - co-ordinate various school wide activities;
 - consider various ramifications related to new procedures raised for consideration by all stakeholders;
 - consider the adequacy and effectiveness of the school programs and ways of best meeting the needs, interests and abilities of students;
 - consider ways of meeting special problems facing the school; and
 - serve as a channel of communication to all stakeholders.

AP302—PARENT CODE OF CONDUCT

BACKGROUND

The Almadina Language Charter Academy Board of Directors recognizes that parents of children with English language needs play a formative role in the development of their child's sense of justice, equity, and the dignity and worth of all members of our school community. Parents also act as one of the most influential role-models within their child's life. It is the expectation of the Almadina Language Charter Academy community that parents and school personnel model acceptable behaviour at all times within the school setting.

It is the school's responsibility to ensure the safety of our students. There may be times when parents feel that the actions of another child have negatively impacted their child. It is appropriate to approach the class teacher or the principal to seek intervention in bringing about an equitable and peaceful solution to the situation.

Bullying is not tolerated within our school community. All interactions amongst members of our community must demonstrate the school values defined through the charter and school policies. Instances of bullying must quickly be brought to the attention of the school authority in order for justice and resolution to be achieved. In extreme situations, the police may be called.

It is appropriate in times of conflict that established procedures be followed to allow all stakeholders to be heard and for harmonious solutions to be reached.

PROCEDURES

Classroom concerns should be addressed in the following manner.

- The first level of contact is with the classroom teacher.
- If there is no satisfactory resolution, it is appropriate to involve the school administration.
- If parents remain dissatisfied with the result, the matter can be referred in writing to the superintendent.

As the Almadina Language Charter Academy community we will honor the spirit of our charter. We trust there is no situation which cannot be resolved if we participate with a listening heart and a desire to provide for our students the very best educational setting in a caring, supportive environment.

AP303—EMERGENCY SCHOOL CLOSURE

BACKGROUND

The Almadina Language Charter Academy Board of directors recognizes that on occasion, it may be unwise to operate the school due to the risks involved in emergencies which arise as a result of escaping gases, or a failure of one or more systems (water, heating, etc.).

The superintendent has been given the responsibility to authorize the temporary closure of the school facility in emergency situations that may constitute a hazard to the safety of students.

PROCEDURES

1. The principal or designate, in consultation with the superintendent, will determine if an emergency exists relative to the failure of a system(s) at the school or as a result of the presence or likely presence of dangerous gases, chemicals, etc. and shall take the necessary actions to close the school and, if appropriate, to arrange for the movement of students to their homes or other safe locations.
2. It is the principal's responsibility to set up a telephone fan out plan, Synervoice to be implemented during such emergencies. Furthermore, students shall not leave the school before a safe place for the students is established and that this information is communicated to the parents or the emergency contact.
3. In cases of closure of a school during the day for emergency reasons, the principal or designate is to notify radio stations of the school closure as soon as possible so that parents will be alerted to the pending return of their children to their homes.
4. The principal or designate will assume responsibility for informing parents as to which radio stations announcements will be directed.

AP304—SCHOOL CLOSURE/INCLEMENT WEATHER

BACKGROUND

The Almadina Language Charter Board of Directors recognizes that weather conditions may constitute a hazard to the safety of the students. The Almadina Language Charter Board of Directors authorizes the superintendent in consultation with the principals to curtail or suspend school bus services and/or close the school when weather conditions are a hazard.

It is recognized that parents have the first decision as to whether or not to send their child to school on days when weather conditions are a factor.

In the event of early dismissal of bussed students, all students shall be delivered safely to their parents/guardians or satisfactorily delivered to a safe location.

PROCEDURES

1. It shall be the responsibility of the principal to advise the superintendent regarding road and driving conditions. Where possible, the principal shall solicit advice from the bus company when preparing his/her recommendation.
2. If the bus company deems road conditions as unsafe, the superintendent in consultation with the principals is given the authority to close the school.
3. At the commencement of the term, the principal shall communicate in writing the following information to the parents:
 - The current procedures related to School Closure/Inclement Weather.
 - Advise the parents that their children should be dressed appropriately in severe weather.
 - Advise the parents that they make alternate arrangements for accommodating their children in the event school is dismissed early when the parents are away.
4. In the event of an emergency closure:
 - The principal shall arrange for the school bus company to be notified immediately.
 - The principal shall initiate the spread of the information to the parents and teachers via the Synervoice information system, and via radio stations.
 - The principal shall set up an administration process for notification i.e. phone, fan out etc.

5. If schools are closed during inclement weather, the principal or designate will be assigned to check the school to ensure that no children have been left unattended.
6. If buses are sent home early but the school remains operational, the principal may allow staff members who are likely to experience major difficulty in reaching home to leave school early.
7. If a bus driver encounters impassable roads, either in the morning pickup or the afternoon return run, and is forced to turn back without completing his route, he/she shall immediately advise the bus company who in turn will advise the principals who make every effort to notify the parents of the students on the route so affected.
8. Schools will be closed to students only when temperatures reach a negative 37 degrees Celsius (with wind chill)—staff are expected to report for work at their respective school campus.

AP305—DEVELOPMENT AND REVIEW OF ADMINISTRATIVE PROCEDURES

BACKGROUND

A regular review of administrative procedures, with opportunity for input by professional and support staff, leads to effective operations within the school.

PROCEDURES

1. A review of administrative procedures will be carried out through the office of the superintendent every three years.
2. The review of administrative procedures shall solicit input from the school staff, school administrators and board office personnel, as appropriate.
3. Development or review of a specific administrative procedure may be initiated at any time by a formal request from in-school administrators and staff members (through a written request to the in-school administrators) who are personally affected by that procedure or the superintendent. The request for development or review shall detail the issues and concerns associated with the administrative procedure and, if possible in the case of review, offer suggestions for revision.
4. The superintendent shall determine an appropriate process for reviewing a specific administrative procedure when requested to ensure that fair and reasonable consideration is given to the request. It is expected that in most instances, such a review will be carried out by the superintendent.
5. Any decisions arising from a review of administrative procedures will be communicated expeditiously to all affected stakeholders.

AP306 – Employee Code of Conduct

BACKGROUND

The purpose of this Administrative Procedure is to provide guidelines for the conduct of Almadina Language Charter Academy employees. All employees are responsible for knowing, understanding and complying with this Administrative Procedure. Failure to comply could result in disciplinary action up to and including termination of employment.

The following principles apply:

- ✓ ALCA maintains high standards for the conduct of its employees.
- ✓ Employees are expected to exercise common sense, good judgement and discretion.
- ✓ Employees are expected to conduct themselves honestly and with integrity.
- ✓ ALCA's Collegial Committee guides our work together.
- ✓ Employee conduct should reflect ALCA values.

DEFINITIONS:

Bullying: means aggressive and repeated behavior by an individual where the behavior is intended to cause harm, fear or distress to another individual including physical, emotional, or social harm, harm to the individual's reputation or harm to the individual's property, or to create a negative environment for another individual. Bullying behavior includes the use of any physical, verbal, electronic, written or other means.

Conflict of Interest: means situations in which the personal or private interests of an employee (or the employee's family or close business associates) conflict with the interests of the ALCA, or when there is a reasonable basis for the perception of such conflict.

Discrimination: means any type of behavior that includes practices or actions, intentional or otherwise that is exclusionary, denies access or differentiates adversely and is based on such aspects as: race, religious beliefs, colour, gender, sexual orientation, physical/mental disability, ancestry, place of origin, marital status, family status, source of income or age.

Harassment: means any behavior or pattern of repeated behavior that disparages, humiliates or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person.

Sexual Harassment: means any unwelcome sexual behaviour that adversely affects, or threatens to affect, directly or indirectly, a person's job security, working conditions or prospects for promotions.

General

- 1) Employees shall:
 - a) treat students, parents, community members and other ALCA employees with dignity, respect and consideration;
 - b) adhere to their respective collective agreements or terms and conditions of employment;
 - c) report to work fit to conduct their duties;
 - d) adhere to the policies, practices, and regulations of ALCA; and
 - e) conduct their employment responsibilities in a respectful, honest and diligent manner.
- 2) Employees shall not:
 - a) engage in discriminatory behavior;
 - b) engage in behavior that constitutes harassment or sexual harassment;
 - c) engage in bullying behavior;
 - d) engage in activities that are deemed to be in a conflict of interest;
 - e) engage in behaviour that may compromise ALCA's image or reputation including activities that may disparage, defame, or embarrass the organization;
 - f) expose or subject any student to sexual contact, activity,

Conflict of Interest

- g) engage in a relationship with a staff member, parent or community member that disrupts the school community or workplace;
 - h) be under the influence of, or provide others with alcohol, cannabis, cannabis-infused products or illegal drugs while on work premises or performing work related duties, except when following a ALCA authorized medical accommodation;
 - i) engage in retaliatory behavior against anyone who uses the policies and procedures of ALCA.
- 3) Employees of the ALCA shall be deemed to be in conflict of interest if they:
- a) are party to a subsisting contract with the ALCA other than a contract of employment under which money of the ALCA is payable or may become payable;
 - b) have a shareholding interest in any private corporation (other than a corporation whose shares are publicly traded) which has a subsisting contract with the ALCA under which money of the ALCA is payable or may become payable;
 - c) use information gained through their positions as employees of the ALCA to gain benefit either directly or indirectly;
 - d) are in a familial, cohabitation or intimate relationship at the same time there is a direct supervisory relationship;
 - e) disclose information gained through their positions as employees of the ALCA for the benefit of themselves or others;
 - f) are party to a contract with the ALCA for the lease or purchase of real estate property or holdings:or
 - g) engage in private endeavours, outside of official ALCA duties, that provide the appearance of an opportunity for wrongdoing or unethical conduct, which include, but are not limited to;
 - i. paid or unpaid activities beyond official duty,
 - ii. activities associated with a financial interest,
 - iii. relationships with third parties who may be associated with the ALCA through employment or business.
- 4) Employees shall not;
- a) use information or materials belonging to the ALCA to gain financial benefit either directly or indirectly;

- b) enter into a contract with the ALCA , either personally or through a third party; or
 - c) use their employment to gain personal advantage beyond the benefits provided by their employment contract.
- Criminal conduct**
- 5) Employees must immediately notify the Superintendent if they are charged with a criminal offence.
 - 6) Employees charged with an offence under the Criminal Code of Canada may be suspended from their employment.
 - 7) An individual’s employment with ALCA may be terminated as a result of a criminal conviction.
- Gifts and payment**
- 8) ALCA employees shall not accept or provide a gift, payment, favour or service from or to any individual or organization in the course of performance of their assigned duties if that gift, payment, favour or service:
 - a) is other than a normal exchange of hospitality between people doing business; or
 - b) affects the fair and unbiased reception or the evaluation of the materials or services offered for use by the ALCA; or
 - c) may create the appearance of undue influence.
- Use of ALCA Property**
- 9) Principals or managers may authorize the use of ALCA equipment by an ALCA employee off ALCA premises provided the required documentation is completed, tracked and retained by the direct supervisor.
 - 10) ALCA property, including vehicles, equipment and material shall not be used for personal benefit, gain or non-ALCA use without supervisor approval and documentation.
 - 11) Employees are responsible for exercising all reasonable care to prevent abuse to, excessive wear, loss or damage to ALCA-owned equipment or material entrusted to their care.
- Outside Employment**
- 12) Employees may take supplementary employment, including self-employment, unless such employment:
 - a) constitutes a conflict of interest under section 3 of this regulation;
 - b) is performed in such a way as to appear to be an official act or to represent an opinion of the ALCA; or
 - c) interferes with, influences or affects the performance of duties for the ALCA

Approval	October 31, 2018
Next Review	June 15, 2020
Revision/Review Dates	