ANDREW

RURAL ACADEMY

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General Administration

Administrative Procedure #100 Three Year Plan

Purpose

The Charter Board is committed to ensuring that we have created a strong, sustainable, and results-oriented education plan. This will ensure that all students have equitable opportunities to acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring, and contributing citizens. Planning ensures resources for education are used in the best possible ways to meet the educational needs of Alberta's young people.

The Charter Board 's plan outlines priorities for student learning in the School, guides budget development, and forms the basis for reporting on progress and achievement. The Charter Board is required by Alberta Education to prepare an education plan that aligns with the Alberta Education's Three-Year Business Plan and focuses on student learning over a three-year period. Plans are updated annually so that, as one year is completed and another is added, the Plan continues in a three-year time frame.

Procedures

1. Planning Guidelines
    - 1.1. The vision, mission, values, and beliefs in the School will provide overall direction for system planning. The actions and endeavours of the Charter Board and the School must be guided by sound planning processes.
    - 1.2. The planning process will recognize local priorities identified during the planning process.
2. Three Year Education Plan
    - 2.1. The Three-Year Education Plan will be developed following Alberta Education's "Developing your Education Plan" document, and will align with Alberta Education's Three-Year Business Plan and must include the following elements: an accountability statement, all provincial goals, related outcomes, performance measures, targets and strategies, a budget summary, a summary of facility and capital plans, a description of how parents were involved, and the communication plan. The Three-Year Education Plan may include contextual information and locally developed goals, outcomes and strategies.
    - 2.2. The Three-Year Education Plan will comprise the elements required by the province and other local entities.
    - 2.3. The Three-Year Education Plan will be updated annually with provision for input into the revision process from the School Council, parents, staff,students, and community stakeholders.

2.4. The Three-Year Education Plan will be submitted by the Superintendent to the Board with the recommendation for approval.

2.5. The Three-Year Education Plan will be posted on the school website by May 31.

2.6. Progress reports including areas of success and areas for improvement on the education plan may be presented by the Superintendent to the Board as data becomes available.

Adopted: January 12, 2026

Legal References: Education Act

` Guide to Education ECS to Grade 12

General Administration

Administrative Procedure #101 Annual Education Results Report

Purpose

Accountability is the obligation to be answerable for the performance and results of one's assigned responsibilities. The Charter Board recognizes its responsibility to keep stakeholders informed about accomplishments and work toward goals.

The Charter Board will keep its school community and the public informed of the overall results achieved in the School through publishing and distributing an Annual Education Results Report.

Procedures

1. The Superintendent will develop an Annual Education Results Report in accordance with Alberta Education requirements. The Superintendent will submit a draft document to the Charter Board by October 31 and a final document by November 30 for approval. The Charter Board will submit the Report to the Minister by November 30 of each year.
2. The Annual Education Results Report (AERR) reports on the school's Three-Year Education Plan and includes the following components: an accountability statement; the Accountability Pillar Overall Summary; performance measure results; a summary of financial results; a summary of capital and facilities projects; how parents were involved; and the communication plan.
3. The Annual Education Results Report will contain the results on mandatory and optional measures gathered through the year from such activities as ongoing reviews, evaluations, surveys, planning sessions and workshops.
4. The format for reporting optional measures and additional information in the Annual Education Results Report will be determined by the Superintendent.
5. The Annual Education Results Report will be posted on the School website by November 30 of each year.
6. The Charter Board shall use the Annual Education Results Report for information in the planning and policy making cycle and make adjustments to its goals as necessary. 6.1 Results must be used to create improvement actions.
   6.2 Any evaluative approach must be open and easily understandable. 6.3 Any evaluative process is to include the ability to disaggregate results to identify high and low performing groups/sites/factors.
   6.4 Any long-term evaluative processes are to be stable over time.
   6.5 Results will not be used to rank schools, staff or programs.

Adopted: January 12, 2026
Legal Reference: Section 18, 25, 26, 33, 51, 52, 53, 55, 66, 67, 222
Education Act Section 16, Government Accountability Act
Section 7, Education Grants Regulation
Section 13, School Council Regulation
Guide to Education ECS to Grade 12

General Administration

Administrative Procedure #102 – Board Policy and Administrative Procedure

Purpose

The Superintendent has been given the responsibility for implementing policy and procedures, which includes maintaining the Charter Board Policy Handbook and the Administrative Procedures Manual and their dissemination to the appropriate groups and individuals.

The Superintendent has also been given responsibility for implementation and review of the Administrative Procedures Manual. Regular review of administrative procedures, with opportunities for input from appropriate stakeholders, leads to effective operations with the School.

Procedures

1. The Superintendent will ensure that the Charter Board Policy Handbook and the Administrative Procedures Manual will be available on the School website so that all Directors, staff members, students, parents and the general public have ready access to all Charter Board Policies and Administrative Procedures.
2. It shall be the responsibility of the Principal to convey to and interpret policy and administrative procedures to staff.
3. A review of all administrative procedures shall be conducted through the Office of the Superintendent.
4. This review will provide opportunities for input from stakeholders as appropriate.
5. Reviews shall ensure that each Administrative Procedure meets the following criteria:
    a. Each procedure is the responsibility of administration as delegated by the Charter Board or as defined by legislation;
    b. Each procedure is consistent with Charter Board Policy;
    c. Each procedure is consistent with other administrative procedures;
    d. Each procedure is consistent with the School's strategic direction as outlined in the Three-Year Education Plan; and
    e. Each procedure ensures clear and consistent direction for the School.
6. Development or review of a specific Administrative Procedure may be initiated by any stakeholder at any time through a formal request to the Superintendent.
7. The request will be expected to detail the issues and concerns associated with the Administrative Procedure and if possible, offer suggestions for revision.
8. All newly developed administrative procedures and changes based on reviews of

current administrative procedures shall be communicated expeditiously to all stakeholders.

9. Upon receiving a formal request for review, the Superintendent will determine the appropriate process for developing and reviewing the specific Administrative Procedure to ensure that reasonable consideration is given to the request.

Adopted: January 12, 2026

Legal References: Education Act

General Administration

Administrative Procedure #103 Emergency Preparedness

Purpose

This procedure is to ensure that the school is fully prepared to prevent, respond to, and recover from emergencies by establishing clear plans, roles, and practices that protect the safety and well-being of students, staff, and the school community.

Statement

It is imperative that all staff be prepared to respond to an emergency situation, irrespective of cause.

Procedures

1. The Principal is responsible for using the Crisis Management Plan template in developing a site-specific crisis management plan. The crisis management plan describes what to do in detail when dealing with emergency situations.

2. Types of Emergencies

    2.1 Fire/explosion
    2.2 Bomb threat
    2.3 Gas leak
    2.4 Severe weather
    2.5 Chemical release
    2.6 Building structural integrity compromised
    2.7 Utility disruption
    2.8 Intruder
    2.9 Weapons
    2.10 Violence
    2.11 Abduction
    2.12 Civil disturbances
    2.13 Suspicious activities

3. School Crisis Management Plan

    3.1 The plan must be reviewed annually at the start of the school year.

    3.2 Each school Crisis Management Plan must be customized to include the site floor plan, identifying the muster points, locations of fire response equipment, exit plans,

locations of exits, and emergency response equipment; which includes the fire extinguishers, fire pull stations, and first aid equipment.

4. Outline of Responsibilities

4.1 The School will establish procedures to respond to potential emergencies. The Principal is responsible for the development of emergency response plans.

4.2 Working within the Alberta Fire Code, the School will establish guidelines for the school to ensure compliance.

4.3 The Principal is responsible for ensuring the school has an updated emergency response plan and that the plan is communicated to all staff and students.

4.4 The Principal will ensure there are adequate numbers of first aid attendants at the school.

4.5 The Principal will ensure there are adequate first aid supplies and emergency response equipment and that the stock is readily available and current.

4.6 The Principal will communicate the crisis plan with the parent community

4.7 During any emergency, the Principal is responsible for deciding how to deal with the situation.

5. Drills and Training

5.1 The Principal is responsible for ensuring 6 fire drills are completed annually with 3 being held in the fall and 3 held in the spring.

5.2 The Principal is responsible for ensuring 3 lockdown drills are completed annually.

6. Off-site Evacuation

6.1 The Principal is responsible for arranging for an off-site evacuation location if the school population is unable to return to the school following an evacuation.

7. Communication

7.1 The Principal is responsible for communicating with the Superintendent and local emergency services at the onset of an emergency.

7.2 The Principal or designate is the site lead in the event of an emergency.

7.3 The Superintendent shall be consulted as soon as possible and shall be kept informed of the situation.

7.4 One person shall be designated media spokesperson.

8. Emergency Response Kit

8.1 Each Principal is required to maintain an emergency response kit containing the following contents:

8.1.1 Emergency contact names and phone numbers for School staff

8.1.2 Emergency contact list for staff and students

8.1.3 Emergency communication plan

8.1.4 Crisis management plan

8.1.5 A copy of this Administrative Procedure 103 Emergency Preparedness

8.1.6 Loud speaker

8.1.7 First aid supplies

9. Reunification

9.1 The Principal is responsible for ensuring parents are aware of the family reunification process.

9.2 All staff must clearly understand their roles in the reunification process.

Adopted: April 13, 2026
Reference: Education Act, Sections 11, 33, 51, 52, 53, 54, 196, 197, 222
Disaster Services Act
Emergency Medical Aid Act
Freedom of Information and Protection of Privacy Act
Fire Prevention Act
Occupational Health and Safety Act
Occupational Health and Safety Regulation
Alberta Fire Code
Occupational Health and Safety Code

FIRE

Statement

The School is committed to providing a safe environment for its staff, students, and visitors. This Administrative Procedure was created in compliance with the Alberta Fire Code. As outlined in the Crisis Management plan, all staff, visitors, and contractors are required to be aware of Fire Evacuation procedures. It is also essential that every precaution be undertaken to prevent fires from occurring.

Procedures

1. In the event of a fire:

    1.1 Activate the closest pull station and call 911.
    1.2 Close doors and windows (Do NOT Lock).
    1.3 Evacuate to Muster Point
    1.4 When necessary, administration will direct everyone to Muster point 2 or possibly Muster Point 3 (located off-site).
    1.5 Do not use the elevator under any circumstances.
    1.6 Stay clear of the building (35 meters) to allow entry by emergency personnel.
    1.7 Do not re-enter the building until declared safe by emergency personnel.

2. Staff are to attempt to put out the fire only if he/she believes that it is reasonable to try and it can be done safely. ONLY use a portable fire extinguisher when:

    2.1 The fire is confined to a small and manageable area
    2.2 The fire is not growing
    2.3 Everyone has exited the building
    2.4 The fire department has been called
    2.5 The room is not excessively hot or filled with smoke
    2.6 Do not allow the fire, heat, or smoke to come between you and your evacuation path, stand at least 6-8 feet away from the fire whilst discharging the extinguisher.

If you have the slightest doubt about your ability to fight a fire…. DON'T!

Remember the acronym **PASS**:

P – Pull the pin that unlocks the operating handle

A – Aim the extinguisher low at the base of the fire

S – Squeeze the lever on the extinguisher to discharge the agent

S – Sweep the nozzle or hose from side to side, and continue to sweep the extinguisher back and forth at the base of the flames until the fire is out or the extinguisher is empty

If your suppression efforts are unsuccessful…

Quickly leave the room, and close the door behind you to confine the fire.

3. Responsibilities

3.3 Principal/Assistant Principal

3.3.1 Abide by Crisis Management Plan
3.3.2 Ensure all personnel are familiar with fire regulations and procedures
3.3.3 Conduct a fire drill at least three times in each of the fall and spring school terms and as often thereafter as deemed necessary.
3.3.4 Maintain and make available to the fire department a written record of all fire drills held in accordance, showing the date of the drill, the evacuation time and comments and recommendations.
3.3.5 Designate staff members/Fire Wardens to ensure that in the event of fire all students, staff members and guests have evacuated the building.
3.3.6 Ensure hallways and corridors are kept clear for egress.
3.3.7 Designate staff members to ensure that all fire doors are closed upon evacuation.
3.3.8 Ensure Fire Department/911 has been contacted
3.3.9 Alert school/facility with a clear notice of evacuation by making a public-address system announcement or by personal communication throughout school/site (in the event of a power outage).
3.3.10 One administrator meets first responders at the front of the school while other administrator(s) work with Field Supervisor.
3.3.11 Communicate with Field Supervisor that all students are accounted for.
3.3.12 Conduct a search (where possible) for unaccounted students.
3.3.13 In case of fire, notify the Superintendent at the earliest possible opportunity.

3.4 Fire Wardens

3.4.1 Must complete a visual sweep/inspection of their designated area to ensure the area is 100% vacant.
3.4.2 Names of fire wardens must be posted on the Fire Warden sign.

3.5 Teachers/Support Staff

3.5.1 Abide by Crisis Management Plan procedure.
3.5.2 Be familiar with proper exits to be used while working in different rooms.
3.5.3 Be aware of fire extinguisher and pull station locations.
3.5.4 Be aware of muster point locations.
3.5.5 Have students turn off cell phones.
3.5.6 Ensure that lights are left on and instructional area doors are closed.
3.5.7 Ensure that students exit in an orderly manner in accordance with the posted emergency routes.
3.5.8 Ensure students understanding of specific muster points for various classrooms.
3.5.9 Ensure that no students remain in the areas of the school/site for which they are responsible.
3.5.10 Ensure that students remain clear of the school/facility to a distance of at least 35 meters
3.5.11 Ensure students are accounted for through class attendance list
3.5.12 Ensure that a student runner reports any missing students to Field Supervisor.
3.5.13 Ensure that Field Supervisor is made aware of any missing students.

3.6 Custodians

3.6.1 Keep all exit doors free of snow/ice/blockage.
3.6.2 Test emergency lighting monthly.
3.6.3 Replace any items as required. Ex: Broken glass from accessing fire extinguisher, exit door lightbulbs
3.6.4 Inspect fire extinguishers monthly.
3.6.5 Check panic devices on exit doors frequently and ensure they are in working order.
3.6.6 Ensure all doors in corridors leading to exits are unlocked.
3.6.7 Report immediately to Principal in case of emergency.
3.6.8 Proceed to fire panel and locate activated area.
3.6.9 Go to area to assess situation.
3.6.10 Evacuate the building, and, if possible, inform responding firefighters of the fire location and your suppression efforts.
3.6.11 Ensure that no students remain in those areas of the school/facility for which the custodian has evacuation responsibility.
3.6.12 Ensure, upon arrival of Emergency Response Services, availability to open any necessary doors and give assistance related to the building and equipment.

3.6.13 Give guidance/floor plan information to Emergency Response Services and identify any potential hazard that may hamper rescue effort (e.g., electrical transformers, boiler rooms, gas shut off valves, water mains, Dangerous Chemicals list, etc.).

3.7 Field Supervisor (Administrative Assistant)

3.7.1 Take student attendance list, sign-in binder for visitors and guests, and emergency evacuation kit to Muster point.
3.7.2 Receive all information from student runners, alert Principal when there are any missing students.3.8 Visitors/Contractors
3.8.1 Follow procedure outlined on visitor guideline
3.8.2 Evacuate the building
3.8.3 Proceed to muster point
3.8.4 Await Direction from Principal

3.9 Students

3.9.1 Know locations of exit doors. Maps outlining evacuation routes will be located by each door.
3.9.2 Upon hearing the fire alarm, students will leave the school/site in a quiet, orderly manner.
3.9.3 Students first to arrive at the outside doors are to open the doors and hold them open until last evacuee is out and then rejoin their own class.
3.9.4 In the event, they are not in their classroom when the alarm sounds, students will evacuate with the nearest group and then join their classes at muster point.

4. Students will not return to the school/site for any reason unless the public-address system / bell signals that it is safe (two short rings), or they are asked by the Principal to return.

5. Fire Prevention Strategies

5.1 Keep fire exit routes unblocked and fire exit doors unlocked.
5.2 Use only authorized equipment, including proper extension cords.
5.3 Never overload electrical outlets. Do not daisy-chain extension cords.
5.4 Do not accumulate combustible materials which are not in use.
5.5 Store all materials safely. All flammable materials are to be properly stored in flammable cabinets.
5.6 Boiler rooms/mechanical rooms are to be free of all combustible materials.
5.7 Use only decorative materials and stage curtain that have been properly treated with flame retardant chemicals.
5.8 Confine combustible materials, such as student artwork and teacher material, attached to classroom walls to a maximum of 20% of the area on any wall.

5.9 There are to be no materials hanging from ceilings.
5.10 Paper lamps are not permitted.
5.11 Confine combustible materials in public corridors to a maximum of 10% of the area of any wall. In public corridors, each 8-foot length of tack board must have a firebreak of 8 foot before the next tack board can be installed. This firebreak must be free of all combustible materials. The tack board on either side of a corridor must face each other thereby insuring that the firebreak is consistent on both sides of the corridor. Nothing shall be hung from the ceiling in corridors or in doorways.
5.12 Emergency exit maps posted close to each door
5.13 Student with special needs are to have an assigned person to assist with evacuation

6. Inspection of Schools

6.1.1 The Fire Department will maintain regular inspection of all school equipment and buildings. The Fire Department inspectors will submit reports to the school and it shall be the responsibility of the Principal with assistance from Health and Safety personnel and Facility Services personnel to ensure that proper steps are taken to eliminate any fire hazards noted in these reports.
6.1.2 The Principal has the responsibility to inspect the school for possible fire hazards on a regular basis and, if possible, to correct them at once, or to report these immediately by phone and in writing to the Occupational Health and Safety Advisor.

7. Fire Extinguishers

7.1 The provision and location of the required number and type of fire extinguishers necessary in each school shall be the responsibility of the Manager, Facility Services.
7.2 All members of the teaching, custodial and office staff in the school must know the locations and operation of the fire extinguishers and alarms. Training will be required to properly use fire extinguishers. Principals are to contact the Occupational Health and Safety Advisor for training methods/requirements.

Adopted: April 13, 2026

Reference: Education Act, Sections 11, 33, 51, 52, 53, 54, 196, 197, 222
Disaster Services Act
Emergency Medical Aid Act
Freedom of Information and Protection of Privacy Act
Fire Prevention Act

Occupational Health and Safety Act
Occupational Health and Safety Regulation
Alberta Fire Code
Occupational Health and Safety Code

General Administration

Administrative Procedure #104 Flag Protocol

Purpose

The procedure ensures that flags at Andrew Rural Academy are displayed, maintained, and lowered to half-mast in a respectful, consistent manner that follows provincial protocol and school-level direction.

General Statement

The school principal is responsible to ensure that the Canadian flag and the Alberta flag are displayed at the school.

Specific Procedures

1. If the school has just a single flagpole, then the Canadian flag shall be flown alone on the pole. In such a circumstance, that Alberta flag is to be placed and displayed elsewhere in the school premises.
2. Flags shall be treated with dignity and respect.
    a. Flags on display will be in good, clean condition.
    b. When a flag becomes tattered, torn, or faded to the extent that it is no longer suitable for use, it shall be destroyed in a dignified way.
3. In keeping with provincial protocol, the flag shall be flown at half-mast in response to the following occasions:
    c. In response to the death of:
        i. The sovereign or member of the immediate family of the sovereign.
        ii. The current or a former governor-general of Canada.
        iii. The current or a former prime minister of Canada.
        iv. A federal cabinet minister.
        v. The lieutenant-governor or former lieutenant-governor of Alberta.
        vi. The premier, or former premier, or cabinet minister of Alberta.
    d. At the direction of the premier.
    e. At the direction or with approval of the superintendent, in response to:
        i. The death of a person associated with the school.
        ii. The death of a prominent local citizen.
        iii. A tragic event.
4. Unless specified otherwise by the appropriate authority or protocol, the period of half-masting will be from the time of notification of the death until sunset on the day of the funeral.

Adopted: January 12, 2026

General Administration

Administrative Procedure #105 Outdoor Activities During Inclement Weather

Purpose

The purpose of this procedure is to ensure that decisions about outdoor activities during inclement weather prioritize the health, safety, and well-being of students by establishing clear, consistent guidelines for temperature, wind chill, air quality, and other adverse conditions, along with school-based procedures that support safe supervision and communication.

Statement

The health and safety of students is a paramount consideration in the organization of outdoor activities.

Procedures

1. Decisions regarding outdoor activities are to take into consideration inclement weather that may result from the following conditions or combination of conditions:

1.1 Continuous rain,
1.2 Extreme wind,
1.3 Extreme cold and/or
1.4 Air quality.
2. The guideline is that students do not go outside if the temperature is -25° C or colder, or if the temperature and wind chill factor together are -25° C or colder.

3. Air quality is to be monitored similar to extreme cold temperatures. The suggested guideline is that students do not go outside when air quality reaches an index of 7 or more. Principals are to carefully monitor the air quality in their area when the index reaches levels of 4-6 which indicate a moderate risk.

4. Each principal is to have procedures in place to be used during inclement weather.

4.1 The Weather Network shall be the source of weather information upon which decisions on inclement weather are based.

4.2 Environment Canada's Air Quality Health Index is available at https://weather.gc.ca/airquality/pages/abaq-001_e.html .

4.3 Devise a signal for informing students who arrive at school prior to the entry bell as to whether or not they may enter the school. For example, use of red, yellow, green signs.

4.4 Communicate to parents and students the exact times in the morning that school entry doors are unlocked. A suggested reasonable time is twenty minutes prior to the entry bell time.

4.5 Communicate to students that they are to re-enter the school at the end of the day if they miss their bus, a sibling forgets to meet the student, etc.

4.6 Consider the time variance between recess and noon hour i.e. 10 minutes outdoors at recess and up to 30 minutes at noon hour.

4.7 Develop a procedure for dealing with parental requests for students to remain inside for recess.

4.8 The school's inclement weather procedures are to be included in the fall newsletters. Mention could be made of the importance of recess in terms of it being a vital time for socialization, exercise, the opportunity to eat a snack/drink a beverage, the refreshing effect, and so on. Families are to be reminded that recesses will be indoors only during extreme weather conditions, so students are to come to school dressed appropriately for outdoors.

Adopted: April 13, 2026

Reference: Education Act, Sections 11, 33, 51, 52, 53, 54, 60, 196, 197, 222
Employment Standards Act
Occupational Health and Safety Act

General Administration

Administrative Procedure #106 Student Records

Statement

Andrew Rural Academy has the responsibility for maintaining appropriate records necessary for the education of students, for program placement and historical claims.
The Principal shall be responsible for ensuring that staff members follow the provisions of the Education Act, Alberta Education Regulation 97/2019 and this administrative procedure for student records held in the school.

A student record shall consist of all information that affects the decisions made about the education of the student that is collected or maintained by Andrew Rural Academy, regardless of the manner in which it is maintained or stored. Such records shall be in accordance with current regulations of Alberta Education.

Procedures

1. The Principal shall:
   1.1.1. Ensure that the Student Record for each student enrolled in the school is either created or obtained if a Student Record exists.
   1.1.2. Ensure that Student Records are secure and shall ensure that the contents of a Student Record are updated annually.

2. Information about students shall be located in digital form in the school in the Student Record and electronically in databases accessible to the school.

3. Information on student records is to be treated as confidential by staff members. Student records shall be stored in such a manner that this confidentiality is maintained. Information on student records may be released to certified professionals who have a bona fide interest in furthering the education of the student. Parental approval is to be obtained in advance, wherever possible. All information in the Student Record may be disclosed only in accordance with the Education Act, the Student Record Regulation, and the Freedom of Information and Protection of Privacy Act.

4. Student records containing the information referred to in section (2) of the Alberta Education Regulation 97/2019, shall be created and updated within PASI and all procedures for maintaining records and providing access to records must be maintained. Following a student's transfer, any hard copy or digital records should be disposed of in a manner that maintains the confidential nature of the information.

5. When a parent has reviewed the student record, and finds information to be invalid or record keeping procedures unsatisfactory, he/she may appeal to the Superintendent and/or Board. If no satisfaction is received, a further appeal may be made to the Minister of Education.

Student Record Contents

A Student Record shall contain all information affecting the decisions made about the education of a student regardless of the manner in which it is maintained or stored including:

1. Student's name as registered under the *Vital Statistics Act* or, if the student was born in a jurisdiction outside Alberta, the student's name as registered in that jurisdiction, and any other surnames by which the student is known. A copy of the information used to verify the student's legal identity shall be placed in the Student Record. A school may accept a copy of the student's birth certificate, if the student was born in Canada, or another official document acceptable to the board, if the student was born outside Canada.

2. Student identification number assigned to the student by the Minister of Education,

3. Name of the student's parent, addresses and telephone numbers of the student's parent, and copy of any separation agreement or court order defining access to a student and the student's information,

4. Birth date and sex, of the student, including a copy of the citizenship papers of the student and, if the student is not a Canadian citizen, the type of visa or other document pursuant to which the student is lawfully admitted to Canada for permanent or temporary residence, and the expiry date of that visa or other document,

5. Names of all schools attended by the student in Alberta and the dates of enrolment, if known,

6. Annual summary or a summary at the end of each semester of the student's achievement or progress in the courses and programs in which the student is enrolled,

7. Results obtained by the student on any diagnostic test, achievement test conducted by or on behalf of the Province, and standardized test under any testing program administered by the board to all or a large portion of the students or to a specific grade level of students.

8. Annual summary of the student's school attendance,

9. Information about any suspension of more than one day or expulsion relating to the student or the student's rights pursuant to the *Education Act*, which must be retained on the Student Record for a minimum period of one year following the date of the suspension or expulsion, and a maximum period of three years following the date of the suspension or expulsion after which the information must be removed from the student's record.

10. If the parent of the student is eligible to have the student taught in the French language pursuant to Section 23 of the *Canadian Charter of Rights and Freedoms*, a notation to indicate that and a notation to indicate whether the parent wishes to exercise that right.
11. If an individualized program plan is specifically devised for a student, the current plan and any amendments to the plan must be placed on the Student Record of that student in addition to summaries of all the previous school years' individualized program plans.

Adopted: January 12, 2026
References:

Education Act (Section 56)
Alberta Education Regulation 97 / 2019

Administrative Procedure #107 School Councils

Purpose

The School recognizes the rights of parents to be involved in their children's education and for parents, community members and school staff to be involved in key decisions about the education of students. In each school in the School, parents and the school community are to be provided with the opportunity to establish and maintain a school council. School councils have a role in advising and consulting with the Principal on any matter relating to the school.

Definition

A school council is a collective association of parents, teachers, principals, staff, students (where appropriate), and community representatives who seek to work together to promote the well-being and effectiveness of the entire school community and thereby to enhance student learning. A school council provides a means to facilitate cooperation among all the concerned participants in the local school.

Procedures

1.Governing Law

1.1. All school council activities are governed by and subject to the provisions of the *School Councils Regulation*, Alta. Reg. 94/2019 (hereinafter the "*Regulation*"), and the *Education Act*, S.A. 2012, c. E.0.3, as amended. The *Regulation* governs the establishment of a school council or advisory committee in circumstances where one is not already in existence, membership of the school council and executive, responsibilities, operations and duties. School council executives must at all times be familiar with the Regulation and other applicable legislation.

2.Membership

2.1. In circumstances where no school council has been established and one is required to be in existence, the school shall provide for the establishment of a school council in accordance with the *Regulation.*

2.2. The majority of members of a school council must be either parents of students enrolled in the school or parents of children enrolled in an Early Childhood Services program at the school. A school council must include the following members:

2.2.1. The Principal of the school;

2.2.2. At least one person who is a teacher at the school, and who is elected or appointed by the teachers of the school; and,

2.2.3. If the school includes a senior high school program, at least one person who is a student enrolled in the high school, elected or appointed by the students enrolled in the high school.

2.3. It is also expected that there be an opportunity for representation in the membership from the broader community, and the school council must establish a process allowing for the appointment of these persons as members of the school council.

3.Focus and Role

3.1. The central focus of the school council must be the desire to create a strong learning environment for all students enrolled in the school. The school council itself must welcome and accommodate diversity in its membership, and strive to embody the School's core values of dignity and respect, honesty, loyalty, fairness, and personal and communal growth in all its actions, endeavors and goals.

3.2. The school council may advise the Principal and the Board respecting any matter relating to the school. Areas that a school council will typically address are school planning, budgeting, communications, community relations, programming, the school plan for continuous growth and the three-year strategic education plan. In the event that a school council conducts fundraising activities and maintains a bank account, the Principal of the school shall not be a signing authority on any bank accounts maintained by the school council. Further guidance on school community fundraising activities can be found in Administrative Procedure 506 School Community Fundraising Activities.

4.Council Governance

4.1. Once established, the school council must make bylaws respecting the conduct of its business and affairs including but not limited to:

4.1.1. The number, location, and calling of regular, special and organizational meetings;

4.1.2. The election or appointment of members of the school council and the executive;

4.1.3. Prescribing the offices of the executive, the roles of the offices and the process by which a member is nominated and elected to office; and,

4.1.4. Respecting the number of members required to be present at a meeting in order to constitute a quorum.

4.2. Bylaws proposed pursuant to s. 17(2) of the *Regulation* do not come into force unless approved by a majority of: 4.2.1. The parents of students enrolled in the school; and,

4.2.2. The parents of children enrolled in Early Childhood Services programs at the school, who vote at a special meeting of the school council called for that purpose.

4.3. Bylaws shall continue in force from year to year unless they are amended at a special meeting of the school council called for that purpose, and approved in accordance with the voting requirements set out in s. 17(3) of the *Regulation*.

4.4. The school council must hold its first meeting of any school within twenty (20) school days following the start of that school year, unless otherwise specified in the bylaws of the school council.

4.5. The school council must provide to the Principal a copy of the minutes for each meeting of the school council. The Principal may then make them available to the Board or public on request. Once the minutes are provided to the school, they become of the property of the School. The school council shall also maintain a copy of the minutes for each meeting at the school, the custody and control of which shall be with the Chair of the school council. The school council and the school shall independently retain the minutes for each meeting for at least seven years.

5. Reporting Requirements

5.1. The school council shall annually receive reports from the Principal which shall include the following information:

5.1.1. Five years of achievement test and/or diploma examination results based on those writing in relation to local targets and provincial standards;

5.1.2. Percentage of students in grades 6 and 9 who write provincial achievement tests and /or student participation in diploma examinations;

5.1.3. A description of the school budgeting process and the school budget by no later than November 30 of any school year;

5.1.4. A copy of the three-year education plan; and,

5.1.5. A copy of the school's current plan for continuous growth.

5.2. The Chair of a school council must prepare and provide to the Board by September 30 of each year a report that:

5.2.1. Summarizes the activities of the school council in the previous school year; and,

5.2.2. Includes a financial statement relating to money handled by the school council in the previous school year, if any, and how funds were used.

5.3. The Chair of a school council may also prepare and provide to the Board advice regarding the development of the school's mission, vision, philosophy, policies, annual education plan, annual results report and budget.

6. Fundraising

6.1. School councils may fundraise, but may not engage in any activities that require a gaming license provided that:

6.1.1. Fundraising must be for predetermined purposes decided upon in consultation with the Principal. Funds must be expended as agreed to by both the school council and Principal.

6.2. A school council must not incorporate under the *Societies Act* or part 9 of the *Companies Act.* Parents wishing to incorporate as a society or non-profit corporation for the purpose of holding a gaming license may do so under the *Societies Act* or part 9 of the *Companies Act* provided that:

6.2.1. The society or non-profit company is identified at all times as a separate legal entity from the school council; and,

6.2.2. If the proposed society or non-profit company bears a direct relationship to the school community in name or in function, a copy of the proposed charter must be approved, in writing, by the Secretary Treasurer of the School.

Adopted: July 13, 2026

Reference: Education Act, Sections 32, 51, 52, 53, 54, 55, 197

Freedom of Information and Protection of Privacy Act

Personal Information Protection Act

School Councils Regulation A.R. 94/2019

School Council Ha

Administrative Procedure #108 Emergency School Closings

Purpose

Providing the health and safety of students is not compromised, every attempt shall be made to ensure the School remains in operation.

Procedures

1. The Superintendent may close the school if the health or safety of students is endangered and will advise Alberta Education accordingly.
2. The Superintendent may close the school in cases of emergency, such as a breakdown in service facilities resulting in intolerable classroom conditions.
    - 2.1. The Principal shall notify parents of the children affected.
        - 2.1.1. Procedures regarding dissemination of information by the media are to be communicated early in the school year through the school newsletter.
    - 2.2. If circumstances prohibit School transportation from operating (that is, yellow school buses), school will still normally continue in operation. Announcements regarding transportation changes shall be made through the administration.

Adopted: July 13, 2026
Reference: Education Act, Sections 11, 32, 33, 51, 52, 53, 54, 60, 196, 197, 222
Employment Standards Act
Occupational Health and Safety Act

General Administration

Administrative Procedure #109 Digital Citizenship

Purpose

As the School commits to providing anywhere/anytime learning opportunities, it is critical that School teachers and students are familiar with the responsibilities of being digitally connected citizens.

Teachers must be aware of the impacts of student participation in the digital world so that they can recognize "teachable moments" that arise as students explore and create in an online environment.

Students must become aware of the benefits and risks that are associated with digital interactions and that ultimately they themselves must be able to make responsible choices and decisions as they navigate and interact within the digital world.

Staff and students in the School are expected to become responsible digital citizens.

Definitions

Digital Citizen: a digital citizen is an individual who interacts with other individuals using digital tools and resources such as computers of varying types and the internet as a means to connect to other people and interact with them using a variety of means such as email, blogs, websites, and various social media. The digital citizen is aware of and practices proper behaviours and socially accepted conventions in these online interactions. A digital citizen is a person who has developed the skills and habits that promote positive interactions with others in the digital world.

Digital Citizenship Education: is planned instruction of staff and students on the proper use of digital resources and technologies to develop skills and behaviours that enable them to become digital citizens who interact with others online in a manner that is consistent societal norms of ethical, responsible and non-discriminatory values and behaviours. In the School this behaviour is consistent with a number of Administrative Procedures related to standards of student conduct, responsible use of technology by staff and students, among others. It is also consistent with the "Nine Elements of Digital Citizenship" (found at DigitalCitizenship.net and mediasmarts.ca). This is also known as Digital Literacy.

Procedures

1.The Principal will ensure that each school will have in place a plan for professional learning to enable the staff to provide grade appropriate instruction that will lead to the development of responsible digital citizens.
2.Teachers shall be aware of digital citizenship best practices and provide appropriate instruction for their students.
3.The Principal will ensure that each school will have in place a plan for grade appropriate instruction that will lead to the development of responsible digital citizens.
4.Students and staff shall be responsible and accountable for their online behaviour and conduct.
5.Staff and student online practices shall be consistent with the appropriate School Staff/Student Responsible Use Agreements.
6.Student use of School provided computers, software and online resources shall be consistent with the following School administrative procedures.

6.1 Administrative Procedure 317 - Student Responsibility
6.2 Administrative Procedure 301 - Student Code of Conduct
6.3 Administrative Procedure 116 - Responsible Uses of School Information Technology Resources
6.4 Student Responsible Use Agreement

Adopted: July 13, 2026
Reference: Education Act, Sections 31, 51, 52, 53, 54, 196, 197, 222
Freedom of Information and Protection of Privacy Act, Sections 40, 41
Personal Information Protection Act
Canadian Charter of Rights and Freedoms
Canadian Criminal Code
Copyright Act
ATA Code of Professional Conduct
Teaching Profession Act

Administrative Procedure #110 Dealing with Parent-School Conflict Management

Purpose

The School is committed to working cooperatively and responsibly with the parents of its students. Therefore, protocol and procedures are established to deal with parent-school conflict.

Procedures

1. The School believes: 1.1 That by initiating a process of conflict resolution, it will be better able to promote conflict resolution that is ethically sound, that responds to the needs of students, staff and parents, and that is in keeping with the core values and practices of the School;

    1.1 That when it takes a proactive approach and open stance toward conflict resolution, it is better able to facilitate increased cooperation, communication and understanding among the members of its school community;

    1.2 That conflict resolution is most successfully achieved when mutually acceptable solutions are arrived at through procedures that are designed to find what is in the best interests of the students, as well as the individual school and the School as a whole.

2. The following principles shall act as guidelines for the resolution of parent-school conflicts in the School:

    2.1 The School recognizes the freedom of all members of the school community (students, staff, parents and neighbours) to voice their concerns in an appropriate manner to the appropriate school personnel.

    2.2 The Principal has a responsibility to facilitate communication and to provide procedural direction to parents who initiate complaints or concerns in accordance with policy and procedures.

    2.3 All parties in a conflict situation must recognize and respect the protocol, and more specifically the principle of "first contact." This means that the person(s) who have the concern, have a responsibility to begin addressing the concern directly with those persons with whom they have the concern before taking their concern elsewhere.

2.4 All parties in a conflict situation shall be treated with, and have the responsibility to treat each other with fairness, dignity, and respect, according to our core values.

2.5 Attempts will be made to deal with concerns, that are brought to the attention of the Principal in an appropriate manner, in a timely fashion.

2.6 Conflict resolution protocols shall respect the provisions of the *Education Act, Code of Professional Conduct for Teachers and Teacher Leaders,* and Board policies and administrative procedures.

2.7 Alberta Education may be informed of parent complaints.

3. On the basis of the principle of "first contact" - parents must address concerns directly to teachers before raising these concerns with the school administration or School staff, when their concerns are about their child's teacher, program, and/or program support.

3.1 Likewise, if a parent has a concern about the school administration, the parent is expected to deal with that concern with the school administration first, before raising these concerns with the Superintendent.

3.2 If, in the view of the complainant, the ruling of the Principal is unacceptable, the complainant may address his/her concern(s) to the Superintendent in writing. The letter must outline the nature of the original complaint, the steps that have been taken, and in what way the decision of the Principal is unacceptable. Upon receipt of such a letter, the Superintendent will review the correspondence and may provide response to the individual bringing forward the complaint.

Adopted: July 13, 2026

Reference: Education Act, Sections 31, 32, 40, 41, 42, 43, 52, 53, 196, 197, 222

General Administration

Administrative Procedure #111 Possession, Use or Consumption of Tobacco, Cannabis and Other Inhalants

Purpose

The purpose of this procedure is to ensure a safe, healthy, and smoke-free learning environment by clearly regulating the possession, use, and consumption of tobacco, cannabis, and related inhalant products on school property and at school-sanctioned activities, while supporting compliance with provincial legislation and promoting student and staff well-being.

Statement

The School recognizes its responsibility to promote a healthy lifestyle in the form of a smokefree environment for the health and welfare of students, parents/guardians, staff, contractors and any other person who may be on School property or participates in School activities or events.

In support of this responsibility, the School acknowledges the impact of the Tobacco and Smoking Reduction Act and the Gaming and Liquor Act.

As a result, all School properties shall be smoke-free and no smoking of any product is permitted other than at school sponsored Indigenous ceremonies or activities. The School also restricts the possession, use or consumption of tobacco products of any kind or cannabis, and the possession or use of electronic cigarettes or cannabis related paraphernalia on School properties, leased properties or at School events or activities as set out below. Communicating information to employees regarding smoking cessation is recognized as a desirable practice.

Definitions

“School property” includes School owned vehicles.

Smoking means any substance that is burned, heated or vaporized and inhaled. Smoking includes the use of electronic cigarettes, otherwise known as vaping.

Procedures

1. Smoking or the consumption of tobacco products of any kind by any person is prohibited on all School property, including properties leased to or from the School except as set out in section 8.

2. Possession and/or consumption of cannabis products of any kind (i.e. fresh, dried, edible, liquid, concentrates, seeds or live plant material) or the possession of paraphernalia associated with the consumption of cannabis by any person is prohibited on School property, properties leased by the School and at any School activities or events. In the event that the possession and consumption of a cannabis product is required for the accommodation of a medical condition, a request shall be made to the Superintendent.

3. No person under the age of 18 shall possess tobacco products or electronic cigarettes on School property including properties leased to or from the School.

4. No Smoking signs shall be posted throughout all the facilities in the School.

5. Users of rented or leased space within the School are to be notified and must comply with this Administrative Procedure.

6. If a staff member fails to adhere to this Administrative Procedure, the immediate supervisor shall undertake progressive discipline.

6.1 The staff member will be informed of the Administrative Procedure and encouraged to adhere to it.

6.2 The staff member will be given verbal warnings on failure to adhere to the Administrative Procedure.

6.3 The staff member is given a written letter of reprimand with a copy to the personnel file.

6.4 If a staff member continues to fail to adhere to the Administrative Procedure, the immediate supervisor shall refer the matter to the Superintendent.

7. If a student fails to adhere to this Administrative Procedure, the Principal may take disciplinary action as deemed appropriate in the circumstances, including suspension and/or recommendation by the Principal for expulsion, depending on the gravity of the offence. In the event that the matter involves the possession or consumption of cannabis products of any kind or the possession of paraphernalia associated with the consumption of cannabis, the Principal may report the matter to police.

8. The possession or use of tobacco products is permitted for in school sponsored Indigenous ceremonies/activities, as organized by the Principal and/or teacher, for school-related purposes. If a student attends a school with Indigenous ceremony/activity related tobacco products for school-related purposes, he/she shall give same to the Principal upon arrival at school.

Adopted: April 13, 2026
Reference: Education Act, Sections 3, 11, 33, 51, 52, 53, 54, 196, 197, 222
Controlled Drugs and Substances Act
Gaming and Liquor Act
Tobacco and Smoking Reduction Act

Administrative Procedure #112 Smudging/Pipe Ceremonies

Background

The School recognizes the spiritual needs of the Indigenous community. The School recognizes that smudging and the use of herbs and tobacco are a part of the Indigenous traditional way of life and are, therefore, permitted in School schools, subject to proper safety measures.

Definition

Smudging is an Indigenous tradition which involves the burning of sage, sweetgrass and/or cedar. Smudge produces a distinct scent, but the smoke associated with it is minimal and lasts a very short time. A smudge is burned to cleanse the body, mind, spirit of any bad feelings, negative thoughts, or negative energy - cleansing both physically and spiritually.

Procedures

1. If smudging is to take place in a School building, principals/supervisors must ensure staff understand the associated protocols and importance of smudging and pipe ceremonies as part of the Indigenous traditional way of life.
2. If smudging is to take place in a School building it will be in a designated area.
3. Any areas designated as smudging areas are to be in a well-ventilated area.
4. Designated smudging areas must contain a fully charged fire extinguisher.
5. Staff responsible must be instructed on the use of fire extinguishers.
6. When smudging ceremonies are completed the materials must be fully extinguished and disposed of in an appropriate manner.
    - 6.1 Smoking or warm smudging materials need to burn out on their own.
    - 6.2 Smudge remnants and matches are to be placed in a tin can and saved.
    - 6.3 Smudge remnants are never to be placed in trash receptacle.
7. Tobacco is used in pipe ceremonies and only by a pipe carrier.

Adopted: July 14, 2026

Reference: Education Act, Sections 51, 52, 53, 54, 197, 204, 222, 225

Tobacco and Smoking Reduction Act

Smoke-free Places Act

Tobacco and Smoking Reduction Act

General Administration

Administrative Procedure #113 Controlled Substance Use and Possession of Paraphernalia Associated with Controlled Substances

Purpose

The purpose of this procedure is to ensure a safe, lawful, and supportive school environment by clearly prohibiting the use, possession, or trafficking of controlled substances and related paraphernalia, while outlining appropriate responses that protect student well-being, uphold legal obligations, and maintain the moral integrity of the school community.

Statement

The School recognizes that the illicit use of controlled drugs is a criminal offence and that all personnel in a school are expected to act as citizens who support the law.

Definition

Controlled substance use means the importation, exportation, production, sale or possession of a controlled substance and/or paraphernalia associated with a controlled substance, contrary to the Controlled Drugs and Substance Act.

Procedures

1. Students found to be trafficking in controlled drugs

1.1 A student caught trafficking in controlled drugs within a school shall be reported to police and incur immediate suspension pending a thorough investigation by school authorities.

1.2 A student charged by police of trafficking in controlled drugs shall be suspended pending an investigation for the purpose of determining the effect of the student's behaviour on the moral well-being of the school.

2. Students in possession of controlled drugs or suspected of controlled drug use or in possession of paraphernalia designed specifically for drug use

2.1 If a student is undergoing a reaction, immediate care of the student is to be taken by notification of parent and/or by taking or by sending the student to an emergency ward in a hospital if such is deemed necessary.

2.2 Where a student's abnormal behaviour indicates possible controlled drug use, the Principal has the obligation to inform the parents of this behaviour.

2.3 The Principal is to do all possible to encourage the parents to focus professional resources within the community onto the student with a view to helping resolve the program leading to the use of controlled drugs.

2.4 A student charged by police with possession shall not be allowed to return to regular classes until the Principal reviews the matter with the parents and the student. The student may be suspended if his behaviour is deemed to be detrimental to the moral well-being of the school.

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2.5 A student found in possession of controlled drugs on school property may be suspended pending investigation by school authorities.

Adopted: April 13, 2026
Reference:

Education Act, Sections 11, 31, 33, 36, 37, 51, 52, 53, 54, 197, 222 Controlled Drugs and Substance Act
Review by the Minister – Information Bulletin 3.5.1

Administrative Procedure #114 Video Surveillance of Facilities and Property

Purpose

The protection of School property and maintenance of the health, welfare and safety of the students and staff while on School property are important functions of the School. The monitoring of individuals who enter upon the school grounds or school property is a significant factor in maintaining order and discipline and in protecting students, staff, visitors and School property. The School recognizes the value of video surveillance systems and monitoring activity on school property or on school grounds, and its use in the maintenance of order and discipline within the school setting. Accordingly, the School authorizes the use of video surveillance practices, in accordance with procedures established herein.

Procedures

1. Camera Location, Operation and Control

1.1 School buildings and grounds may be equipped with video monitoring devices. The Superintendent must approve all installations of video surveillance equipment on any School property.

1.2 Video surveillance may be placed:

1.2.1 In areas where surveillance has proven to be necessary as a result of prior property damages or related security incidents;

1.2.2 In areas where upon reasonable grounds the surveillance will be deemed to be a viable deterrent;

1.2.3 In areas where student supervision is difficult.

1.3 Cameras may be positioned in areas outside of school buildings where it is necessary to protect external assets or to provide for the personal safety of individuals on school grounds or premises.

1.4 Surveillance cameras located internally shall not be directed to look through windows to areas outside the building, unless necessary to protect external assets or to ensure for the personal safety of patrons or employees. Cameras shall not be directed to look through the windows of adjacent buildings.

1.5 Cameras shall not be used to monitor areas where the public has a reasonable expectation of privacy, including change rooms and washrooms.

1.6 Only individuals authorized by the Superintendent in accordance with this Administrative Procedure, shall have access to video equipment, or be permitted to operate the controls.

1.7 The Superintendent shall be responsible to audit the use and security of surveillance cameras, including monitors and recording devices.

1.8 A School standard for video surveillance systems will be developed and reviewed annually and the installation and maintenance of video surveillance systems will be done under the direction of the Superintendent.

2. Notification

2.1 Signs shall be posted advising users of the presence of video surveillance.

2.2 Students shall be informed at the beginning of each school year and as necessary during the school year, that the School will be monitoring all activity which occurs at designated monitoring points throughout the school year, and as to the purpose for such monitoring practices.

2.3 All staff shall be made aware of the School's video surveillance procedures and practices.

3. Use of Video Recordings

3.1 A video recording of actions by students may be used by the School or administrators as evidence in any disciplinary action brought against any student arising out of the student's conduct in or about School property.

3.2 Video recordings of students, staff, contractors or others may be reviewed or audited for the purposes of determining adherence to Board policy, administrative procedures and school rules.

3.3 Video records may be monitored by authorized staff on a random and non-random basis as is deemed necessary and prudent in order to ensure for the safety and security of students, staff, visitors and School property, and adherence to school rules.

3.4 The School may use video surveillance to detect or deter criminal offences which occur in view of the cameras.

3.5 Video recordings may be released to third parties or applicants in conformance with the provisions contained in the Freedom of Information and Protection of Privacy Act, and any rules or regulations thereunder.

3.6 The School or its administrators may use video surveillance and the resulting recordings for:

3.6.1 Inquiries and proceedings relating to law enforcement;

3.6.2 Inquiries and proceedings relating to policy and procedures adherence;

3.6.3 Deterrence; and

3.6.4 Student discipline.

3.7 The School shall not use video surveillance for other purposes unless expressly authorized by or under an Act or enactment.

4. Security and Retention of Recording Devices

4.1 All recording devices not in use shall be securely stored in a locked receptacle.

4.2 All recording devices that have been used for the purpose of this Administrative Procedure shall be numbered and dated and retained according to camera site.

4.3 The individual responsible for enforcement of video monitoring practices must authorize access to all recording devices or video records.

4.4 A log shall be maintained of all episodes of access to, or use of recorded material. (Form 181-1)

4.5 Retention Issues

4.5.1 Any and all records containing personal information which has been used to make a decision that directly affects an individual shall be retained for a minimum of one (1) year. All other records shall be retained for thirty (30) days.

4.6 The individual designated responsible for administration of this Administrative Procedure shall ensure that a recording device release form (Form 181-1) is completed before disclosing recording devices to appropriate authorities or third parties. Any such disclosure shall only be made in accordance with applicable legislation.

4.7 The recording device release form (Form 181-1) is to indicate the individual or organization who took the recording device, the date of the occurrence or when and if the recording device will be returned or destroyed by the authority or individual after use.

5. Disposal and Destruction of Recordings

5.1 All recordings shall be disposed of in a secure manner. Recording devices shall be shredded, burned, degaussed or disposed of by other means deemed appropriate.

6. Video Monitors and Viewing

6.1 Only the Superintendent or individuals authorized by the Superintendent, and members of the police shall have access to video monitors while they are in

operation. In some cases a live feed of building entrances may be permitted to be monitored by office staff in order to determine who is entering and leaving the building.

6.2 Video monitors are to be in controlled access areas wherever possible.

6.3 Records are to be viewed on a need to know basis only, in such a manner as to avoid public viewing as in Administrative Procedure 180 – Freedom of Information and Protection of Privacy.

7. Disclosure

7.1 Recordings shall not be disclosed except in accordance with this Administrative Procedure. Disclosure of video records shall be on a need to know basis, in order to comply with the School's objectives, including the promotion of the safety and security of students, the protection of School property, deterrence and the prevention of criminal activities and the enforcement of school rules.

8. Access to Personal Information

8.1 An individual who is the subject of video surveillance has the right to request access to the recording in accordance with the provisions contained under the Freedom of Information and Protection of Privacy Act. Access in full or part may be refused on any one of the grounds set out within the legislation.

9. Consultation

9.1 The effectiveness of the video surveillance operations shall be reviewed on an annual basis by the Superintendent.

10. Non-application

10.1 These procedures do not apply to covert or overt surveillance cameras being used by or on behalf of the School as a case specific investigation tool for law enforcement purposes, where there is statutory authority and/or the authority of a search warrant to conduct the surveillance.

Adopted: July 13, 2026

Reference: Section 20, 45, 45.1, 60, 61, 113, 116, 117 School Act

Freedom of Information and Protection of Privacy Act

General Administration

Administrative Procedure #115 Use of Personal Mobile Devices (PMDs)

Purpose

The purpose of this procedure is to ensure that personal mobile devices are used in ways that protect student learning, safety, privacy, and well-being by establishing clear expectations for when and how such devices may be accessed during the school day, supporting an environment that minimizes distractions and maximizes meaningful engagement in learning.

Statement

Personal mobile devices (PMDs), when used properly for educational purposes create opportunities for many constructive and positive learning experiences that can aid the instructional process. However, unregulated use of such devices may pose a risk to personal safety, disrupt instruction, invade personal privacy, and may compromise academic integrity. Therefore establishing limits on the use of personal mobile devices in classrooms during Instructional Time, and social media on school networks and devices plays an important role in supporting student learning by reducing distractions, maximizing learning time, and supporting positive student mental health during the school day. This Administrative Procedure is in place to support educational priorities in the development of the whole child which includes cognitive, physical, social, and emotional growth and development. Further, regulated use of some personal communication devices in the school and community contributes to the safety and security of students and staff.

Definitions

Electronic Social Media means electronic access to and use of blogs, personal websites, RSS feeds, postings on wikis and other interactive sites such as but not limited to: Facebook, MySpace, Blogger, X, Instant Messaging, and postings on video or picture-sharing sites and elsewhere on the Internet.

Instructional Time means instructional time during a school period when students are learning in the classroom, or any time outside the classroom when teachers are guiding

students to achieve the outcomes of approved programs of study and instructional support plans.

Network means the physical infrastructure as well as all other devices (hubs, switches, routers, printers, servers, backup devices, etc.) connected to the Network which provides access to the internet.

Non-Instructional Time means any remaining time that is not included as Instructional Time. This includes the time before and after school, as well as breaks and lunch.

Personal Mobile Device (PMD) means any personal device that has the capability to connect with other devices or networks through wireless or cellular signals, such as a phone, tablet, gaming device, or smartwatch.

School Sponsored Activities means events that occur during Instructional Time within the school day that are not considered classes (ie. assemblies, celebrations, presentations, dances etc.)

Procedures

1. Personal Mobile Devices (PMDs) are not to be accessed by students during Instructional Time, or during any School Sponsored Activity, unless such use is approved by the principal.
    1.1 PMDs are to be stored in a secured locker on silent mode during Instructional Time and School Sponsored Activities. If there is no locker assigned to a student, PMDs must be powered off and stored in the student's backpack.
2. Limited use exceptions for PMDs are set out as follows:
    2.1 Limited use of PMDs must be permitted, as determined and documented by the principal, for health or medical reasons or to support special learning needs.
    2.2 Limited use of PMDs may be permitted for educational or other purposes, as determined and documented by the principal.
3. PMDs are not to be taken into test or examination settings, unless otherwise documented in a signed individualized program plan.
4. PMDs are not to be used in settings such as change rooms, washrooms, or private counseling rooms, that have the potential to violate a person's reasonable expectation of privacy.
5. Students who bring PMDs to the school are expected to comply with all parts of the Student Code of Conduct—Administrative Procedure 400. Students who consistently refuse to comply with the School's procedures for use of PMDs in the school setting will be subject to the progressive disciplinary measures detailed in the school's Student Code of Conduct, as well as the steps outlined in Administrative Procedure 404-Student Suspension and Expulsion
    5.1 Teachers, administrators and any School employee who is in a position to supervise students is authorized to confiscate PMD's from a student in the event that the student is in breach of this Administrative Procedure.

6. Staff who bring PMDs to school shall comply with Administrative Procedure 116—Responsible use of School Information Technology Resources. The Superintendent requires that all principals, clearly define the roles and responsibilities for staff, children/students, parents and other members of the school community to ensure compliance with Administrative Procedure 417 - Personal Mobile Devices (PMDs), and the school's Student Code of Conduct.
7. In the event of an emergency, such as a lock down or an evacuation, the principal will develop and inform the school community of the acceptable use of PMDs in that emergency situation.
8. PMDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user. The School assumes no responsibility for the safety, security, loss, repair or replacement of PMDs.

    8.1 PMDs which are confiscated from students by teachers, administrators or other School staff must be securely stored.

    8.2 In the event that a student's PMDs is stolen, damaged or otherwise not located after being confiscated, the School assumes no responsibility for the PMDs repair or replacement.

9. School-specific processes regarding PMDs will be shared with students at the beginning of the school year, embedded in their Student Code of Conduct and posted on the school's public website for annual review by students, staff and parents.

Adopted: April 13, 2026
Reference: Education Act, Sections 31, 51, 52, 53, 54, 196, 197, 222
Ministerial Order 014/2024

General Administration

Administrative Procedure #116 Responsible Uses of School Information Technology Resources

Purpose

The purpose of this procedure is to ensure that all use of school information technology resources supports teaching, learning, and school operations by establishing clear expectations for responsible, lawful, and secure use, protecting both the integrity of school systems and the safety of students and staff.

Statement

School information resources are provided for the express purpose of conducting the business and mission of the School. This includes enhancing and supporting teaching and learning by facilitating the exchange of information, and to further communication, education, administration, and research that is consistent with the mission of the School.

Resources are not to be used for improper purposes and all laws and existing School policies and procedures apply to conduct while using School information resources. Improper use or behavior includes, but is not limited to, the following:

• Creating, displaying, viewing, storing, disseminating or otherwise handling obscene, hateful, pornographic or otherwise illegal materials
• Using the information resources to perpetrate any form of fraud or software, film or music piracy • Using the information resources to harass others
• Publishing defamatory or knowingly false information about the School, School employees or others on any social media or online publishing site
• Circumventing School security measures
• Undertaking activities which degrade or affect the availability or accessibility of School information resources
• Deliberately introducing malicious software or code into School information resources
• Engaging in any illegal activity using School information resources

All messages, files and documents stored on School information sources, including personal messages, files and documents, are the property of the School and are subject to School review at any time. Employees are to have no expectation of privacy with respect to messages, files and documents stored on School information resources.

Procedures

1. The Student Responsible Use Agreement and the Staff Responsible Use Agreement will be reviewed annually and revised if necessary to address any technology based developments.

2. Upon commencement of employment with the School, and prior to September 30 of each school year thereafter, each employee shall sign a Staff Responsible Use Agreement that shall provide all current terms and conditions governing the use of School information technology resources. Any employee failing to sign an annual Staff Responsible Use Agreement may be restricted from accessing School information technology resources.

3. Upon registration, and every year thereafter, every parent shall read and understand the Administrative Procedures identified in the Student Responsible Use Agreement that shall provide all current terms and conditions governing the use of School information and technology resources. Any student failing to sign a Student Responsible Use Agreement may be restricted from accessing School information technology resources.

4. Any user failing to abide by the terms and conditions of this Administrative Procedure, any associated policies or procedures, or the appropriate Responsible Use Agreement may have their privilege revoked or restricted. Furthermore, staff members who fail to abide by the terms and conditions of this Administrative Procedure, any associated policies or procedures, or the Staff Responsible Use Agreement may be subject to disciplinary action, up to and including the termination of employment.

5. The terms of the Student Responsible Use Agreement or the Staff Responsible Use Agreement respectively shall govern any and all use of School information technology resources.

6. Staff members who leave the employment of the School shall be immediately terminated from access to all School information technology resources. Access to School information technology resources by students are the responsibility of the enrolling school to terminate, and student access and/or accounts shall be immediately terminated when the student is no longer enrolled or registered in the school.

7. All staff members are expected to make reasonable efforts to review School email on a regular basis as determined by their position. Email is used as one primary method of communication throughout School operations.

8. The School shall ensure that all staff have reasonable access to computer hardware.

Adopted: April 13, 2026

Reference: Education Act, Sections 11, 31, 33, 51, 52, 53, 54, 196, 197, 222
Freedom of Information and Protection of Privacy Act
Canadian Charter of Rights and Freedoms Canadian Criminal Code
Copyright Act
I.T.I.L. Standards, Alberta Education
ATA Code of Professional Conduct

Administrative Procedure #117 Cyber Security and Security of Personal and Divisional Information

PURPOSE

To endeavour to ensure that the legitimate use and flow of information for educational and business purposes is balanced with adequate protection of information and information systems against damage, loss and unauthorized use, disclosure or modification.

To establish roles and responsibilities and define expected cybersecurity outcomes.

DEFINITIONS

a. **Cybersecurity** is the practice of defending computers, servers, mobile devices, electronic systems, networks and data from malicious attacks.
b. The **Cybersecurity Services Program** is a Society initiative that coordinates the effort to protect the Society's information systems. The Cybersecurity Services Program will work with all departments who manage information systems to address the following security pillars:
    1. Strengthening and continuously hardening the Society's cybersecurity posture.
    2. Increasing information stakeholder awareness.
    3. Shifting security posture from reactive to proactive.
c. A **Cybersecurity Incident** is an event which could or did expose Society information or information systems to unauthorized access, damage, loss or theft.
d. **Information Controller** is the role assigned to those responsible for granting staff access to Enterprise information systems such as PASI, Sage, and the Student Information System and other systems used by the society.

RESPONSIBILITY

a. Technology and Information Management will manage the Cybersecurity Services Program, and endeavour to ensure broad participation in the program from all areas of the Society.
b. Superintendent will assume or delegate the role of Information Controller for their respective enterprise information systems.
c. Information Controllers will review and approve information shared with third parties and will endeavour to ensure employees have authorized access to only the information and information systems that are required in order to fulfill their duties, in accordance with provincial standards.

d. Society employees who access Society information and IT systems shall take the responsibility to protect Society information and technology assets.

REGULATION

a. The Cybersecurity Services Program will:
    1. Develop and maintain an awareness and training program to endeavour to ensure that all staff are knowledgeable and engaged to protect Society information and networks.
    2. Assess and monitor the information system security vulnerabilities and threats to the Society on an ongoing basis and determine appropriate controls to mitigate the risks in consultation with relevant stakeholders.
    3. Develop and implement Society standards with respect to passwords, multi-factor authentication, access controls, encryption, confidentiality agreements, audit logs, privileged access and other relevant cybersecurity topics.
    4. Manage and ensure that appropriate stakeholders respond to cybersecurity incidents in a timely manner.
    5. Develop and maintain a reporting structure to endeavour to ensure that cybersecurity incidents, data breaches or possible risk of information disclosure are reported to the Society FOIP office on a priority basis and report relevant incidents to senior administration.
    6. Create a yearly report for the Board based on an internal audit of Society information systems. The report will include physical security, network and application security and privacy incidents and an overview of the findings of the audit. Every fourth year the audit will be conducted in collaboration with an external auditor.

b. Information controllers will endeavour to ensure that information systems that they manage follow Society cybersecurity standards.

Adopted: January 12, 2026

References:

Provincial Approach to Student Information (PASI) Usage Agreement

Freedom of Information and Protection of Privacy Act Education Act

Administrative Procedure #118 Artificial Intelligence

Purpose

This Administrative Procedure provides direction for the responsible, ethical, and informed use of Artificial Intelligence (AI) within the School. Artificial Intelligence, when used appropriately, has the potential to enrich educational quality, support personalized learning, foster student achievement, facilitate work processes and equip staff and students with digital citizenship skills in a world increasingly influenced by AI.

Definitions

Artificial Intelligence (AI): Computing systems that engage in human-like processes such as learning, adapting, synthesizing, self-correcting, and using data for complex processing tasks.

Generative AI: AI tools trained on massive sets of data that can generate text, images and video that are realistic and human-like.

Predictive AI: AI tools used to make recommendations based on past actions and forecast future needs and wants.

Procedures

1. Student Responsibilities

Students may utilize Board approved AI systems and tools to support their learning when directed or permitted by the teacher. Such use must align with the intended learning outcomes, contribute meaningfully to the development of knowledge and understanding, and reflect the values of integrity, responsibility and respect.

1.1 When using AI for educational purposes, the student shall:

1.1.1 Be responsible for the content they create, submit, or distribute through the use of AI;

1.1.2 Use Division approved AI tools in accordance with their teachers' instruction and guidance and in a manner that supports academic integrity; and,

1.1.3 Use AI responsibly and in accordance with the Student Responsible Use Agreement and any applicable Student Code of Conduct, including the following prohibited uses of AI:

1.1.3.1 **Bullying/Harassment**: The use of AI tools to manipulate media for the purposes of bullying, harassment, or intimidation is strictly prohibited. Students shall engage with these tools in a manner that aligns with the Board's commitment to providing students and staff a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, demonstrates high standards of academic integrity, and utilizes them solely for appropriate educational purposes.

1.1.3.2 **Plagiarism and Cheating**: Students shall not copy or otherwise present as their own work from any source including generative AI.

2. Teacher Responsibilities

Teachers, as ethical and professional educators, retain primary responsibility for the core functions of instruction, mentorship, assessment, and the holistic support and inspiration of student learning. Artificial Intelligence tools may be used to enrich and support professional practice; however, they must never replace the essential role of human judgment and pedagogical expertise.

2.1 When using AI for educational purposes, the teacher shall:

2.1.1 Ensure responsible use of Division-approved AI tools and clearly communicate if, when and how AI tools will be used in their classrooms.

2.1.2 Check for potential bias and inaccuracies when generating teaching and learning materials using generative AI.

2.1.3 Acknowledge the use of Artificial Intelligence in the development of teaching and learning resources by providing proper citation using a recognized academic citation style such as MLA or APA.

2.1.4 Provide students with meaningful, developmentally appropriate opportunities to build critical thinking skills and competencies related to the use and understanding of Artificial Intelligence.

2.1.5 Refrain from relying solely on AI tools to assess or evaluate student work, including grading or determining levels of achievement, as these tasks require professional judgment informed by authentic evidence of learning.

2.1.6 Refrain from relying upon technologies that claim to detect the use of generative AI for the purposes of identifying academic dishonesty or plagiarism, due to the unreliability and potential inaccuracy of such tools.

2.1.7 Address concerns regarding the use of AI in student work through one-on-one conversation with the student. All assessment must align with Administrative Procedure - #

201 Assessment, ensuring that the student's grade reflects relevant, consistent and recent evidence of learning and achievement.

3. Staff Responsibilities

All staff within the Board are expected to uphold the ethical standards and values rooted in the Board's identity. The use of Artificial Intelligence tools must demonstrate a commitment to moral responsibility, transparency, and respect for the dignity of the human person. While these tools may support professional practice, they must never replace human judgment, expertise or the relational and ethical foundations that guide our work in education.

3.1 Division staff shall:

3.1.1 Verify the accuracy and reliability of AI generated information through careful fact-checking before sharing or submitting it. It is the responsibility of staff to critically evaluate AI generated content and correct any bias, errors, or misleading information.

3.1.2 Ensure that the personal information of any individual including but not limited to School students, parents, staff and volunteers is not disclosed or otherwise made available by staff for utilization by Artificial Intelligence tools. Furthermore, Board staff must ensure that any instances where the use or disclosure of personal information noted above may not have been authorized are reported to the Division.

3.1.3 Ensure that information and/or data owned or related to the Board, including confidential information regarding Board operations, is not disclosed or otherwise made available by staff for utilization by Artificial Intelligence tools.

3.1.4 Ensure AI-generated content complies with fair use, copyright laws and Board procedures, including use of Copyrighted Materials. Proper citation must be given when incorporating existing works and all content must be original or appropriately licensed.

3.1.5 Ensure no personal information, data or other information pertaining to staff, students, parents, volunteers or other individuals, or Board business or operations is uploaded into AI platforms and tools without proper authorization and full compliance with data security protocols.

3.1.6 Participate in ongoing professional learning related to Artificial Intelligence to ensure they are equipped with the knowledge and skills necessary to responsibly utilize emerging technologies within the scope of their role in the Board.

4. Principal Responsibilities

Principals are responsible for ensuring the ethical integration of AI tools and instructional practices, upholding compliance with administrative procedures, and cultivating learning environments where human dignity, professional judgment, and moral discernment remain central to all decision-making processes.

4.1 In addition to those responsibilities set out in Article 3, the principal shall:

4.1.1 Ensure all students have fair and reasonable access to emerging technologies, including AI, so no student is left at a disadvantage due to limited resources.

4.1.2 Ensure AI use in their school aligns with school and Board educational priorities and goals.

4.1.3 Facilitate professional learning for staff in the safe, ethical and effective use of AI tools in teaching and learning.

4.1.4 Communicate the expectations on the use of AI to students and parents, including prohibited use outlined in Article 1. Schools will communicate these expectations within their Student Code of Conduct, in accordance with Administrative Procedure #301 - Student Code of Conduct.

4.1.5 Support ongoing education in digital citizenship, including the integration of AI into the curriculum appropriate to the students' age and learning needs.

4.1.6 Ensure teacher AI use complies with the professional standards of the teaching profession and all responsibilities outlined in Article 2.

5. Board Responsibilities

The Division is responsible for guiding the ethical, responsible and purposeful use of Artificial Intelligence in alignment with the Board's mission. This includes establishing clear expectations, providing professional learning, and ensuring that the use of AI upholds human dignity, protects student and staff privacy and supports, rather than replaces, human judgment, relationships and professional expertise.

5.1 The Division shall:

5.1.1 Acknowledge that the responsible use of AI may vary depending on educational and operational contexts and shall guide its application accordingly.

5.1.2 Provide appropriate training, resources and ongoing support to promote the ethical and informed use of Artificial Intelligence by both students and staff.

5.1.3 Advise all staff that any use of AI must comply with any and all legal obligations so as to adequately protect the collection of, access to or disclosure of personal information of individuals including students, staff, parents and volunteers, as well as protect information and/or data owned by or related to the Board operations, including confidential information.

5.1.4 Evaluate and approve Artificial Intelligence tools for use in alignment with Privacy and Security Impact Assessments undertaken internally by the Board, applicable legislation, Administrative Procedures, and ethical principles, including but not limited to privacy laws. In order to be approved, Artificial Intelligence tools must clearly disclose how personal information is collected, used, stored and shared and the Division may require additional information from tools being evaluated in order to appropriately assess the impact upon the privacy of personal information of students, parents, staff and other individuals. The evaluation of AI tools will also consider any and all impacts upon the security of Division assets, including but not limited to IT infrastructure and systems.

Adopted: July 13, 2026

Reference: Education Act, Sections 11, 16, 31, 32, 33, 35.1, 51, 52, 53, 54, 196, 197, 222, 256

Administrative Procedure #119 Electronic Social Media

Purpose

The purpose of this procedure is to ensure that staff use electronic social media in a professional, ethical, and responsible manner that protects student privacy, upholds the reputation of the school, and supports safe, appropriate communication aligned with legal requirements and school expectations.

Background

The School recognizes that the use of electronic social media by staff is a viable means to engage colleagues, parents, and students in the enhancement of student learning. The School is committed to supporting the use of electronic social media by staff to interact knowledgeably and responsibly for instructional and professional development purposes. The School recognizes that parents entrust educators with the duty to educate their children, and that the use of the Internet and electronic social media has the potential to affect this trust.

Definitions

Electronic social media means electronic access to and use of blogs, personal websites, RSS feeds, postings on wikis and other interactive sites, such as but not limited to: Facebook, MySpace, Blogger, Twitter, Instant Messaging, and postings on video or picture-sharing sites and elsewhere on the Internet.

Enactment means applicable federal and provincial legislation and regulations, Board policies, administrative procedures, handbooks, guidelines and codes of conduct, and school handbooks.

Procedures

School staff will implement the following procedures:

1. Interactions Representing the School:

1.1 Unless given written permission from a Principal or Supervisor, staff are not authorized to use electronic social media sites to represent a school, department, or the School.

1.2 In cases where a user is directly or indirectly identified as an employee of the School but is not duly authorized as per clause 1.1, the user profile or post must clearly state that said user is not representing the views of a school, department or the School.

2. Respect, Privacy, and Confidential Information

2.1 School staff shall not disclose confidential student information, images or confidential school, department, or personnel records without first obtaining written consent from the Principal, Supervisor, or parent for students under the age of 18 or from independent students aged 16 or 17 who have removed themselves from parental control.
2.2 School staff shall not use electronic social media sites to be defamatory towards students, School employees, Board policies and School administrative procedures.
2.3 School staff shall not engage electronically in behaviour or comments that would reflect negatively on a school or the School's reputation.
2.4 Staff may be disciplined if their social media comments and postings, whether personal or school/School related, result in a disruption to a school or the School environment; or negatively impact the staff's ability to perform his or her duties.
2.5 School and school logos will not be used without first obtaining permission from the Principal or Supervisor. School and school logos must be used appropriately.
2.6 School staff shall use only their own name, when participating in an online social media group for academic purposes. Pseudonyms may be used by staff for instructional or promotional activities only if there is a clear purpose and written permission has been provided by the Principal.
2.7 School staff shall ensure that their online comments are respectful of Catholic values and in compliance with their respective contracts of employment and Board Policy 1 – Foundation Statements.
2.8 School staff may be disciplined for posting or promoting electronic commentary, content, or images that are defamatory, pornographic, proprietary, harassing, or that create a negative work environment.
2.9 School staff participating in social media activities must respect copyright laws, not only in relation to the content produced on the social media sites, but also in relation to the software that enables them to operate.
2.10 School staff, participating in electronic social media activities, acknowledge that all information posted to sites is subject to the provisions of the Freedom of Information and Protection of Privacy Act.

3. Staff-Student Online Correspondence

3.1 Principals will inform all staff that online correspondence between staff and students must be related to course work, or school sanctioned clubs/activities.

3.2 Principals will only approve school-based electronic social media groups that will be supervised and monitored by a teacher.
3.3 Principals shall ensure that all school-sanctioned electronic social media groups have at least two staff members with administrative privileges.
3.4 Principals shall inform staff members participating in school-created electronic social media groups with students that the ethical standards for the teaching profession apply at all times, whether in a traditional school environment or an online environment.
3.5 School staff shall not initiate or accept electronic "friends" invitations from students unless the networking is part of an existing school course or school club structure and at least one other staff member has administrative access to the electronic social media group.

Adopted: April 13, 2026

Reference: Education Act, Sections 31, 51, 52, 53, 54, 196, 197, 222
Freedom of Information and Protection of Privacy Act, Sections 40, 41
Personal Information Protection Act
Canadian Charter of Rights and Freedoms Canadian Criminal Code
Copyright Act
ATA Code of Professional Conduct
Teaching Profession Act

General Administration

Administrative Procedure #120 Occupational Health and Safety

Purpose

The procedure ensures that Andrew Rural Academy maintains a safe, healthy, and legally compliant work and learning environment by clearly defining the shared responsibilities of administration, staff, and all individuals on site in accordance with Alberta's Occupational Health and Safety legislation.

General Statement

Andrew Rural Academy is committed to providing a safe and healthy working and learning environment for staff members, students, volunteers, and visitors.

Andrew Rural Academy believes that responsibility for the provision and maintenance of a healthy and safe environment is shared among all members of the Andrew Rural Academy community. This includes members of the administration and staff, students, volunteers, visitors, contractors, and others who may be present at the school.

In the interest of establishing and maintaining a healthy and safe workplace, it is expected that employees and all others who work on school premises will:

a. Approach their workplace responsibilities with a commitment to health and safety.

b. Understand and follow applicable legislation, regulations, and procedures for safe workplace practices.

Specific Procedures

1. The Superintendent is responsible to ensure that:
    a. Health and safety considerations receive high priority in the planning and implementation of school activities and operations.
    b. Procedures and practices are implemented that meet or exceed compliance with the Occupational Health and Safety Act, Regulation, and Code.
    c. Employees and contractors are aware of their responsibilities under the Alberta Occupational Health and Safety Act, Regulation, and Code.
    d. A Joint Work Site Health and Safety Committee (JWSHSC) is established.
    e. As far as is reasonably practicable, the land, buildings, and other infrastructure on the land and under the school's control are maintained in a manner that does not endanger the health and safety of workers or any other person.
    f. Employees are provided with the training and support necessary to integrate health and safety into their work.
    g. Ensure that supervisory personnel are competent and familiar with OHS legislation.

h. In consultation with the Principal and the JWSHSC, establish and maintain a written health and safety program. This program must be reviewed every three years and must include the following elements:
    i. A health and safety policy.
    ii. Identification of work site hazards, including harassment, violence, physical, biological and other hazards, and measures to eliminate or control them.
    iii. Emergency response plan.
    iv. Statement of responsibilities of the employer, supervisors and workers at the work site.
    v. Schedule and procedures for regular inspection.
    vi. Procedures for health and safety when another employer/self-employed person is at the work site.
    vii. Worker and supervisor health and safety orientation and training.
    viii. Procedures for investigating incidents, injuries, and work refusals.
i. Procedures for worker participation in work site health and safety, including inspections and investigations, are established, and implemented.

2. The Principal is responsible to:
    a. In consultation with the Superintendent and the JWSHSC, establish and maintain a written health and safety program as described in Article 1(h) above.
    b. Plan and conduct all school activities in a manner that promotes compliance with the Occupational Health and Safety Act, Regulation, and Code, as well as with health-and-safety-related school policies and procedures.
    c. Consult and cooperate with the school's Joint Work Site Health and Safety Committee (JWSHSC) to exchange OHS information and resolve OHS concerns.
    d. Ensure awareness among staff, students, parents, school visitors of relevant health and safety legislation, regulations, and procedures.
    e. Ensure completion of worksite hazard assessments with his or her areas of responsibility.
    f. Inform all staff members and others present at the school about existing or potential worksite hazards and site-specific health and safety requirements.
    g. Take corrective action to address unsafe conditions or actions during workplace hazard assessment, inspections, and incident investigations.
    h. Ensure that safeguards and safety devices, including personal protective equipment, are available and used.
    i. Stop any work he or she perceives to present imminent danger to an individual present at a worksite.

j. Investigate any work refusals due to perceived unsafe working conditions.
k. Ensure that all accidents and relevant incidents are investigated and reported, and that corrective action is taken to prevent recurrence.

3. All employees are responsible to:
    a. Work Safely.
    b. Take reasonable care to protect their own health and safety and that of all others present at the worksite.
    c. Be aware of and observe health and safety legislation, regulations, and procedures applicable to their areas of responsibility.
    d. Participate in health and safety training as required.
    e. Promptly respond to and/or report hazardous actions, equipment, conditions, or accidents in accordance with school procedures.
    f. Refuse unsafe work.
    g. Participate, as appropriate, in the school's Joint Work Site Health and Safety Committee.
    h. Wear personal protective equipment when required.
    i. Comply with WHMIS (Workplace Hazardous Materials Information System) standards as required.

Adopted: January 12, 2026

References: Alberta Occupational Health and Safety Act
Alberta Occupational Health and Safety Regulation
Alberta Occupational Health and Safety Code

General Administration

Administrative Procedure #125 Parental Notification and Consent for Gender-Related Preferred Names and Pronouns

Purpose

To create a safe, inclusive environment for all students while maintaining open communication with parents and guardians regarding gender-related identity matters.

Policy Statement:

Andrew Rural Academy respects the rights of students to be addressed by their preferred names and pronouns in accordance with their gender identity. At the same time, the school acknowledges the importance of parental involvement in decisions affecting their child's well-being.

Procedures:

1. Staff will use a student's preferred name and pronouns in all school communications and records where appropriate.
2. Prior to making any changes to official student records, parents/guardians will be notified and, where required by law, consent will be obtained.
3. In cases where a student requests the use of a preferred name or pronoun without parental knowledge, school staff will follow the guidelines outlined in Alberta Education policy, ensuring the safety and privacy of the student while balancing parental rights.
4. Documentation of parental notifications and consents will be kept confidential in the student's file.
5. Staff will receive training on supporting gender-diverse students while respecting privacy and legal obligations.

Adopted: January 12, 2026

Instructional Program & Materials

Administrative Procedure #200 First Nations, Metis and Inuit Education

Purpose

The School recognizes the rights of First Nations, Métis and Inuit students to obtain an education that ensures high levels of success. This understanding is based on an Indigenous World View that encompasses a holistic approach to learning the spiritual, emotional, physical and mental dimensions of human nature. To support First Nations, Métis and Inuit students the School has a dedicated department (Indigenous Learning Services) that collaborates with the Council of Elders. The Council is recognized as an advisory body, it is the authentic voice of the School's relationship with the Aboriginal community and provides direction and collaborates with the School

Definitions

First Nations: A term used to refer to individuals and communities (reserves) and their governments (or band councils). It is also used by the Assembly of First Nations to refer to their membership.
Inuit: Refers to the Aboriginal peoples of Northern Canada who live primarily in Nunavut, the Northwest Territories, Labrador and Northern Quebec.
Métis: The term refers to group of Aboriginal peoples with First Nations and European ancestry with a distinct history and culture.

Procedures

1. The Superintendent shall delegate to the School Administration the responsibilities to: 1.1 Provide support for implementing First Nations, Metis and Inuit perspectives in the Alberta Programs of Study curriculum outcomes.

    1.2 Develop and recommend resources that support First Nations, Metis and Inuit Alberta Programs of Study outcomes.

    1.3 Provide First Nations, Metis and Inuit professional development opportunities for all School staff.

    1.4 Facilitate community partnerships to improve educational experiences for First Nations, Metis and Inuit students.

1.5 Advise all School staff, students and parents for the purpose of sharing knowledge of Indigenous languages, culture and spiritual teachings.

2. Principals shall:

2.1 Create a culturally sensitive environment conducive to learning for First Nations, Metis and Inuit students.

2.2 Incorporate programming for First Nations, Metis and Inuit students in the areas of transition, retention and completion.

2.3 Promote First Nations, Metis and Inuit School programs in the greater community.

2.4 With the participation of School teachers effectively engage First Nations, Metis and Inuit parents by encouraging them to be an active partner in their child's education and in the school council.

2.5 With the consultation of the Council of Elders, provide First Nations, Metis and Inuit cultural programming for all School students.

2.6 Ensure First Nations, Metis and Inuit Program of Studies curricular outcomes are met.

2.7 Ensure the completion deadline and submission of the annual First Nations, Metis and Inuit Accountability Document are met.

Adopted: July 13, 2026

Reference: Education Act, Sections 16, 51, 52, 53, 54, 196, 197, 222

Alberta Bill of Rights

Alberta Human Rights Act

Canadian Charter of Rights and Freedoms, Constitution Act, 1982

Guide to Education ECS to Grade 12

Truth and Reconciliation Commission Calls to Action Report

Administrative Procedure #201 Student Assessment

Purpose

The procedure ensures that student assessment at Andrew Rural Academy is fair, consistent, and aligned with provincial standards by outlining clear expectations for communication, evaluation practices, reporting, and opportunities for students to demonstrate their learning.

1. The Principal shall:
    - 1.1 formally review and communicate Administrative Procedures regarding student assessment with staff, students, and parents, annually.
    - 1.2 align assessment practices in the school that allows for student success;
    - 1.3 monitor and engage in ongoing dialogue regarding implementation of assessment practices throughout the school year to support alignment with Alberta Education's Kindergarten to grade 6 curriculum;
    - 1.4 ensure that there is ongoing informal communication regarding student achievement and progress to parents which occurs in addition to the 2 formal reporting periods (i.e. end-of-semester (January) and end-of-year (June))
        - i. Communication can take place in a wide variety of ways, including ongoing reporting through online gradebooks, conferences, assessment portfolios, reporting systems, or student work samples.

2. The teacher, with the support of the Principal and the Learning Team, shall employ assessment practices that:
    - 1.5 are aligned with provincial and school standards, practices and procedures;
    - 1.6 illustrate student performance in reference to the learner outcomes from the Alberta Programs of Study;
    - 1.7 actively involve students in the process of their learning; and
    - 1.8 are responsive to the needs of the learner and allow for each student to progress in their learning.

3. In alignment with the Charter's Society assessment procedures and research-based assessment practices:
    - 1.1 Students will be given multiple opportunities to demonstrate their learning through various means of expression, within a reasonable time frame.
    - 1.2 A student's grade represents his/her relevant, consistent, and recent learning and achievement. A zero, as part of a student's grade, will only be

used in exceptional circumstances when, after additional support and multiple opportunities, evidence of learning is not available. Teachers shall dialogue with their Principal if a zero is warranted.

1.3 Complete and detailed assessment records of student course work must be maintained.

4. Teachers will evaluate students through ongoing assessment. Some examples of assessments may be through examinations, course work, assignments, quizzes, and any other method they deem appropriate. Teachers will formally communicate students' level of achievement on a student report card two times per year (once at the end of January and again at the end of the school year).

5. Report cards will be sent home to parents and parents will receive the opportunity to meet with the teachers at the student led conferences. If you are unable to attend student-led conferences, it will be the parents' responsibility to set up another time within a week of the set date.

6. Teachers will be responsible to ensure that each student is evaluated fairly, accurately, and equitably. Each teacher will be responsible for keeping a record of the student's marks. Each teacher will be able to substantiate the student's marks to the parents if they request this.

7. The student or parent may appeal a final grade according to Appeals Concerning Student Matters Policy #105.

8. At any time during the school year, parents may request a meeting outside of school hours with their child's teacher and a meeting that suits the teacher and parents' schedule will be made.

9. Teachers will use student evaluations to determine a student's level of mastery in specific subject areas. Teachers will use these evaluation results as a tool for planning and to determine if adjustments are required to the course.

Adopted: January 12, 2026

Instructional Programs & Materials

Administrative Procedure #202 Parental Notification & Opt-In Consent Policy (Human Sexuality, Gender Identity, Sexual Orientation)

Purpose

To ensure parents/guardians are fully informed and provide explicit consent before their child participates in programming, activities, or materials that deal primarily and explicitly with gender identity, sexual orientation, or human sexuality.

Scope

Applies to all staff, contractors, and volunteers in all instructional and extracurricular settings.

Policy Statement

- Parents/guardians must receive advance written notice of any instruction, activity, or resource that deals primarily and explicitly with gender identity, sexual orientation, or human sexuality.
- Student participation requires prior written opt-in consent from a parent/guardian.
- Alternative learning activities must be provided for students who do not participate.
- The school authority commits to respecting parental rights while maintaining a safe, caring, respectful, and inclusive learning environment.

Administrative Procedures

1. Teachers planning lessons/activities must submit details to administration for review at least 2 weeks in advance.
2. Parents/guardians will be notified in writing at least 1 week before the planned activity.
3. Consent will be documented using a signed form (paper or electronic).
4. Students without returned consent forms will be provided alternative meaningful learning.
5. Records of notification and consent must be kept on file for [7 years].

Adopted: January 12, 2026

Instructional Programs & Materials

Administrative Procedure #203 Minister Approval of Learning and Teaching Resources and External Parties Related to Gender Identity, Sexual Orientation, or Human Sexuality

Purpose

To ensure all teaching on sensitive topics aligns with provincial standards and maintains the integrity and appropriateness of educational content for students.

Policy Statement

Andrew Rural Academy ensures that all learning resources and external programs dealing primarily and explicitly with gender identity, sexual orientation, or human sexuality are approved in accordance with Alberta Education guidelines.

Procedures:

1. Any curriculum resources, materials, or programs addressing gender identity, sexual orientation, or human sexuality must receive prior approval from the Minister or designated Alberta Education authority before use in the classroom.
2. External parties invited to provide instruction or workshops on these topics must submit their content for review and obtain ministerial approval prior to engagement with students.
3. Teachers and staff will verify approval status before incorporating any materials or external instruction into their programs.
4. Documentation of approvals will be maintained by the school office and made available for inspection upon request by Alberta Education.

Adopted: January 12, 2026

Administrative Procedure #204 Field Trips

Definitions

1. A "field trip" is defined as a learning experience sponsored by the school that takes place away from school premises. Andrew Rural Academy supports the following types of field trips as being of educational value to students:
    a. "Curricular Field Trip": The field trip is an integral component of a course of study (e.g. Grade 6 Science field trip to the Telus World of Science).
    b. "Co-Curricular Field Trip": The field trip is an extension of a course of study, but is not an integral component of the course.
    c. "Extra-curricular Field Trip": The field trip is part of the extra-curricular program offered by the school (e.g. school volleyball team field trip to a tournament).
2. A "participant" is defined as a student, teacher, other staff member, or volunteer who takes part in a school field trip.

A. Approval Categories and Procedures

Approval procedures for each field trip are categorized according to the duration, destination and/or cost of the trip, as per the following:

1. *Category 1*: Local walking field trip for curricular or co-curricular programming. (e.g. Leaf walks in the immediate area of the school for Science and or Art) and will not exceed 2 hours.
    a. The teacher shall submit a field trip proposal to the principal for approval at least two days prior to the event occurring.

2. The request for approval shall include detailed information regarding the following:
    a. Purpose
    b. Destination (walking route)
    c. Educational value and curriculum relevance
    d. Number of students
    e. Itinerary
    f. Supervision
    g. Transportation – if applicable
    h. Costs and funding arrangements
    i. Risks associated with the proposed field trip, particularly if the trip involves a degree of risk beyond that associated with normal day-to-day activities.

j. Alternative meaningful "in-school" learning activities shall be provided for students who do not participate in the field trip.
k. Field trip information forms shall be distributed to parents/guardians. Parents/guardians will also be notified at the start of the year that classrooms may go on walking field trips in the immediate area of the school for educational purposes.
l. Parents may opt their children out of the walking field trip.

3. *Category 2*: Field trips within Edmonton, and within a 100 km radius of Edmonton and area and the field trip not exceeding one school day. The Principal is authorized to approve field trips in this category, using the following procedures:

a. The teacher shall submit a field trip proposal to the Principal at least one week prior to the anticipated departure date; although it is acknowledged that there may be a need for exceptions to this deadline, depending upon the circumstances.
b. The request for approval must be made prior to any communication home or collection of permission to participate forms being sent out to parents.
c. The request for approval shall include detailed information regarding the following:
    i. Purpose
    ii. Destination
    iii. Educational value and curriculum relevance
    iv. Number of students
    v. Itinerary
    vi. Supervision
    vii. Transportation
    viii. Costs and funding arrangements
    ix. Risks associated with the proposed field trip, particularly if the trip involves a degree of risk beyond that associated with normal day-to-day activities.
    x. Alternative meaningful "in-school" learning activities shall be provided for students who do not participate in the field trip.
    xi. Field trip information forms shall be distributed to parents/guardians.
    xii. A signed parent/guardian field trip consent form must be received for each participating student.

4. *Category 3*: Field trips that involve destinations beyond 100 km of Edmonton. The Board of Directors must approve field trips in this category, using the following procedures:
    a. The Principal shall submit a field trip proposal to the Superintendent at least one month prior to the anticipated departure date, although it is acknowledged that there may be a need for exceptions to this deadline, depending upon the circumstances. The Principal shall also comply with the time guidelines in C.8 below.
    b. The request for approval shall include detailed information regarding the following:
        i. Purpose
        ii. Destination
        iii. Educational value and curriculum relevance
        iv. Number of students
        v. Itinerary
        vi. Supervision
        vii. Transportation
        viii. Costs and funding arrangements
        ix. Risks associated with the proposed field trip, particularly if the trip involves a degree of risk beyond that associated with normal day-to-day activities
    c. Alternative meaningful "in-school" learning activities shall be provided for students who do not participate in the field trip.
    d. Field trip information forms shall be distributed to parents/guardians.
    e. A signed parent/guardian field trip consent form must be received for each participating student.

B. Cost of Field Trips/Accessibility to Students

1. All eligible students shall have the opportunity to participate in curricular field trips (see A.1.a). For co-curricular and extra-curricular field trips, it may be necessary to implement a selection process to determine eligibility.
2. When selection of students is necessary, the criteria shall be:
    a. Demonstrated responsibility
    b. Acceptable record of behaviour
    c. Demonstrated commitment to preparation for the field trip
3. Notwithstanding C.3 above, it is recognized that in the case of school teams and some clubs, selection based on ability may be necessary.
4. When selection of students is necessary, the teacher in charge of the field trip shall arrange for the selection, with the final responsibility resting with the Principal.

5. In most cases, the entire cost of a curricular field trip (see A.1.a) shall be borne by the school budget.
6. The costs of co-curricular field trips and extra-curricular field trips may be covered by the school budget, fund raising initiatives, donations, or any combination thereof.

A. Supervision

1. All field trips shall be under the direct supervision of a certificated teacher.
2. Supervisory personnel, including parents and other volunteers, are agents of the Board of Directors for the purpose of this policy.
3. The Principal is responsible for the level and quality of supervision on each field trip and is authorized to approve details regarding supervision, giving consideration to the following factors:
    a. The number of participants.
    b. The age, maturity and competency of the participants.
    c. The distance involved.
    d. The duration of the field trip.
    e. The nature of the venue(s) being visited.
    f. The type of vehicle(s) being used for transportation.
    g. The nature of the activities to be undertaken and the risks associated with them.
    h. The extent to which the teacher supervisor is familiar with the venue(s).
    i. The supervision guidelines suggested in the publication, *Safety Guidelines for Physical Activity in Alberta Schools 2013* (and all subsequent versions) and *Safety Guidelines for Secondary Interschool Athletics in Alberta 2012* (and all subsequent versions).
    j. Other factors which, in the judgment of the principal, are important to the successful and safe implementation of the field trip.
5. Additional adult supervision must be considered for field trips involving:
    a. Supervisors who are members of the same family.
    b. Student participants of a single gender, where the designated adult supervisor is of the opposite gender.
6. Suggested supervision guidelines for many activities associated with school field trips are included in the publications, *Safety Guidelines for Physical Activity in Alberta Schools* and *Safety Guidelines for Secondary Interschool Athletics in Alberta*. The Principal shall give consideration to *Safety Guidelines …* and to the factors listed in D.3 above in determining the most appropriate level of supervision for each field trip. In the event that supervision guidelines are not provided in Safety Guidelines …, the Principal shall give consideration to

the factors listed in D.3 above and to the following suggested guidelines in determining the most appropriate level of supervision for each field trip.

a. A suggested guideline of supervision for field trips to destinations of 25 kilometers or less from the school is:
   i. For students in kindergarten to grade five, one adult to ten students.
   ii. For students in grades six to twelve, one adult to fifteen students.
b. A suggested guideline of supervision for field trips to destinations of more than 25 kilometers from the school is:
   i. For students in kindergarten, one adult to five students.
   ii. For students in grades one to three, one adult to eight students.
   iii. For students in grades four to eight, one adult to ten students.
   iv. For students in grades nine to twelve, one adult to fifteen students.

7. The Principal must be satisfied that teachers and/or supervisors have sufficient and appropriate qualifications to carry out specialized activities (e.g. canoeing, backpacking into remote wilderness areas, activities undertaken during subzero temperatures).
8. The Principal shall determine the extent to which it is necessary for field trip supervisory personnel to possess a basic, current knowledge of first aid, cardio-pulmonary resuscitation, and/or other emergency procedures.
9. A cell phone shall be taken on all field trips.

D. Parental Consent

1. Parents/guardians must be provided with written information regarding all field trips.
2. With the exceptions listed in (a) and (b) immediately below, parental consent must be received for each field trip on an individual trip basis. A single, overall parental consent may be obtained for the following types of multiple or serial field trips:
   a. A series of walking/running trips within the immediate vicinity of the school (Category 1 Field Trips).
   b. A series of field trips of the same nature (e.g. instructional swim program, series of swim lessons as part of a Physical Education course of study, basketball team schedule of games).
3. Special provision may be required when seeking consent from parents if language, literacy, or cultural barriers exist. The Principal is responsible to ensure that these special provisions are in place when needed.

E. School Absences

1. To the extent possible, field trips should be planned to occur at times that will not negatively affect the student's school program. It is recognized that some field trips may infringe upon the instructional time of other subject areas. In such instances, every effort must be made to have the student catch up on the classes that were missed. The teacher in charge of each field trip is responsible to advise, in advance, all other teachers whose students will be absent from class due to their participation in a field trip.

F. Safety

1. The primary references for safety expectations and precautions shall be *Safety Guidelines for Physical Activity in Alberta Schools 2013* (and all subsequent versions) and *Safety Guidelines for Secondary Interschool Athletics in Alberta 2012* (and all subsequent versions). In the case of a difference between guidelines set out in these publications and Board policy or other approved references, the guidelines that set out the most stringent expectations and precautions shall take precedence.
2. The teacher in charge of a field trip is responsible to carry a list of the following on each field trip:
    a. Names of participants.
    b. Telephone contact numbers for participants.
    c. Medication and medical alert needs for participants, as needed.
3. The teacher in charge of the field trip is responsible for acquiring sufficient awareness of and information about each venue and about the activities to be undertaken during the field trip, so as to maximize the safety of all field trip participants.
4. The consumption of alcoholic beverages or illegal drugs by all participants, including staff members and volunteer supervisors, is prohibited during all field trips.
5. Following approval of a field trip, the approving authority (i.e. Principal and or Superintendent) is responsible to monitor the level of risk associated with the field trip and has the authority to cancel the field trip, either prior to or during its implementation, if in the judgment of the approving authority, it is unsafe to commence or continue the field trip. In the event that a field trip is cancelled under such circumstances, the school will not provide compensation or reimbursement to students, parents, or staff for costs associated with the field trip, unless the specific funds contributed by students, parents, or staff are available to the school.

G. Medical Coverage

1. All students participating in field trips must have health care coverage.

H. Emergency Planning/Responses

1. The teacher(s) responsible for planning and supervising a field trip shall ensure that, where necessary, a first aid kit is available for use in response to an emergency medical situation.
2. The Principal is responsible to determine the extent to which it is necessary for field trip supervisory personnel to possess a basic, current knowledge of first aid, cardio-pulmonary resuscitation, and/or other emergency procedures.
3. The teacher/supervisor in charge of a field trip is authorized to change field trip plans in the event of an emergency.
4. If a medical emergency occurs during a field trip, the teacher/supervisor shall:
    a. Assess the situation and if injuries have occurred:
        i. Attend to the immediate medical concerns.
        ii. Call or make arrangements to call for rescue, assistance or ambulance, as required.
    b. Determine whether or not the trip will continue based upon all the circumstances.
    c. Notify the Principal at the earliest opportunity if serious injuries have occurred, so that the Principal may inform the Superintendent and parents/guardians.
    d. Complete an accident report within 24 hours of the incident.

5. All personnel involved in field trips shall be familiar with the doctrine of in loco parentis. It is acknowledged that protection from action is afforded to employees by the *Emergency Medical Aid Act* (Alberta).

I. Liability and Insurance

1. The Principal shall ensure that each proposed field trip is covered under policies of insurance held by the Andrew Rural Academy.
2. When private vehicles are used to provide transportation for field trips, the field trip organizer shall ensure that the owner is informed of the liability insurance coverage carried by the Andrew Rural Academy and the requirement that vehicles be adequately insured when used for conveying students on field trips.
3. When volunteer drivers are engaged in transporting others on field trips, a volunteer driver authorization form shall be completed and submitted to the Principal prior to the field trip.

J. Transportation

1. When vehicular transportation is required for field trips, public licensed carriers, including school buses, shall be used to the extent possible. Under special circumstances, and only with the authorization of the Principal, private vehicles may be used.
2. Fifteen passenger vans shall not be used to transport students.

Adopted: January 12, 2026

References:

Safety Guidelines for Physical Activity in Alberta School 2013 (and all subsequent versions)

Safety Guidelines for Secondary Interschool Athletics in Alberta 2012 (and all subsequent versions)

Administrative Procedure #205 At Home Learning in Periods of Emergency

Purpose

Andrew Rural Academy is committed to ensuring continuity of education for all students in grades 1–12 during emergency situations that may temporarily disrupt in-person learning.

Definition

At-home learning means teacher-directed education programming provided by the Board to a student on a temporary basis at the student's residence or a location other than the student's regularly attended school.

In-person learning means teacher-directed education programming provided by the Board to a student in the Board's school or non-school building.

Procedures

1. Factors that may be considered by the Board in determining if it will direct at-home learning include:

1.1 if a school building is compromised and may not be safe for occupation;

1.2 whether equitable access to learning can be provided to all students;

1.3 student and staff access to technology;

1.4 educational programming to be offered; and/or

1.5 the availability of synchronous or asynchronous online learning.

2. Unless otherwise legally exempted from its obligation to provide in-person learning, the Board will ensure an in-person learning option is available for all students in grades 1-12, if temporary shifts to at-home learning are required. This may include providing in-person learning at other schools or non-school buildings in the school Authority.

3. In the event that at-home learning is directed by the Board, the Board will make reasonable efforts to ensure that each student is able to continue with the same courses and education program that the student was enrolled in as of the date of the shift to at-home learning. This includes ensuring that:

3.1 minimum hours of instruction are met;

3.2 expectations regarding curricular instruction and student attendance are established and communicated to parents;

3.3 access and support are provided to students to facilitate their participation in provincial assessments;
3.4 supports are provided to students who may not have adequate access to technology; and
3.5 students with English as an additional language needs or students who require specialized supports are accommodated.
4. This Administrative Procedure does not apply in respect of any student enrolled in an early childhood services program.

Adopted: July 13, 2026
Reference: Education Act, Sections 1, 2, 3, 3.1, 3.2, 11, 11.1, 33, 52, 53, 196, 197, 222
In-person Learning Regulation
Emergency Management Act
Public Health Act

Student

Administrative Procedure #300 Admission of Students

Purpose

The following procedures will be used to enable current and new admissions to Andrew Rural Academy.

General Procedures

1. The Principal is responsible for the specific design and implementation of the student identification and admission process.

2. Parents of prospective students shall be provided with information that will enable them to make an informed decision regarding whether or not to make application for enrolment on behalf of their child.

3. As a general rule, parents of all applicants will receive the following prior to enrolling:
   i. General information about charter schools
   ii. Specific information about the school's Charter and programs
   iii. Information regarding characteristics of students, based on research and experience, who demonstrate suitability for the school's program.

4. Applications for admission should be submitted to the school Principal on or before a date that has been determined by the Principal. Applications may be received after that date in the event that vacancies exist in specific classes or grades.

5. The Principal shall approve, on an annual basis, the number of new students to be admitted for enrolment at each grade level.

6. Administration and registration procedure for current students (in-house registration) include the following:

   i. To identify all available openings, Andrew Rural Academy registration and admission process starts with an in-house registration to see how many students are returning and whether they have siblings eligible for enrolment.
   ii. Siblings of current students will be given first priority for K-6 enrolment. Registration for these students will begin in December of the preceding school year.

7. In the event of oversubscription, students will be placed on a waitlist.

8. An Admissions Committee, consisting of the Secretary Treasurer, Superintendent and the Principal shall review all applications for enrolment and make recommendations with respect to the acceptance or denial of enrolment regarding each applicant.

9. The Principal is responsible to form the Admissions Committee.

10. Recommendations regarding admission will be made by the Admissions Committee, with the final decision of the Admissions Committee resting with the school Principal.

11. The Principal is responsible to ensure that parents are informed of decisions regarding admission of applicants for enrolment.

12. If a student is not accepted into the program, the parents/guardians may appeal the decision of the Principal to the Superintendent. If the parents are not satisfied with the decision of the superintendent, they may appeal to the Board of Directors. Parents may request that the Minister of Education review a decision of the Board where provincial legislation provides opportunity for such a review.

13. Preference for admission will be given to siblings of children already enrolled in the school, provided they meet the admissions criteria.

14. The Principal shall prepare and maintain a waitlist of qualified prospective students, so that vacancies that occur during the school year can be filled.

15. A wait list of qualified candidates shall be established at each grade level based on charter requirements.
    i. Available positions will be filled from the wait list. The school administration will make reasonable effort, on more than one occasion, to contact the parents of the first student on the wait list. If a parent cannot be contacted, the position will be offered to the next student on the wait list.
    ii. The parents of a student offered placement will be given a set period of time to accept that placement. Should the parents choose not to accept the placement, they can choose whether to withdraw their child's name, or have it placed at the end of the list.
    iii. Students remaining on the wait list will, upon request, be considered for enrolment in the subsequent school year. Parents will be required to update the student's file, with any associated costs to be borne by the parent.

iv. Parents are responsible for advising the school of changes to their email address, home and/or work phone numbers, and their mailing address.

16. Procedures Specific to New Applicants in Kindergarten to Grade 6:
    i. The following components will generally be included in the admissions procedure:
        a. Application form completed by the parent(s).
        b. Submissions by the parent(s) of required information supporting that the family meets the Andrew Rural Academy requirements.
        c. Incomplete applications may result in denial of enrolment by the Admissions Committee.

17. Application forms may be submitted beginning January 1 for new students seeking admission in the fall of the upcoming school year. Any changes to the registration date requirements will be posted on the school's website.

18. Procedures specific to current students in kindergarten to grade 6:
    i. Returning students do not need to complete an annual application form but do need to register by March 31 for continuing enrollment in the upcoming school year. Parents must provide information that they continue to meet the requirements for their child(ren)'s enrollment at Andrew Rural Academy.

Adopted: January 12, 2026

Student

Administrative Procedure #301 Student Code of Conduct

Purpose

The primary goal of student conduct is student learning and growth. We embrace internationalism, promoting global awareness and understanding. All that we do is centered on the best interests of our students. We believe that by striving for understanding we provide for an environment that stimulates growth and accepts differences where all have rights, roles and responsibilities for which we are accountable. We believe that showing respect for ourselves, each other and our environment provides harmony and personal growth. We affirm that the rights set out in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms are afforded to all students and staff members within the Andrew Rural Academy community.

Expectations for Appropriate Behaviour

Andrew Rural Academy is committed to providing students with a safe and caring environment, which fosters and maintains respectful and responsible behaviors which are conducive to learning. It is important to state that achieving this type of environment is an ongoing process that all members of a school will strive to create each day. In order to accomplish this, students must realize that our school does not tolerate discrimination in any form on the basis of an individual's race, colour, ancestry, place of origin, religious beliefs, gender and gender identity, physical or cognitive disability, marital status, family status, source of income, or sexual orientation, pregnancy or any form of sexual harassment. We expect students will learn, have self-respect, and promote a positive sense of community. We expect to see this in student behavior, attitudes, dress and response to school practices and standards. We expect students to behave in an appropriate manner, which does not interfere with the learning, safety or well-being of others. The students are responsible to refrain from engaging in, and to assist in the prevention of, any form of violence, as outlined in section 31(e.1) of the Education Act. School-wide expectations are communicated to our students by teachers in classroom discussions, by school administration in assemblies, during morning announcements, through the monthly letter from administration and in the responsibilities as outlined in this policy. We have set behavioral guidelines for the school as a whole and each teacher sets programs and procedures designed to maximize student learning and responsibility.

Policy Development

The student Code of Conduct Policy is developed by the school community and is:

- based on input from students, parents and school staff;
- reflective of the expectations of students as addressed in legislation and board policies;
- communicated in writing to all members of the school community on an annual basis, and;
- reviewed and adapted as necessary on an annual basis by members of the school community

Consequences for Inappropriate Behaviour

We focus on positive behavior and attitudes; however, there are times when a student has difficulty recognizing his/her responsibility. In such cases, we have outlined a number of possible consequences for behavior, which will take into consideration unique student attributes such as age, maturity and individual circumstances. Responses will include restorative or preventative procedures for minor breaches, and fair, corrective interventions to address major breaches of conduct. When a student violates the standards of conduct, they can expect that the staff will apply the most appropriate action.

One or more of the following can be expected to occur:

- Verbal or restorative discussion or conference
- Restriction or loss of privileges
- Detention of student
- Parent involvement
- Parent-student conference with school staff
- Verbal or written apology by student
- Problem solving, monitoring or reviewing behavior expectations
- Replacement or repair of damaged property
- Temporary exclusion of student from class
- Bus suspension
- In-school suspension
- Out-of-school suspension
- Referral to Attendance Board
- Behavior contract
- Involvement of outside agencies

- Involvement of Police
- Recommendation for Expulsion
- Locker or bag searches

As might be expected, the more serious the misbehavior, the more severe the consequence. The nature and circumstances of the incident, as well as frequency of misbehavior, and age of studentare also considered. Severe breach of conduct will result in suspension in accordance with Section 31 of the Education Act and could extend to possible recommendation for expulsion. The following are considered major forms of misbehavior and will be dealt with severely:

- Open opposition to authority
- Physical or verbal abuse
- Use or display of improper or profane language
- Promotion or selling products and/or services in the school without consent of administration
- Distributing advertisements or products in the school without the consent of administration
- Willful damage to property
- Assault
- Possession or use of vapes, illegal drugs or substances
- Behaviour dangerous to self or others
- Possession of a weapon or presentation of an object intended to threaten or intimidate
- Repeated violation of any standard of conduct
- Continual disregard of classroom rules that disrupt the learning and teaching process.
- Contravention of the Criminal Code of Canada or the code of conduct set out in the School Act
- Possession or use of vapes, illegal drugs or substances
- Behaviour dangerous to self or others
- Possession of a weapon or presentation of an object intended to threaten or intimidate
- Repeated violation of any standard of conduct
- Continual disregard of classroom rules that disrupt the learning and teaching process.
- Contravention of the Criminal Code of Canada or the code of conduct set out in the

School Act Education Act – Section 31

A student, as a partner in education, has the responsibility to:

a) attend school regularly and punctually,

b) be ready to learn and actively engage in and diligently pursue the student's education,

c) ensure that the student's conduct contributes to a safe and caring environment that fosters and maintains respectful and responsible behaviors, and the prevention of violence.

d) respect the rights of others in the school,

e) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether it occurs within the school building, during the school day or by electronic means,

f) comply with the rules of the school and the policies of the board,

g) co-operate with everyone authorized by the board to provide education programs and other services,

h) be accountable to the student's teachers and other school staff for the student's conduct, and

i) positively contribute to the student's school and community.

Responsibilities

Students learn best in a positive learning environment. We expect students, parents and staff to recognize their responsibility in developing student behavior and conduct.

We affirm that pursuant to the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms, students and staff members are protected from discrimination. More specifically, discrimination refers to any conduct that serves to deny or discriminate against any person or class of persons regarding any goods, services, accommodation or facilities that are customarily available to the public, and the denial or discrimination is based on race, religious beliefs, colour, gender, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

Students

Students will meet the expectations for behavior while on school property or while involved in any school sponsored or related activities. Students will exercise their responsibilities and abilities to gain maximum learning benefits from their school experiences. We expect that they will contribute to a positive learning environment. To ensure this, students will:

- Come to class ready to learn with the appropriate materials and clothing
- Attend all classes at school regularly and punctually
- Adhere to school standards pertaining to dress, personal belongings, & personal electronic devices
- Refrain from, report and refuse to tolerate bullying or bullying behavior, even if it happens outside of the school or school hours, or electronically.
- Refrain from the use or possession of illicit or illegal substances
- Inform a trusted adult in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school
- Assume responsibility for actions and choices
- Show respect for self, others and their property
- Show respect for authority
- Show respect and care for school property
- Seek help from staff to assist in problem solving
- Demonstrate a good work ethic including work habits, and completion of all assignments
- Use common sense and good judgment in all actions
- Follow school and Board policies, standards and procedures

Staff

Staff endeavor to assist students in achieving their personal best. Staff will:

- Educate students fulfilling the mandate of the Alberta curriculum
- Discipline consistently, maintaining dignity and respect
- Demonstrate and model mutual respect
- Demonstrate and model the standards set out in school and board policies
- Maintain open communication
- Be proactive in communication
- Review conduct policy with students
- Communicate classroom expectations
- Recognize diversity and individual differences
- Respect confidentiality

Provide a continuum of supports to students who are both impacted by inappropriate behavior and to those students who engage in inappropriate behavior. These may include:

- Homeroom Teachers
- School Counsellors
- Administration

▪ Access to outside support

Parents

Parents play a vital role in developing student behavior and conduct. We expect that parents:

• Send children to school rested, nourished, appropriately dressed and mentally ready to participate in learning
• Ensure children get to school on time
• Demonstrate mutual respect with school staff and maintain open communication
• Inform school about essential information
• Review school standards and policy with their children and ensure their children's understanding
• Monitor homework assignments and assist when necessary
• Report absences promptly to the school
• Utilize SchoolCloud and the school website to stay informed about their child's progress, attendance and punctuality.
• Work with the school to resolve student behavior issues as they pertain to their child
• Assume responsibility for their child's behavior
• Actively support and be aware of the standards established by Andrew Rural Academy, the school they've chosen to send their child(ren) to
• Ensure that their conduct contributes to a welcoming, caring, respectful and safe learning environment for all

BULLYING (from Alberta Education "Bullying Prevention") What is 'Bullying'

Alberta Education defines bullying as, "…a repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power." Bullying behaviours are a form of aggression and can be:

• Physical – For example: poking, elbowing, hitting
• Verbal – For example: name calling, insults, racist, sexist or homophobic comments, put- downs or threats
• Social – For example: gossiping, spreading rumours, excluding someone from the group, isolating, ganging up
• Cyber – For example: social or verbal bullying through the use of email, text messages or social media.

Identifying Bullying Behaviour

Below are some warning signs to help identify if a person may be engaging in bullying behaviour:

- Not understanding or caring if someone is hurt
- Unexplained increase of money, clothing or other items
- Boasting about taunting someone
- Passing off teasing as a joke
- Laughing when others get hurt
- Demonstrating aggressive behaviour
- Grouping together with some individuals and intentionally leaving others out (e.g., isolating, shunning)
- Name-calling

Bullying is the misuse of power intended to harm or humiliate someone else. People of all ages may engage in bullying behaviours.

What Bullying Is Not

Bullying behaviour is not the same as hurting someone's feelings if there is no misuse of power or a deliberate intent to cause harm. It is important to support individuals to understand the difference between these behaviours as part of learning how to build healthy relationships. Bullying behaviour is sometimes confused with conflict. Conflict is a disagreement about different beliefs, ideas, feelings or actions. It is a normal part of healthy relationships. For example, friends may disagree over which movie to see or what game to play. Learning skills to resolve conflict appropriately is very important for building and maintaining positive relationships.

Student and Adult Roles In Stopping Bullying

Intervening in a bullying incident generally stops the behaviour and sends a message that it is not acceptable. When intervening:

- Stay calm and ensure that everyone is safe.
- Listen attentively to all points of view.
- Determine if bullying is actually the case.
- Ensure support is provided to the person impacted by the behaviour, the person engaging in the behaviour and bystanders witnessing the behaviour. Make sure to take into account age, maturity and individual circumstances. It is important that the

person engaging in bullying behaviour has an opportunity to understand the impact of their actions.

• Model the behaviours you would like to see.

• Support the person who is the target of the bullying behaviour.

• Don't watch or encourage the behaviour - this sends a message that you think the behaviour is acceptable.

• If it is safe, say to the person "hey, let's go" and walk away with them.

• Check in with the person to see if they are OK and if they have someone to talk to.

• Encourage the person to tell an adult or tell an adult that you trust.

School Response to Bullying

In instances of bullying, the school will respond to bullying whether within the school building, directly or by electronic means during the school day. If a child is being bullied or observes bullying, the child needs to report the incidents to their teacher or the school administration. If a child tells a parent about the incident, the parent needs to report the incidents to the teacher and/or school administration. When informed of an incident of bullying, the teacher and/or school administration will investigate the incident and determine if this is a bullying situation. If it is determined that bullying has occurred, the student who has bullied others will be disciplined, in accordance with possible consequences listed previously. In addition, support for the student who has been bullied will be provided, as needed.

Adopted: July 13, 2026

School Operations

Administrative Procedure #302 Standards of Student Dress

Purpose

At Andrew Rural Academy, students are expected to dress in a manner that honours the dignity of the human person, and that supports an inclusive, welcoming, caring, respectful, and safe learning environment that promotes the well-being of all. Understanding that it is not possible to list all the specific types of acceptable and unacceptable student dress, the purpose of establishing Standards of Student Dress is to empower students to make appropriate choices. Student dress must maintain personal safety and the safety of the school community.

Students at the junior and senior high level are of an age where they are learning attitudes and behaviours that will make them successful socially or professionally at work or at school. They are expected to dress in a manner which would be reflective of mainstream youth employment that demonstrates respect for self and others.

Procedures

Students at Andrew Rural Academy <u>may</u> wear, as long as they are in alignment with this standard's philosophy:

• Headwear that is specifically required for religious observance (i.e. hijab, yarmulke, turban) or for medical reasons in consultation with the principal.

• Hats are allowed, and with this comes the responsibility of demonstrating respect for hat etiquette. Hat etiquette is defined by when or when not to wear a hat. Hats must be removed when a staff member asks a student to remove their hat in their classrooms, and the teacher request must be respected. Also, there are safety reasons for hats to be removed such as in CTF/CTS labs, science labs, during exams, etc.

• Clothing with logos or text on it that is positive in nature, respectful, or implies or encourages a healthy lifestyle/choice for children and youth.

• For safety reasons, during CTF/CTS, physical education or movement type of classes or activities such as dance, students must be wearing acceptable footwear and clothing as defined by the teacher specific to the activity or course. Without the proper footwear and

clothing, students will not be able to participate until safe to do so which requires that they have acceptable apparel for the activity.

Students at Andrew Rural Academy <u>may not</u> wear:

• Articles of clothing that discriminate based on age, religion, gender, gender identity/expression, body type, race, ability, and socio-economic status.

• Articles of clothing with words or text that depict or imply hate, violence, profanity, drugs/drug use, alcohol/alcohol use, sexual activity, or criminal activity, or affiliation with gangs/criminal organizations.

• Clothing should ensure that undergarments and private areas of the body, such as the chest, torso, buttocks and areas normally covered by clothing, are not exposed while at school. Clothing must maintain this coverage during activity or movement.

• For safety reasons, wearing a hood, ski mask or sunglasses in the school building is not permitted. School personnel must be able to identify all the people easily within the building.

Students who do not meet the Standards of Student Dress will be required by the school principal or their designate to meet the standards before participating in school activities. The goal is for the student to resume their normal school activities with acceptable attire. Students who have not met the standard, as outlined above, will be addressed in the following manner:

• At the first possible opportunity for a private conversation, the staff member who has identified the issue will speak to the student about the concern in a manner that respects their privacy and dignity.

• The student will be presented with options to bring them into closer alignment with the standard for the remainder of the school day such as:

- Wearing another article of their own clothing which they have at school that is in alignment with the standard
- Contacting a parent or guardian to bring in an article of clothing that is in alignment with the standard
- Borrowing an article of clothing from a friend that is in alignment with the standard.
- When standards are not met repetitively, the parents will be asked to come in for a meeting to discuss solutions for the student to resume to their normal activities. As in the student conduct policy, if students deliberately continue to not meet the standards this will result in removal from the activity and/or suspension.

- *Examples of tops*: *t-shirts, sweatshirts, sweaters, tank tops.*
- *Examples of bottoms*: *jeans, leggings, sweatpants, skirts, dresses, shorts.*

A shirt or the equivalent (tops) with opaque fabric and undergarments that fully covers the front, back and sides (torso), and under the arms. Pants or the equivalent (bottoms) that covers the buttocks, does not reveal underwear, and remains covered during any activity/movement.

Adopted: July 13, 2026

Student

Administrative Procedure #303 Student Discipline

Purpose

The long-range purpose of discipline is to encourage students to exercise self-control, while the short range purpose may be to maintain a satisfactory learning environment in the School. Consistent and clear communication home to parents is helpful in maintaining positive relationships and effective student discipline. The staff are therefore encouraged to keep the long range purpose in mind while dealing daily with the short range challenges. The following procedures are to be followed in that regard.

Procedures

1. School personnel are to deal with all discipline matters in a calm, objective and professional manner reflecting individual differences and situations.

2. The Principal is to develop School procedures which will guide and assist staff with student discipline.

3. The Principal, in administering discipline procedures, shall be patient and courteous to students, teachers and parents, at the same time encouraging staff to deal with the problem as near to source as possible as often as possible.

4. The teacher shall be responsible for discipline in the classroom and is to communicate expectations to students early in the school year. The teacher would be justified in employing tactics such as those listed below in enforcing expectations:

   4.1 Restraining by force any individual attempting to inflict harm.

   4.2 Removing from class for a brief period of time, a student who despite warnings, disrupts the work of other students.

   4.3 Communicating clearly the unacceptable practices of the student, and this is done usually in privacy.

   4.4 Maintaining classroom awareness acute enough to spot potential problems and deal with them before they become major problems.

5. Actions that cannot be supported by the Superintendent include:

5.1 Physical contact by the teacher upon a student except as outlined in clause 4.1 or Administrative Procedure 354.

5.2 Use of corporal punishment.

5.3 Mass detention where non-guilty are punished with the guilty.

5.4 Inappropriate verbal or written communications.

6. Teachers may detain individual student(s) for disciplinary reasons; however, a cooling off period is recommended so that the teacher can deal with the matter in a calm and professional manner.

7. Teachers are to involve the parent(s) in dealing with continuing behavioural problems in the School.

8. When matters are referred to the Principal, teachers are not to expect to dictate resolutions for the problem.

Adopted: January 12, 2026

Legal Reference: Education Act
Occupational Health and
Safety Tobacco, Smoking and
Vaping Reduction Act
Review by the Minister Information Bulletin 3.5.1

Student

Administrative Procedure #304 Suspension and Expulsion

Purpose

Any student(s) who is excessively violating the responsibilities of a student as outlined in Section 31 of the Education Act or for any other reason deemed appropriate by a teacher, Principal or Superintendent may be suspended from classes, courses, programs and buses and suspended or expelled from the School, subject to the following procedures.

Definitions

Expulsion implies an extended or permanent withdrawal of privileges, generally geared toward the end of a semester, the end of the school year or even longer if reviewed annually by the Charter Board,.

Suspension implies a withdrawal of privileges for a specific number of days to a maximum of four
(4) school days with privileges restored at a certain time or upon completion
of certain requirements.

1. A teacher may suspend a student for one (1) class period.
   - 1.1 A teacher who removes a student from a class period shall within one (1) day either:
     - 1.1.1 Reinstate the student prior to the next class period, or
     - 1.1.2 Refer the student to the Principal for further action.
2. A Principal may suspend a student for:
   - 2.1 One (1) or more class periods,
   - 2.2 One (1) or more courses or programs,
   - 2.3 School, or
   - 2.4 Riding in a school bus.
3. A Principal who suspends a student or has a suspended student referred to him/her may:
   - 3.1 Reinstate the student within five (5) days;
   - 3.2 Suspend the student for no more than four (4) days;
   - 3.3 Refer the student to the Superintendent with a recommendation for reinstatement or expulsion.

4. A student may be considered for suspension or expulsion for
   4.1 Failure to comply with section 31 of the Education Act, specifically failure to:
      4.1.1 Be diligent in pursuing his/her studies.

Adopted: January 12, 2026

Student

Administrative Procedure #305 Physical Restraint of Students

Purpose

The Superintendent directs that staff shall seek to utilize positive means in dealing with student behaviour (Administrative Procedure 301). However, when physical restraints are appropriate, the Superintendent directs that the least restrictive measure which is likely to be effective be used to control the situation.

Definition

Physical restraint refers to action taken by a staff member that results in the restraint of a student for the purposes of immobilizing the student and subduing unacceptable behaviour until such time as there are indications that the student is capable of self-control.

Procedure

1. Appropriate physical restraint may be used by School employees in crisis situations in which a student is causing, or is likely to cause, physical harm to himself or others.

2. The Superintendent understands that specific students may require individualized programs designed to change their behaviour that incorporate the use of physical restraint procedures. These however shall be in the best interests of the students and in strict compliance with the following procedures.

3. Planned Behavioural Programs Involving the Use of Physical Restraint

   3.1 An individual program shall be jointly developed by the home, the School, the Superintendent and an outside agency or professional competent in behaviour management.

   3.2 Each program shall address, as its primary goal, the development of new behaviours through positive means that will reduce the likelihood of severe inappropriate behaviour.

3.3 Each program shall outline, in strict behavioural terms, when and how physical restraint procedures are to be used. The least restrictive physical restraint procedure which will be effective shall be used in the program.

3.4 Each program shall specify the type of individualized documentation it requires.

3.5 Each program shall be approved prior to being implemented by the Superintendent who may at any time terminate the program.

3.6 The informed consent of the parent(s) must be obtained in writing prior to implementation of the program.

3.6.1 This consent may be terminated at any time upon submission of written notice by the parent(s).

3.6.2 In the event that parental consent is refused it may be necessary to excuse or expel the student from School.

Adopted: January 12, 2026

Student

Administrative Procedure #306 Student Conduct on School Buses

Purpose

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

Procedures

1. Violation of any of the following may lead to the loss of riding privileges, or suspension from school.
2. Students are expected to be at the road, at the designated stop, approximately 5 minutes before the scheduled arrival of the bus.
3. Students need to behave in a responsible manner at the bus stop, while on the bus, and while loading and unloading.
4. Students are to board the bus in single file and use the handrail.
5. The bus driver will report any serious student misconduct to the Principal of the school. Any student who continues to misbehave will be denied the privilege of riding the school bus.
6. The bus driver will develop a seating plan and students are expected to sit in their assigned seats.
7. While the bus is in motion, students must not extend any part of their bodies out of windows, try to get on or off the bus, or move about within it.
8. Students must remain seated, in their seats, during the entire trip.
9. Students will not consume food or beverages on the bus.
10. Students must not throw paper or other waste materials on the floor, or out of the windows of the bus.
11. Students must not distract the bus driver.
12. Silence must be maintained when the bus stops at railroad crossings.
13. Students causing willful damage to the bus will be held responsible for all costs.

14. Bus passes must be produced upon request or ridership may be denied.
15. Students need to be familiar with their assigned stop.
16. Students need to remain seated until the bus comes to a full stop and the door is open.
17. When getting off the school bus, students must immediately move away from the bus to the sidewalk, moving away from the danger zone.
18. Students need to wait for the bus to leave then follow the Point, Pause, Proceed pedestrian safety rules.
19. Parent Responsibilities

    19.1 Instruct their children to obey all school bus rules.

    19.2 Ensure their children are at the bus stop on time and follow appropriate loading procedures.

    19.3 Accept responsibility for the proper conduct of their children prior to boarding the bus, during the daily trips and upon leaving the bus.

    19.4 Provide the necessary supervision for their children when they are going to and from the bus stop.

    19.5 Make certain their children are appropriately dressed.

    19.6 Ensure their children are aware of alternate arrangements to follow in the event of emergent conditions (e.g. inclement weather, school closure, evacuation, bus breakdown).
20. Student Discipline

    20.1 The bus driver will use the Yellow School Bus Communication Report (Form 352-1) to notify the Principal of any recurring problems or improper conduct on the part of the student. The Principal may suspend any student under the provisions of the Education Act, from riding on any bus and report the circumstances, in writing, to the parents, the driver and the Superintendent.

    20.2 The Principal may reinstate a student suspended from riding the bus.

    20.3 When a student is not to be reinstated on the bus within five (5) school days of the date of his/her suspension, the Principal shall immediately report, in writing, all the circumstances of the suspension to the Superintendent, together with his/her recommendations.

    20.4 For causing willful damage to a school bus, a student will be held fully accountable for the cost of repairs to the bus and may, at the discretion of the Superintendent or designate, be suspended from riding on the bus until such costs have been recovered.

20.5 The School strongly supports its bus drivers in maintaining proper student behaviour on the bus.

Adopted: July 13, 2026

Reference: Education Act, Sections 11, 31, 32, 33, 36, 37, 51, 52, 53, 59, 197, 222, 257

Traffic Safety Act

Student Transportation Regulation 96/2019

Student

Administrative Procedure #307 Attendance of Students

Purpose

Regular attendance contributes significantly to student learning and the School encourages parents and students to recognize their responsibility for regular attendance.

Procedures

1. The Principal shall act as attendance officer for students registered in the school.
2. Each Principal, in consultation with the staff, shall develop written school attendance procedures. These procedures will include a process for
    - 2.1 Teachers to keep accurate attendance records (including records of absences and lates) for each of their students,
    - 2.2 Parents to notify the school of student absences, and
    - 2.3 Keeping parents informed of unexcused absences and excessive lates.
3. At the beginning of each school year the Principal shall communicate the school's attendance procedures to parents, students, and staff.
4. The Principal will make all reasonable efforts to resolve student attendance concerns prior to referring the matter to the Attendance Board. Procedures are outlined in Administrative Procedure 307 – Attendance of Students.
5. When attempts to enforce school attendance are ineffective, the Principal shall make a referral to the Office of School Attendance and Re-engagement (the Attendance Board) as per Attendance Board criteria (https://education.alberta.ca/). A copy of this referral accompanied by supporting documentation shall also be sent to the Superintendent.

Adopted: July 13, 2026

Reference: Education Act, Sections 1, 3, 7, 8, 9, 31, 46, 51, 52, 53, 54, 55, 196, 197, 222

Administrative Procedure #308 Student and Parent Appeals of Decisions

Purpose

Where a decision of an employee of the School significantly affects the education of a student, the student or parent may appeal that decision to the Superintendent who acts on behalf of the Board.

After hearing the appeal, the person designated to hear the appeal may decide whether the subject matter of the appeal is a decision of a School employee which significantly affects the education of a student.

Procedures

1.The Board has authorized senior administration personnel, under the direction of the Superintendent, to hear on its behalf section 42 *Education Act* appeals.

2.For further clarity, the Board has authorized the Superintendent to identify a person, including the Superintendent, to hear section 42 *Education Act* appeals, if in the view of the Superintendent such a person is to be appointed.

3.In keeping with Administrative Procedure 152 - Dealing with Parent-School Conflict Management, a parent or a student who is over the age of 16 (or both) who has a concern regarding any educational matter, has the responsibility to begin addressing the concern directly with the person(s) with whom the concern lies before taking the concern elsewhere.

> 3.1 Before a parent or student over the age of 16 (or both) may address a concern to the School's senior administrative personnel, that person must have addressed the concern directly with the teacher (if applicable) and Principal (if applicable).

4.If a decision of a Principal, senior administrative personnel, or other School employee significantly affects the education of a student, the parent and/or the student who is 16 years of age (or both) may, within a reasonable time from the date that the parent and/or student (who is 16 years of age) was informed of the decision, appeal that decision in writing to the Superintendent, who is acting on behalf of the Board.

5.Parents may request that the Minister of Education review any decision made on behalf of the Board.

6.Concerns of parents regarding the suggested placement of their child in a special education program / program of choice are to be handled in consultation with the Superintendent.

Adopted: July 13, 2026
Reference: Education Act, Sections 11, 18, 31, 32, 33, 36, 37, 41, 42, 43, 44, 52, 53, 152, 196, 197, 222

Administrative Procedure #309 Promotions and Student Placement

Background

The School strives to place all students in the environment that best meets their needs and the needs of the other students in the School.

Procedures

1. The Principal determines the placement of students in grades, courses and classes.
2. English as Additional Language Learner (EALL) students shall be placed in age appropriate settings.
3. The Principal determines the promotion of students from one grade or course to another.
4. The placement of any student shall be determined after careful consideration of many factors, including the following: academic achievement and skill, age, social adjustment, health and cognitive ability.
5. Placements in a regular classroom with the same-age peers is usually the most appropriate. Care must be taken to ensure that students do not differ significantly in age from their classmates. Students may spend no more than two years in one grade and no more than four years in one division.
6. Parents shall be consulted as early as possible in the school year if any placement, other than the usual placement, is being considered. There must be ongoing consultation between the school and the parents.
7. Parents shall be informed of their right to appeal decisions regarding the placement or promotion of students.

Adopted: July 13, 2026
Reference: Education Act, Sections 11, 18, 31, 32, 41, 42, 51, 52, 53, 196, 197, 222
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers and Teacher Leaders Regulation 92/2019
Student Record Regulation 97/2020
Ministerial Order 015/2004 – Standards for Special Education

Student

Administrative Procedure #310 Athlete Eligibility Policy (Amateur Competitive Sports)

Purpose

To establish fair, consistent eligibility requirements for student participation in amateur competitive sports.

Scope

Applies to all students participating in school-sponsored competitive sports teams or events.

Policy Statement

- Eligibility for athletic participation will be based on age, grade, academic standing, conduct, and adherence to school values.
- The school authority is committed to promoting safety, fairness, and integrity in athletics.
- Coaches and administrators are responsible for enforcing eligibility rules consistently.

Administrative Procedures

1. Age/Grade: Students must meet Alberta Schools' Athletic Association (ASAA) age/grade guidelines where applicable.
2. Academic Standing: Students must maintain satisfactory academic progress. Academic ineligibility may result from failing grades or poor attendance.
3. Conduct: Students must uphold the school's code of conduct on and off the field.
4. Transfers: Students transferring from another school may be subject to a waiting period in line with ASAA or local rules.
5. Safety: Students must pass required medical/fitness checks before participation.
6. Appeals: Eligibility decisions may be appealed to the school principal.

Adopted: January 12, 2026

1. Where procedures beyond a written prescription are required, written instructions shall be received from the physician concerned.
2. When the Principal agrees to the parent/guardian request, he/she shall designate staff members, who mutually agree, to administer medication.
3. The Principal shall immediately notify the Superintendent and parents/guardians if he/she disagrees with the request.
4. Any special equipment required to administer medication shall be the responsibility of the parents/guardian.
5. Signed medication/personal care forms and other related information shall be placed in the student record portfolio.
6. The Principal shall designate safe, limited access storage for medication supplies.
7. An administering of medication log will be completed and kept as part of the student portfolio and on school file.

Adopted: January 12, 2026

Student

Administrative Procedure #312 Vandalism

Purpose

The School will recover the cost of any destruction, damage, or loss resulting from the inappropriate behaviour of students.

Procedures

1. The parent of any student who is responsible for damage of School property or other property associated with School sanctioned activities must replace, or pay for, any property damaged or destroyed.
2. The Principal may suspend any student who is responsible for the property damage.
3. The cost of repairs will be determined by the Maintenance Coordinator in consultation with the Superintendent or designate, and will include charges for both labour and material.

Adopted: July 13, 2026
Reference: Education Act, Sections 31, 32, 51, 52, 53, 54, 57, 197, 222, 257

Administrative Procedure #313 Guardianship, Custody or Access Rights

Purpose

Staff members of the School shall be diligent in allowing only authorized persons access to students in their care.

Access disputes between parents or other family members may be complicated by the fact that legal custody of the child has not been determined by a court or by formal agreement. In such cases, de facto custody lies with the parent with whom the child resides.

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

Procedures

1. All claims for the access to students must be referred to the Principal. Principals requiring clarification or additional guidance may contact the Superintendent.
2. Where there is a demand for access to a student and legal custody is uncertain, the Principal shall:
    - 2.1 Ask the claimant to provide appropriate identification and to provide a copy of a separation agreement, or an order of a court, giving him/her access to the student;
    - 2.2 Place a copy of the order or agreement in the student file and update the school student information system;
    - 2.3 Inform the claimant the student will not be released from school until the normal morning or afternoon dismissal time and the parent with whom the student resides will be informed that the claim for access has been made;
    - 2.4 Notify the parent with whom the student resides that the claim for access has been made;
    - 2.5 The Principal may call the RCMP to mediate any on site disputes.
3. An objective record shall be kept in the school of all access claims which may be received, including dates, times, names of persons involved, and as much of their actual statements as it may be possible to record.

Adopted: July 13, 2026

Reference: Education Act, Sections 1, 2, 11, 32, 33, 51, 52, 53, 54, 196, 197, 222

Student Records Regulation 97/2019
Child, Youth and Family Enhancement Act
Domestic Relations Act
Canadian Charter of Rights and Freedoms
Divorce Act
Family Law Act

Student

Administrative Procedure #314 Reporting of Children in Need of Intervention Services

Purpose

Staff members and volunteers of the School shall report suspected cases of children in need of intervention services to the proper authorities.

Any person who has reasonable and probable grounds to believe a child is in need of intervention services is legally required to report the matter to a Child and Family Services Authority office. The *Child, Youth and Family Enhancement Act*, R.S.A. 2000, c. C-12 (hereinafter the "Enhancement Act"). The duty to report applies notwithstanding that the information upon which the belief is founded may be confidential and the disclosure of that information could otherwise be legally prohibited. The Enhancement Act prescribes penalties for those who fail to report such situations, and provides protection from legal action against a person making a report unless the reporting "is done maliciously or without reasonable and probable grounds for the belief."

All School staff including teachers, teacher assistants, administrators, school custodians, support staff, social workers, school counselors, consultants and volunteers (hereinafter any "Person") shall be familiar with and guided by this Administrative Procedure.

The Principal shall conduct an annual review of this Administrative Procedure with staff/volunteers so that they are knowledgeable about the Administrative Procedure as well as the importance of confidentiality in matters relating to reporting children in need of intervention services.

The obligation to report is not discharged until the Person, who has reasonable and probable grounds to believe a child is in need of intervention services, has reported directly to a Child and Family Services caseworker. A Person does not need specific permission from a supervisor and/or administrator before making a report. However, it is the intent of this Administrative Procedure that an internal discussion occur prior to the actual reporting by a Person to a Child and Family Services caseworker. As a result, prior to taking any reporting steps, a Person who suspects a child is in need of intervention services, must discuss the matter with the Principal of the school where the child attends. Ultimately, however, the final decision to report lies with the Person who believes a child is in need of intervention services pursuant to the Enhancement Act.

Definitions

The *Child, Youth and Family Enhancement Act*, R.S.A. 2000, c. C-12 section 1 (2) states:
… a child is in need of intervention services if there are reasonable and probable grounds to believe that the survival, security or development of the child is endangered because of any of the following:

- the child has been abandoned or lost;
- the guardian of the child is dead and the child has no other guardian;
- the child is neglected by the guardian;
- the child has been or there is substantial risk that the child will be physically injured or sexually abused by the guardian of the child;
- the guardian of the child is unable or unwilling to protect the child from physical injury or sexual abuse;
- the child has been emotionally injured by the guardian of the child;
- the guardian of the child is unable or unwilling to protect the child from emotional injury;
- the guardian of the child has subjected the child to or is unable or unwilling to protect the child from cruel and unusual treatment or punishment.

Sections 1(2.1) and 1(3) further state:
… a child is neglected if the guardian:

1. is unable or unwilling to provide the child with the necessities of life;
2. is unable or unwilling to obtain for the child, or to permit the child to receive, essential medical, surgical or other remedial treatment that is necessary for the health or well-being of the child; or
3. is unable or unwilling to provide the child with adequate care or supervision.
4. …. a child is emotionally injured if there is:
5. impairment of the child's mental or emotional functioning or development; and
6. reasonable and probable grounds to believe that the emotional injury is the result of:

6.1 rejection;
6.2 emotional, social, cognitive or physiological neglect;
6.3 deprivation of affection or cognitive stimulation;
6.4 exposure to domestic violence or severe domestic disharmony;
6.5 inappropriate criticism, threats, humiliation, accusations or expectations of or toward the child;
6.6 the mental or emotional condition of the guardian of the child or of anyone living in the same residence as the child;

6.7 chronic alcohol or drug abuse by the guardian or by anyone living in the same residence as the child.

7. A child is physically injured if there is:

substantial and observable injury to any part of the child's body as a result of non-accidental application of force or an agent to the child's body that is evidenced by a laceration, a contusion, an abrasion, a scar, a fracture or other body injury, a dislocation, a sprain, hemorrhaging, the rupture of viscous, a burn, a scald, frostbite, the loss or alteration of consciousness or physiological functioning or the loss of hair or teeth.

8. A child is sexually abused if:

the child is inappropriately exposed or subjected to sexual contact, activity or behaviour including prostitution related activities.

Procedures

1.Duty to Report

1.1 Prior to taking any steps, a Person who suspects a child is in need of intervention services, must discuss his/her concerns with the Principal of the school where the child attends.

1.2 The Person who has reasonable and probable grounds to believe that a child is in need of protective services is legally required to report the matter to the local Child and Family Services Authority:

1.2.1 Between 8:15 a.m. and 4:30 p.m. contact the Alberta Child Intervention Provincial Intake Line at 1-800-638-0715;

1.2.2 Before 8:15 a.m. and after 4:30 p.m. contact Emergency Social Services (1-866-644-5135);

1.2.3 The Child Abuse Hotline may be contacted anytime: 1-800-387-KIDS (5437).

1.3 If the Person is of the view that there are reasonable and probable grounds to believe that a child is in need of intervention services, even though the Person's Principal of the child at the school where the child attends is not of the same view, the Person must nonetheless make a report pursuant to the *Child, Youth and Family Enhancement Act*.

1.4 The *Child, Youth and Family Enhancement Act* prescribes penalties for those who fail to report such situations, and provides protection against a Person making a

report unless the reporting "is done maliciously or without reasonable and probable grounds for the belief."

2.Reporting Procedures

2.1 Prior to the making of a formal report, the Person must first discuss the matter with the Principal or the Superintendent in the absence of the Principal of the school where the child attends.

2.2 Prior to a formal report being made by the Person to the local Child and Family Services Authority, he/she is to inform the Principal.

2.3 If the Principal where the child attends school is uncertain as to how to respond to the situation when approached by a Person who is considering making a formal report, he/she may seek advice from the Superintendent.

2.4 When discussing the situation as per this Administrative Procedure, the Person/Principal may, at his or her discretion, use the names of those involved, but must respect the privacy interests of all persons based on the circumstances.

2.5 If satisfied that there are reasonable and probable grounds to suspect a child is in need of intervention services (once the internal discussion has occurred) the Person shall make a formal report to the local Child and Family Services Authority and may choose to do so in the presence of the Principal at the school where the child attends school. If the Person speaks in private to the Child and Family Services caseworker, the Person is expected to inform the Principal of all relevant information arising from the conversation.

2.6 If, based on emergent and exceptional circumstances, the Person cannot make a formal report in the presence of the Principal, said person shall advise, in a timely fashion, the Principal regarding:

2.6.1Any formal report that will be; and

2.6.2Formalreporting that has been done.

2.7 The duty of the Person to report a child in need of intervention services has not been discharged until the Person is certain a Child and Family Services Authority office has received the formal report.

2.8 The Person who makes a formal report that a child is in need of intervention services is advised to record and maintain in their own records, the date and the time of the call and the name and the position of the Child and Family Services Authority official accepting the formal report. The Person is further advised to retain any documents or records regarding the formal report for a period of 4 years from the date of the formal report.

2.9 Any statements made by the child to a school staff member/ volunteer is to be recorded in the child's own words. This is to be done as soon as possible after the disclosure and the Person shall retain them in their own records for future reference. Such records or information shall be kept in the strictest of confidence, and shall not be included in the child's student record.

2.10 After making the formal report, the Person may, depending on the circumstances of the case, continue to offer support to the child but refrain from initiating further interviews with the child.

2.11 Knowledge of any actions forming the basis of a formal report must remain confidential and is restricted to the Person initiating the formal report, the Principal, and if appropriate on a "need-to-know basis" the school counsellor, the Family School Liaison Worker, the school nurse and/or appropriate School personnel.

2.12 Subsequent to the formal report, interviews by caseworkers in the school are to be conducted in accordance with Administrative Procedure 315-Investigation of Child Intervention Complaints on School Premises.

2.13 The Principal is asked to facilitate investigations by caseworkers or police officers who may wish to interview school personnel who have regular contact with the child.

2.14 Within the context of their responsibility for the well-being and care of students in a school, the Principal may facilitate access to the child by caseworkers and/or police officers in accordance with ATIA & POPA.

2.15 The Person making the formal report may be required to provide evidence under oath at a court proceeding and is therefore to summarize, in writing, any information provided to the investigator(s) immediately following the interview and retain this documentation, in a confidential manner, for further reference.

2.16 The Principal and other appropriate school personnel may contact caseworkers regarding significant developments pertaining to students with whom they are involved on an intervention basis. Such information sharing will be on a "need-to-know" basis.

2.17 Assistance with in service programs aimed at increasing staff knowledge and awareness of child abuse may be obtained by contacting your Family School Liaison Worker, the appropriate Child and Family Services Authority, the RCMP or the Edmonton Police Service (Zebra Child Protection Services).

Adopted: July 13, 2026

Reference: Education Act, Sections 11, 33, 51, 52, 53, 54, 196, 197, 222

Child, Youth and Family Enhancement Act
Access to Information Act & Protection of Privacy Act
Protection of Sexually Exploited Children Act
Practice Review of Teachers Regulation 92/2019
Student Record Regulation 97/2019
Child Abuse/Domestic Violence Protocol (2013)
Canadian Charter of Rights and Freedoms
Divorce Act
Family Law Act

Administrative Procedure #315 Investigation of Child Intervention Complaints on School Premises

Purpose

Staff members of the School shall cooperate with personnel from the Child and Family Services Authority and Police Services in the investigation of suspected cases of children in need of protective services.

The investigation of child protection complaints is the responsibility of child welfare workers from the local Child and Family Services Authority, who may, where appropriate, be assisted by Police Services.

Under the Child, Youth and Family Enhancement Act, R.S.A. 2000, c. C-12, caseworkers have the same rights as parents for those children who are temporary or permanent wards of the government (Child and Family Services Authority). Furthermore, child welfare workers and police officers have the authority to apprehend a child where there is sufficient reason to believe that the child is in need of protective services. In such cases, the Child and Family Services Authority immediately assumes guardianship and other parental rights for the child (later confirmed or altered in Family Court).

Child welfare workers are authorized to apprehend a child from the school premises during the course of an investigation.

Procedures

1. A caseworker or police officer who finds it necessary to interview a student during school hours will report to the office of the Principal. The caseworker or police officer is to be asked to:

    1.1 Present identification;

    1.2 Provide an explanation as to the nature of the investigation being conducted; and

    1.3 State reasons for wanting to conduct the interview in the school.

2. The Principal must make and keep a record (photocopy and/or written notes) of the identification documents of the police officer and/or the caseworker.

3. Interviews may be permitted on the school premises for any investigation involving a suspected case of a child being in need of intervention.

4. The caseworker or police officer has the responsibility to involve/inform parents of any investigation involving students under 18 years of age. The Principal must receive assurance that the parent has been/will be informed. The Principal and caseworker or police officer will discuss when the caseworker or police officer will contact the parents.
5. If the Principal is contacted by parents enquiring about a student who has not returned home, and the student has been apprehended or delayed at school because of an investigation, the Principal shall inform the parent of that fact and provide the investigator's name and telephone number. Parents are to be referred to the caseworker for further details.
6. All those involved in a child intervention investigation are required by law to keep details about the investigation confidential in accordance with *FOIP*, the *Child, Youth and Family Enhancement Act*, and the *Education Act*.
7. The Principal may explore with the caseworker or police officer whether it is in the child's best interests that a familiar staff member sit in on the interview as a silent observer. If the caseworker or police officer agrees, the Principal will consult the student to determine whether a familiar staff member will sit in on the interview.
8. The Principal will bring the student to a private office where the interview will take place.
9. In the event of disagreement between the Principal and authorities under the *Child, Youth and Family Enhancement Act* over interviewing students on school premises, the Principal shall consult with the Superintendent. The Principal may also wish to discuss the matter with the Supervisor of the caseworker or police officer.

Adopted: July 13, 2026
Reference: Education Act, Sections 11, 31, 33, 51, 52, 53, 54, 196, 197, 222
Child, Youth and Family Enhancement Act
Youth Criminal Justice Act
Criminal Code (Canada)
Freedom of Information and Protection of Privacy Act

Administrative Procedure #316 Cooperation with Police

Purpose

Staff members of the School will cooperate with personnel from Police Services when a student is suspected of having committed or otherwise been involved in a crime, necessitating a police investigation.

Definition

Young person means a person who is 12 years of age or more but under 18 years of age.

Procedures

1. The Principal may disclose personal information to a police officer to assist with an investigation that could lead to a penalty or sanction being imposed.
2. To document the reason for the request, the police officer may be asked to complete a *Law Enforcement Disclosure Form (*Form 354-1*)*. The Principal shall retain a copy of the completed form.
3. No person except the legal guardian of the student, law enforcement officers, or child welfare workers shall be permitted to interview students on school premises.
4. When a police officer finds it necessary to interview a student during school hours, the police officer will report to the office of the Principal and make known the purpose of the visit.
5. The Principal shall make every effort possible to contact the parents of the student.
6. The Principal will bring the student to a private office where the interview will take place.
7. In the absence of the parent, the Principal shall sit in on interviews, other than for child protection complaints, where the child is under 12 years of age.
8. Where a student is a young person (aged 12 to 17 years inclusive), the police officer is responsible to inform the student that:

    8.1 The student is under no obligation to give a statement;

    8.2 Any statement given by him/her may be used as evidence in proceedings against him/her;

8.3 He/she has the right to consult with counsel or a parent; or, in the absence of a parent, an adult relative; or in the absence of a parent and adult relative, any other appropriate adult (over 18) of his/her choice; and

8.4 Any statement made by him/her must be made in the presence of the person consulted unless he/she expressly waives that right in writing.

9. The Principal does not have the automatic right to be present at interviews involving students 12 years or older. The Principal cannot assume or state that he/she is the student's representative/advocate in the interview. The selection of person/counsel is the student's right.

10. If the student requests the Principal or other staff member to be present during the interview, it is desirable that the individual complies "in loco parentis." However, the staff member is not obligated. Therefore, if the request is refused, the student may select some other adult to be present.

11. The Principal can request to “sit in” on the interview, as a silent observer. The police officer would then be responsible to inform the student of the request. If the student does not consent, the Principal may then decide:

11.1 To let the interview go ahead without the Principal in attendance, or

11.2 Request that the interview be removed from the school premises.

12. Before removing a student from the school, the police officer is to communicate by phone with the parents and inform them of the course of action taken. If the police officer has been unable to communicate with the parent before removing the student, the Principal shall notify the Superintendent immediately.

Adopted: July 13, 2026

Reference: Education Act, Sections 11, 33, 51, 52, 53, 54, 197, 222

Child, Youth and Family Enhancement Act

Controlled Drugs and Substances Act

Youth Criminal Justice Act

Criminal Code (Canada)

Student

Administrative Procedure #317 Student Responsibility

Purpose

The purpose of this procedure is to ensure that the school maintains a safe, lawful, and supportive environment by clearly defining expectations around controlled substance use and possession, outlining appropriate responses to violations, and safeguarding the well-being of students and the broader school community.

Statement

The School believes

• In the goodness, dignity, and worth of each person.
• That all can learn and develop their gifts.
• That education is a shared responsibility in which parents have a primary role.
• That learning is a life-long journey.
• That all have rights, roles, and responsibilities for which they are accountable.
• In making the world a better place in which to live.
Students in the School are expected to behave in a manner that is consistent with these beliefs.

Procedures

1. Students shall contribute to the best of their ability to the realization of a positive, safe and inclusive school community.
2. Students shall participate to the best of their ability in the education program assigned to them.
3. Students shall be responsible for their own learning.
4. Students shall be responsible and accountable for their behaviour and conduct
    4.1 While involved in school-sponsored or related activities;
    4.2 While on school property;
    4.3 During recess or lunch periods on or off school property;
    4.4 While travelling to and from school; and

4.5 Beyond the hours of school operation if the behaviour or conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of the school(s).

5. Students shall be concerned about the safety of themselves and others.

6. Students shall conform to the procedures and rules of the school, the School, and Alberta Education.

7. Students shall treat school property with proper respect. Students who cause willful damage shall be expected to make restitution.

Adopted: April 13, 2026

Reference: Education Act, Sections 7, 8, 11, 31, 32, 33, 35.1, 36, 37, 51, 52, 53, 54, 196, 197, 222, 257
Occupational Health and Safety Act
Tobacco and Smoking Reduction Act
Smoke-free Places Act

Student

Administrative Procedure #318 Protection of Students with Life Threatening Allergies

Purpose

The procedure ensures that students with life-threatening allergies are protected through clear responsibilities, coordinated emergency planning, and reasonable measures that reduce risk while supporting full participation in school life.

Guiding Principles

1. This policy defines standards and procedures required for the management of students and staff at risk of life-threatening allergies while they are the responsibility of the school system, recognizing that this responsibility is shared among the individual, parents/guardians, the school system and health care providers.
2. The purpose of this policy is to minimize the risk of exposure of students with life-threatening allergies to potentially life-threatening allergens without depriving the student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.
3. Andrew Rural Academy recognizes the dangers faced by students and staff with life-threatening reactions to certain allergens. While Andrew Rural Academy cannot guarantee an allergen-free environment, Andrew Rural Academy will take reasonable steps to ensure a safe environment for students with life-threatening allergies, further to the goal of maintaining an appropriate learning environment for all students.
4. Andrew Rural Academy will ensure that a minimum of one epinephrine autoinjector is maintained on site.

Responsibilities

1. Parent/Guardian Responsibilities:
   - 1.1. Advise the principal and home-room teacher about the student's life-threatening allergy when the allergy is diagnosed, at the beginning of each school year, or when the student changes schools;
   - 1.2. Provide and keep emergency information current;
   - 1.3. Assist the Principal by asking the student's medical doctor to complete an Anaphylaxis Emergency Plan and sign the Request for School Assistance to Administer Medication (RCCSD Policy 405) when the student is first registered or re-registered with the Andrew Rural Academy, or when the student's life-threatening allergies change;
   - 1.4. Provide the Principal with a recent photograph of the student;
   - 1.5. Provide the student with a case containing at least one unexpired injector or other

medication as prescribed by a physician and ensure that the student has the injector or medication readily available, while at school, on off-campus programs, off-site activities or at other school events and activities;

1.6. Check expiry dates of medication and injectors and replace them as necessary;
1.7. Provide snacks and lunches for the student;
1.8. Advise the school bus driver of the student's life-threatening allergies.

2. Student Responsibilities:
   2.1. Eat only foods brought from home unless authorized by the parents/guardians in writing;
   2.2. Wash their hands before eating;
   2.3. Learn to recognize symptoms of a life-threatening allergic reaction;
   2.4. Promptly inform a teacher or an adult as soon as accidental ingestion or exposure to an allergen occurs or symptoms of a life-threatening allergic reaction appear;
   2.5. Keep an injector or medication accessible at all times; and
   2.6. When age appropriate, know how to use an injector or take medication.
3. Principal Responsibilities:
   3.1. The principal is responsible for planning the coordination and management of students who have life-threatening allergies.
   3.2. The principal must:
      3.2.1. ensure that, upon enrollment, parents/guardians/students are asked to supply information on life-threatening allergies;
      3.2.2. advise the parents/guardians /students with life-threatening allergies of this regulation and provide them with a copy;
      3.2.3.
      3.2.4. develop an individual Anaphylaxis Emergency Plan for each student who has an anaphylactic allergy and request that the parents/guardians sign the Request for School Assistance to Administer Medication (626 E 001);
      3.2.5. advise all staff members and others who are in direct contact on a regular basis of students who have potentially life - threatening allergies as soon as possible; and
      3.2.6. request the consent of the parent to post the student's photo and display the Anaphylaxis Emergency Plan.
   3.3. The Principal is encouraged to involve parents/guardians in all phases of planning.
   3.4. The Principal must ensure that an Anaphylaxis Emergency Plan:
      3.4.1. is developed for each student with life-threatening allergies in cooperation with the parents/guardians and the student's health care professionals, and
      3.4.2. is kept in a readily accessible location at the school, includes emergency contact information, and provisions for and information regarding storage for epinephrine auto-injectors, where necessary.

3.5. With the consent of the parent or guardian, the Principal may post a photograph of the student with life-threatening allergies with a description of the allergy and the student's Anaphylaxis Emergency Plan in a central but not public location at the school.

3.6. The Principal must ensure:

3.6.1. that all teaching staff and others who are in direct contact with the student on a regular basis be aware of the individual Anaphylaxis Emergency Plan and receive regular training in the recognition of life-threatening allergies and the use of injectors;

3.6.2. that all off-site activity services providers are notified of the student's life-threatening allergy, if necessary;

3.6.3. with the consent of the parent, the Principal and the classroom teacher must ensure that the student's classmates are provided with information on life-threatening allergies in a manner that is appropriate for the age and maturity level of the students, and that strategies to reduce teasing and bullying are incorporated in this information;

3.6.4. any injectors provided by parents/guardians and which are not in the student's possession are stored in a covered, secure and accessible location at the school; and

3.6.5. all teaching staff, including substitute teachers, non-teaching staff, and student teachers are aware of the location of the injectors;

3.6.6. that an individual Anaphylaxis Emergency Plan is developed for each student with life-threatening allergies in cooperation with the parents/guardians and the student's health care professionals;

3.6.7. includes emergency contact information and procedures; and

3.6.8. is kept in a readily accessible location at the school.

4. Teacher Responsibilities:

4.1. The classroom teacher of a student with life-threatening allergies must:

4.1.1. discuss anaphylaxis with the class, in age-appropriate terms;

4.1.2. avoid allergenic foods and substances for classroom events;

4.1.3. facilitate communication with other parents/guardians;

4.1.4. leave information about students with life-threatening allergies in an organized, prominent and accessible format for substitute teachers;

4.1.5. discuss anaphylaxis in appropriate terms with student teachers, guest speakers and volunteers who are in the classroom, and explain the school rules and the school's emergency response protocol;

4.1.6. ensure that the emergency response protocol and appropriate medication is taken on off-site activities; and

4.1.7. ensure that appropriate and knowledgeable adults accompany off-site

activities.

Adopted: January 12, 2026

References:

Bill 201 Protection of Students with Life-Threatening Allergies Act
Anaphylaxis in Schools & Other Settings 3rd Edition Revised Canadian Society of Allergy and Clinical Immunology

Personnel

Administrative Procedure #400 Role of the Principal

Purpose

In addition to carrying out those duties prescribed under section 197 of the Education Act, a Principal in the School must demonstrate, through daily actions, that he/she works in a collegial manner and exemplifies the qualities that are necessary to fulfill the expectations of Alberta Education's Leadership Quality Standard.

Procedures

1. Leadership Quality Standard: Fostering Effective Relationships

A leader builds positive working relationships with members of the school community and local community.

2. Leadership Quality Standard: Modeling Commitment to Professional Learning

A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning.

3. Leadership Quality Standard: Embodying Visionary Leadership

A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being.

4. Leadership Quality Standard: Leading a Learning Community

A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.

5. Leadership Quality Standard: Supporting the Application of Foundational Knowledge about First Nations, Metis and Inuit

A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

6. Leadership Quality Standard: Providing Instructional Leadership

A leader ensures that every student has access to quality teaching and optimum learning experiences.

7. Leadership Quality Standard: Developing Leadership Capacity

A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.

8. Leadership Quality Standard: Managing School Operations and Resources

A leader effectively directs operations and manages resources.

9. Leadership Quality Standard: Understanding and responding to the Larger Societal Context

A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.

Adopted: July 13, 2026

Reference: Education Act, Sections 197, 202, 203

Ministerial Order 028/2020 – Student Learning

Principal Quality Practice Guideline

School Leadership Framework

Administrative Procedure #401 Role of the Assistant Principal

Purpose

In addition to carrying out those duties prescribed under section 197 of the Education Act, an Assistant Principal in the School must demonstrate, through daily actions, that he/she works in a collegial manner and exemplifies the qualities that are necessary to fulfill the expectations of Alberta Education's Leadership Quality Standard.

Procedures

1. Leadership Quality Standard: Fostering Effective Relationships
A leader builds positive working relationships with members of the school community and local community.
2. Leadership Quality Standard: Modeling Commitment to Professional Learning
A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning.
3. Leadership Quality Standard: Embodying Visionary Leadership
A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being.
4. Leadership Quality Standard: Leading a Learning Community
A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.
5. Leadership Quality Standard: Supporting the Application of Foundational Knowledge about First Nations, Metis and Inuit
A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
6. Leadership Quality Standard: Providing Instructional Leadership
A leader ensures that every student has access to quality teaching and optimum learning experiences.
7. Leadership Quality Standard: Developing Leadership Capacity
A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.
8. Leadership Quality Standard: Managing School Operations and Resources

A leader effectively directs operations and manages resources.

9. Leadership Quality Standard: Understanding and responding to the Larger Societal Context A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.

Adopted: July 13, 2026

Reference: Education Act, Sections 197, 202, 203

Principal Quality Practice Guideline

School Leadership Framework

Administrative Procedure #402 Role of the Teacher

Purpose

The success of the School depends to a significant extent upon the caliber of its professional staff. The School expects its teachers to demonstrate the academic and professional competence necessary to work cooperatively in the instruction of students, motivated by the educational goals of the School.

In addition to the role prescribed in Section 196 of the Education Act, a teacher shall fulfill the expectations that follow.

Procedures

1. A teacher shall perform those professional duties assigned by the Principal. Such duties will be assigned following consultation with the teacher concerned.
2. Responsibilities in classroom instruction include
    - 2.1 Diagnosing learning needs of students;
    - 2.2 Prescribing and preparing education programs for students in accordance with those needs;
    - 2.3 Implementing education programs;
    - 2.4 Evaluating programs continuously;
    - 2.5 Keeping systematic records and submitting information and reports to parents and administration; and
    - 2.6 Maintaining such classroom order as is necessary to promote a healthy learning climate.
3. Responsibilities as a staff member include:
    - 3.1 Carrying out general supervision of students;
    - 3.2 Participating at staff meetings;
    - 3.3 Supporting the approved co-curricular activities of the school;
    - 3.4 Cooperating with other staff members in the best interests of the students; and
    - 3.5 Exhibiting a professional attitude and responsibility in his/her contacts with colleagues, students, parents and the general public.

Adopted: July 13, 2026

Reference: Education Act, Sections 18, 51, 52, 53, 54, 196, 197, 205, 222

Teaching Profession Act

Ministerial Order 028/2020 – Student Learning

Ministerial Order 02/2020 – Teaching Quality Standard

Guide to Education ECS to Grade 12

Administrative Procedure #403 Staff Attendance

Purpose

The School expects regular and punctual attendance by all employees.

Definitions

An absence is any period of time during which employees are away from regular duties.
An extended medical absence is one that is longer than 5 consecutive work days.
Return to Work—a notice issued by the Principal or their designate after a medical absence of greater than 5 days. The most common will be full return to work with no restrictions.
Gradual return to work—either time restrictions and/or work restrictions.
Modified return to work—regular hours, but changes or limitations to work duties.
Rehabilitative return to work—gradual returns to work following an extensive medical absence including Extended Disability Benefits (EDB) through the insurer.
Work Therapy—employee attends work to become re-oriented to the job and getting into the routine of work in preparation for a gradual, modified or rehabilitative return to work. Time and tasks are extensively modified. Employee remains on sick leave or EDB during work therapy.

Procedures

1.All employees shall:

1.1 Register all absences with the Staff Attendance System;

1.2 Inform their appropriate supervisor;

1.3 Keep their appropriate supervisor informed (in a timely fashion) with respect to their absence and expected date of return to work.

2.An absence of less than one half day shall be scheduled in consultation with the appropriate supervisor.

3.Principals shall generate a daily absence report. These reports must be reviewed for accuracy by the Principal and any anomalies reported to the Superintendent.

4.Return to Work

4.1 Successful return to work is positively influenced by the maintenance of contact with the work environment. Site administration will provide on-going assistance and maintain contact with all employees on extended medical absence.

4.2 Site administrators will support the prescribed adjustments for a gradual, modified or rehabilitative return to work as may be recommended by health providers.

4.3 Employees are required to actively participate in the development of a return to work plan along with healthcare practitioners, insurance providers and the Principal.

4.3.1 An employee who is to be on extended medical absence must, if possible, notify the Principal either before or early in the absence.

4.3.2 An employee shall provide medical documentation to the Principal for extended absences.

4.3.3 An employee's physician shall provide medical clearance for return to work to the Principal, who will advise necessary school personnel of the expected return to work date and of any accommodations or work restrictions.

4.3.4 All "return to work" plans are developed with medical input and support, in collaboration with the site, other healthcare providers, and most importantly the employee.

4.3.5 All medical information, being confidential, is kept in a separate employee health record in the employee's personnel file, in the office of the Secretary Treasurer.

Adopted: July 13, 2026

Reference: Education Act, Sections 51, 52, 53, 54, 196, 197, 204, 222, 225

Employment Standards Code

Labour Relations Code

Personnel

Administrative Procedure #404 Professional Growth, Supervision, and Evaluation of Teachers

Purpose

In keeping with our School Foundation Statement, the School supports processes that enable the professional growth, supervision, and evaluation of all teachers.
These processes shall affirm the worth and dignity of all involved and shall recognize the commitment of professionals

• In that the competency of the teacher is acknowledged;
• In that the communication of clear goals, expectations, and performance criteria by the Principal is essential to effective teacher assessment;
• In understanding the complexity of teaching processes;
• In that teachers have responsibility and accountability for their performance; and
• In that the Principal must possess the knowledge, skills, and attitudes to recognize and communicate the Teaching Quality Standards (TQS).

All teachers are responsible for meeting the Teaching Quality Standards of the School throughout their employment with the School.

Definitions

Evaluation means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a principal in determining the teacher's performance in relation to the *Teaching Quality Standards*.
Initiating the Phase 2 Process means the written statement issued by a principal to a teacher where the Principal has determined as the result of an evaluation that a teacher's teaching does not meet one or more of the *Teaching Quality Standards*.
Teaching Quality Standards means the authorized standards and descriptors of knowledge, skills, and attributes as defined by *Ministerial Order #016/97* as well as additional standards and/or descriptors which reflect the mission of the School.
Supervision means the ongoing process by which a Principal carries out duties in respect to teachers and teaching required by the *School Act* and *Administrative Procedure 400 – Role of the Principal* and exercises educational leadership.

Teacher professional growth means the career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the *Teaching Quality Standards*.

Procedures

Teachers are key to student learning. Alberta Education defines quality teaching as occurring "when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students." Practices which support quality teaching include the following description that

1. Teachers' application of pedagogical knowledge, skills and attributes is based in their ongoing analysis of contextual variables.
2. Teachers understand the legislated, moral, and ethical frameworks within which they teach.
3. Teachers understand the subject disciplines they teach.
4. Teachers know there are many approaches to teaching and learning.
5. Teachers engage in a range of planning activities.
6. Teachers create and maintain environments that are conducive to student learning.
7. Teachers translate curriculum content and objectives into meaningful learning activities.
8. Teachers apply a variety of technologies to meet students' learning needs.
9. Teachers gather and use information about students' learning needs and progress.
10. Teachers establish and maintain partnerships among school, home, and community, and within their own schools.
11. Teachers are career-long learners.

Adopted: July 13, 2026

Access to Information Act & Protection of Privacy Act

Personal Information Protection Act

Teaching Profession Act

Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001)

Practice Review of Teachers Regulation 4/99

Ministerial Order 016/97 - Teaching Quality Standard

Ministerial Order 001/2013 - Student Learning

Guide to Education ECS to Grade 12

Practice Review of Teachers Information Bulletin 3.3.2

Administrative Procedure #405 Supervision of Teachers

1. The supervision of teachers by the Principal shall assist teachers in meeting their professional responsibilities and enhancing their *Teaching Quality Standard*.
2. The Principal shall supervise each teacher's practice on an ongoing basis.
3. The supervision process shall
    - 3.1 Provide support and guidance to teachers;
    - 3.2 Include observations and information from any source about the quality of teaching a teacher provides to students; and
    - 3.3 Identify behaviours or practices of a teacher that for any reason may require an evaluation.
4. Through the supervisory function the Principal is to identify teacher behaviours and/or practices that may lead to an evaluation.
    - 4.1 The Principal must develop a repertoire of supervision and leadership strategies to assist in identifying potential concerns.
    - 4.2 The Principal deals with any concerns through the supervisory function.
    - 4.3 Immediate action by the Principal is expected when there is a question of teacher competence or student safety.
5. If as a result of information gathered through supervision, a concern about the teacher's behaviour or practices arises, the Principal shall work with the teacher to address the concern. The Principal will
    - 5.1 Meet with the teacher to clarify any concerns;
    - 5.2 Advise the teacher of the behaviours or practices in question and their relationship to the *Teaching Quality Standard*;
    - 5.3 Establish timelines for subsequent actions;
    - 5.4 Advise the teacher of ongoing supervision and of the possibility of undertaking an evaluation;
    - 5.4.1 If an evaluation is deemed necessary, the usual teacher evaluation form will be used.
    - 5.5 Advise the teacher of the possible outcomes of the evaluation.

Adopted: July 13, 2026

Reference: Section 18, 20, 22, 39, 60, 61, 94, 105, 106, 107, 109, 109.1, 113, 132 School Act

Freedom of Information and Protection of Privacy Act

Personal Information Protection Act

Teaching Profession Act

Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001)

Practice Review of Teachers Regulation 4/99

Ministerial Order 016/97 - Teaching Quality Standard

Ministerial Order 001/2013 - Student Learning

Guide to Education ECS to Grade 12

Practice Review of Teachers Information Bulletin 3.3.2

Administrative Procedure #405 Phase 2 Process

Appendix A

When a Principal has determined, as a result of an evaluation, that a teacher's performance does not meet one or more of the Teaching Quality Standards, the Principal shall initiate the Phase 2 process. This will be done in writing and presented to the teacher in person or forwarded by registered mail.

1. The letter initiating the Phase 2 Process will address the following areas:

    1.1 Officially inform the teacher that job performance does not meet the Teaching Quality Standards and that Phase 2 Process has been initiated.

    1.2 Inform the teacher of professional responsibility to seek improvement.

    1.3 Identify area(s) of the teacher's performance that require improvement.

    1.4 Identify resources available to assist the teacher in improving (including 10 days with a substitute teacher provided.)

    1.5 Provide a reasonable time limit for achieving an overall satisfactory level of performance.

    1.6 Remind of the availability of the Alberta Teachers' Association to clarify the teacher's legal rights and their professional responsibilities.

    1.7 Inform the teacher that the Principal will be the primary evaluator.

    1.8 Inform the teacher that the Principal will conduct a minimum of six classroom observations within the time limit specified.

    1.9 Notify the teacher of the possible outcomes of the Phase 2 process. It will be one of the following:

        1.9.1 The teacher's job performance will now meet the Teaching Quality Standards and Phase 2 Process will be ended.

        1.9.2 More time than was originally allowed will be required to allow the teacher to meet the Standards and that time limit is now determined.

        1.9.3 A recommendation for termination of contract will be made to the Superintendent.

2. A copy of the letter initiating the Phase 2 Process shall be provided to the Superintendent for placement in the teacher's personnel record.
3. At the conclusion of the Phase 2 Process, the teacher will be notified in writing of the outcome. A copy of the letter concluding the Phase 2 Process shall be provided to the Superintendent for placement in the teacher's personnel record.
4. A teacher may appeal the outcome of a Phase 2 Process to the Superintendent.

Adopted: July 13, 2026

Administrative Procedure #405 Evaluation of a Teacher

Appendix B

1. The evaluation of a teacher by a Principal may be conducted

    1.1 Upon the written request of the teacher;

    1.2 For purposes of gathering information related to a specific employment decision;

    1.3 For purposes of assessing the growth of the teacher in specific areas of practice;

    1.4 When, on the basis of information received through supervision, the Principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.

2. On initiating an evaluation, the Principal must meet with the teacher to communicate explicitly the

    2.1 Reasons and purposes for the evaluation;

    2.2 Process, criteria, and standards to be used;

    2.3 Timelines to be applied; and

    2.4 Possible outcomes of the evaluation.

3. The Principal is the primary evaluator. Other school-based administrators may be asked to share in this responsibility.

4. In situations where other administrative personnel are involved, the Principal retains the responsibility, must review the evaluation, and note there is concurrence with what is stated. The Principal must also sign the evaluation form.

5. The teacher is to be involved in all levels of the evaluation process.

6. Upon completion of an evaluation, the Principal will provide to the teacher the original completed evaluation report which includes a determination of the standard of performance.

7. When, as a result of an evaluation, a Principal determines that the teacher does not meet the Teaching Quality Standard in one or more areas, the Principal must initiate the Phase 2 Process as outlined in Administrative Procedure 422 Appendix D.

8. The teacher has the right to request a review of or appeal an evaluation report. See below.

    8.1 A teacher who does not agree with a written evaluation has the right to request a review of the evaluation from the evaluator. The request for review must

8.1.1 Be in writing and presented in person to the evaluator or sent by registered mail;

8.1.2 Be made within 15 calendar days of receipt of the evaluation report;

8.1.3 Be based on the process followed or the final determination of the report.

8.2 The evaluator shall provide a written response within 15 calendar days of the request for review. That response shall either

8.2.1 Make the changes as requested by the teacher; or

8.2.2 Address a compromise of the requests of the teacher; or

8.2.3 Uphold as correct what was originally written in the evaluation document.

8.3 If the request for review is not resolved at that point, the teacher may make an appeal to the Superintendent. This appeal must

8.3.1 Be made within 15 calendar days of receipt of the evaluator's response to the request for review; and

8.3.2 Be based on interpretation of the process followed.

8.4 The Superintendent will review the process followed and render a decision within 15 calendar days of receiving the appeal.

8.5 The Superintendent shall maintain final jurisdiction with regard to appeals.

9. A copy of all evaluations is sent to the Assistant Superintendent, Human Resource Services for inclusion in the teacher's Human Resource file.

Adopted: July 13, 2026

Reference: Section 18, 20, 22, 39, 60, 61, 94, 105, 106, 107, 109, 109.1, 113, 132 School Act

Freedom of Information and Protection of Privacy Act

Personal Information Protection Act

Teaching Profession Act

Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001)

Practice Review of Teachers Regulation 4/99

Ministerial Order 016/97 - Teaching Quality Standard

Ministerial Order 001/2013 - Student Learning

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Appendix C

1. Notwithstanding the supervision and evaluation procedures as described in this Administrative Procedure:

1.1 The Superintendent or Principal may take disciplinary or other action as appropriate where there are reasonable grounds for believing that the actions or practices of a teacher endanger the safety of students or constitute a neglect of duty, a breach of trust, or a refusal to obey a lawful order of the District;

1.2 The Superintendent may suspend or terminate a teacher from the performance of duties under the provisions of the School Act.

2. Where a teacher is suspended or terminated, provisions under the appropriate legislation or School Authority procedures shall apply.

Adopted: July 13 , 2026

Freedom of Information and Protection of Privacy Act

Personal Information Protection Act

Teaching Profession Act

Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001)

Practice Review of Teachers Regulation 4/99

Ministerial Order 016/97 - Teaching Quality Standard

Ministerial Order 001/2013 - Student Learning

Guide to Education ECS to Grade 12

Practice Review of Teachers

Administrative Procedure #405 Recommendation for a Permanent Professional Teaching Certificate or a Continuous Contract

Appendix D

A recommendation by the Superintendent that a teacher be issued a permanent professional certificate shall be supported by

1 The results of two or more evaluations of the teacher's performance, and

1.1 A statement by the Superintendent that the teacher

1.1.1 Consistently uses the knowledge, skills and attributes specified under the Teaching Quality Standards in ways that help students learn;

1.1.2 Consistently demonstrates sound professional judgment in all matters related to teaching; and

1.1.3 Has demonstrated significant professional growth.

2. A recommendation by the Superintendent that a teacher be offered employment under a continuous contract shall be supported by

2.1 The results of one or more evaluations of the teacher's performance, and

2.2 A statement by the Principal that

2.2.1 The teacher consistently meets the Teaching Quality Standard; and

2.2.2 Recommends that the teacher receive a continuous contract.

2.2.3 Meets all continuous contract consideration criteria

Adopted: July 13, 2026

Freedom of Information and Protection of Privacy Act

Personal Information Protection Act

Teaching Profession Act

Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001)

Practice Review of Teachers Regulation 4/99

Ministerial Order 016/97 - Teaching Quality Standard

Ministerial Order 001/2013 - Student Learning

Guide to Education ECS to Grade 12

Practice Review of Teachers Information Bulletin 3.3.2

Administrative Procedure #406 Leave of Absence

Purpose

Employees of the Board may be granted a leave of absence by the Superintendent.

Definition

A leave of absence is an authorization for staff to be absent from work for a definite period of time.

Procedures

1. A leave of absence may be granted by the Superintendent subject to the terms and conditions of employment for employees exempt from a collective agreement.
2. Full-time salaried employees are eligible for 10 days of sick leave plus 2 personal days with pay during each school year. The use of two consecutive personal days requires prior approval from the Principal. During Parent-Teacher conference days, teachers are not permitted to take a personal day and must provide a doctor's note in the event of absence due to illness.
3. Sick and personal days are prorated by an employee's FTE using the following formula: FTEx10 sick days + FTEx2 personal days.
4. Bereavement: Upon request, an employee shall be granted reasonable leave of absence in the event of a death of a member of the employee's immediate family (e.g. spouse, child, parent, brother, sister, parent-in-law, grandchild, grandparent, son-in-law, daughter-in-law). Bereavement leave with regular pay not exceeding five (5) working days will be allowed for the purpose of attending to matters related to the death when authorized by the Superintendent or designate. In the event of a death of a brother-in-law, sister-in-law or grandparent-in-law of an employee, bereavement leave with pay not exceeding two (2) working days will be allowed for the purpose of attending to matters related to the death when authorized by the Superintendent or designate.
5. Critical Illness: In the event of critical illness of an employee's spouse, child, parent, brother, sister, parent-in-law, grandchild, grandparent, son-in-law, daughter-in-law, up to five (5) working days leave with pay will be granted provided that a letter from

the employee is submitted to the Superintendent or designate, verifying the illness and the necessity for the employee to be present. For the purposes of this clause, "critical illness" is understood to relate to situations where loss of life is imminent.

6. The contracts of salaried employees absent from regular work for more than the allocated number of days will be considered incomplete, and as such, days missed beyond their allocation will be unpaid. The calculation for salary deduction will be FTE x 1/200 x number of days absent beyond the allocation.

2. The following procedures are to be used in granting a leave of absence that does not fall within the scope of the terms and conditions of employment for employees exempt from a collective agreement.

2.1 Leaves may be granted by the Superintendent according to the following:

2.1.1 Full salary;

2.1.2 Full salary less cost of substitute service;

2.1.3 Partial salary; or

2.1.4 Without salary.

2.2 All staff granted leave of absence under the above shall receive a letter indicating the terms and conditions under which the leave of absence is granted.

2.3 Requests for leaves will be considered and decided on the merit of each individual case, keeping in mind the staffing needs of the School.

3. Such requests must be submitted, in writing, to the Superintendent

Adopted: July 13, 2026

Reference: Education Act, Sections 51, 52, 53, 54, 196, 197, 204, 222, 225

Employment Standards Code

Labour Relations Code

Personnel

Administrative Procedure #407 Appeal Process for Employees

Purpose

The procedure provides a clear, fair, and timely process for employees to appeal performance evaluations or disciplinary decisions, ensuring concerns are reviewed at the appropriate administrative level and resolved with written decisions.

1. Any employee choosing to appeal a performance evaluation must make such an appeal in writing to the Principal (or to the Superintendent, in the case of the Principal or Secretary-Treasurer) within 30 days of the evaluation.
2. The Principal (or Superintendent) will provide a written response to the appeal within 14 days of receiving the appeal.
3. If the employee is dissatisfied with the Principal's response, he or she may appeal, in writing, to the Superintendent within 14 days of receiving the Principal's response.
4. The Superintendent will provide a written response to the appeal within 14 days of receiving the appeal. The Superintendent's decision is final.
5. If the employee is appealing a suspension or termination recommendation, the employee may appeal in writing to the Andrew Rural Academy Foundation Board within 14 days of receiving the Superintendent's notice of suspension or termination.
6. The Board will deliberate the appeal at the next Board meeting. The Board will communicate a decision in writing to the employee within 14 days after the Board meeting.

Administrative Procedure #408 Public Interest Disclosure (Whistleblower Protection)

Purpose

The procedure provides a safe, confidential, and legally compliant way for employees to report serious wrongdoing and protects them from reprisals while ensuring all disclosures are investigated fairly and within clear timelines.

1. Application of this Procedure

a. This procedure applies to "wrongdoings" in or relating to the Andrew Rural Academy that involve:
   i. A contravention of an Act of Alberta or Canada or the Regulations related to those acts.
   ii. An act or omission that creates:
      1. Substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties of functions of an employee.
      2. A substantial and specific danger to the environment.
      3. Gross mismanagement, including an act or omission that is deliberate and that shows a reckless or willful disregard for the proper management of:
         a. Public funds or a public asset.
         b. The delivery of a public service, including the management or performance of:
            i. A contract or arrangement identified or described in the regulations including the duties resulting from the contract or arrangement or any funds administered or provided under the contract or arrangement.
            ii. The duties and powers resulting from an enactment identified or described in the regulations or any funds administered or provided as a result of the enactment.
         c. Employees, by a pattern of behaviour or conduct of a systemic nature that indicates a problem in the culture of the organization relating to bullying harassment or intimidation.
      4. Knowingly directing or counselling an individual to commit one of the wrongdoings listed above.

b. Day-to-day workplace issues that fall short of "wrongdoings" should be addressed through the use of existing Board policies and practices.

2. No Reprisals
   a. An employee who, in good faith, undertakes any of the following actions, will not be subject to actions or threats of dismissal, layoff, suspension, demotion, transfer, discontinuation or elimination of a job, change of job location, reduction in wages, change in hours of work, or reprimand, or any other measure that adversely affects the employee's employment or working conditions.
      i. Seeks advice about making a disclosure.
      ii. Makes a disclosure.
      iii. Co-operates in an investigation.
      iv. Declines to participate in a wrongdoing.
   c. An employee may make a written complaint to the Public Interest Commissioner if the employee believes that a reprisal has been taken or directed against the employee. Such a written complaint must, according to the Act, be made on the *Complaint of Reprisal Form*.
   d. Reasonable human resource management decisions made in good faith do not constitute a reprisal.

3. Disclosures
   a. Disclosures of wrongdoing must be made to the Superintendent (the Designated Officer) in writing. The form, *Public Interest Disclosure (Whistleblower Protection) Act Disclosure Form,* outlines the information required in a disclosure.
   b. In the event that disclosure to the Superintendent is not appropriate due to conflict of interest with respect to the nature of the disclosure or the person involved, disclosure may be made to the Chair of the Board of Directors.
   c. Disclosures of matters dealing with "imminent risk" (matters that req1uire immediate attention as they post significant risk to public health or safety, or a danger to the environment) must be made directly to the Public Interest Commissioner, who will then communicate with the appropriate authorities. The employee must also disclose the wrongdoing to the Superintendent as soon as practicable thereafter.
   d. An employee considering making a disclosure may seek advice from the designated officer, chief officer, or the Public Interest Commissioner.
   e. Anonymous disclosures may be dealt with, but an investigation may be hampered by the request for anonymity.

4. Investigations
    a. Upon receiving a disclosure, the person receiving the disclosure shall determine whether or not an investigation is warranted.
    b. An investigation may involve both internal and external sources to assist in determining whether a wrongdoing has occurred and what corrective action may be appropriate.
    c. Confidentiality of the discloser of a wrongdoing shall be maintained to the extent possible consistent with the need to conduct an adequate investigation.
    d. Investigations shall be conducted in accordance with the principles of fairness and natural justice.

5. Timelines
    a. A disclosure of wrongdoing or complaint of reprisal shall be acknowledged not more than five (5) business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received.
    b. The employee who submitted a disclosure of wrongdoing or complaint of reprisal shall be advised no more than ten (10) business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received of whether an investigation will be made.
    c. An investigation must be concluded not more than 110 business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received. The employee who submitted a disclosure of wrongdoing or complaint of reprisal shall be advised of the result of the investigation in writing.
    d. These timelines may be extended by up to thirty (30) days by the Superintendent, or for a longer period of time if approved by the Public Interest Commissioner.

6. Good Faith
    a. An employee who submits a disclosure of wrongdoing or complaint of reprisal must act in good faith.
    b. The submission of deliberately false or malicious allegations by an employee will form the grounds for disciplinary action up to and including termination of employment.

References:
Public Interest Disclosure (Whistleblower Protection) Act
Public Interest Disclosure (Whistleblower Protection) Regulation

Personnel

Administrative Procedure #409 Employee Recognition

Purpose

The procedure ensures that employee service and exceptional contributions are acknowledged in a consistent, fair, and meaningful way through defined recognition practices that honour dedication, longevity, and outstanding performance at Andrew Rural Academy.

1. Service awards will be presented to employees at the completion of each five (5) year period of employment. Awards will be presented at a school assembly held in June, at the June regular meeting of the Board of Directors, or at another event of the Board's choosing.
2. Short term leaves such as sick leave, paternity leave, personal days, jury duty, and bereavement leave will be considered service for purposes of these procedures.
3. The following long-term leaves of absence will be considered service for purposes of these procedures:
    a. Maternity leave of absence
    b. Adoption leave of absence
    c. Parental leave of absence
    d. General leave of absence
    e. Secondment
4. Extraordinary performance of an employee will be recognized with a Certificate of Recognition, to be presented at a Board meeting. Parameters of eligibility including the following:
    a. An employee who makes an extraordinary contribution to the school.
    b. An employee who attains an outstanding and unique achievement or develops a notable advancement in the field of education.
    c. Employees who retire or resign after ten or more years of accumulated service to the Andrew Rural Academy will be honoured with the presentation of a gift. Such gifts shall have an approximate value of $10.00 per year of service to the Andrew Rural Academy.
5. Other forms of employee recognition are at the sole discretion of the employer.

Administrative Procedure #410 Working Alone

Purpose

The procedure ensures that staff working outside regular hours follow clear safety expectations so they can work alone in the school building without unnecessary risk to their health, security, or well-being.

Definitions:

In this Procedure:

a. "Regular working hours" means 8:00AM to 4:00PM during the scheduled Days of School Operation, as approved by the Board of Directors.
b. "Staff members" means employees of the Andrew Rural Academy, as well as the individuals fulfilling the following independent contractor roles: Superintendent, Secretary-Treasurer, Counsellor, Maintenance Worker.
c. "Extra-Curricular School Program" means our extra-curricular staff providing care and supervision to kindergarten and school-aged children at Andrew Rural Academy on a before-and-after-school basis and/or when schools are closed.
    1. Staff members who either choose to or are scheduled to work outside regular hours may find themselves working alone or in an isolated area of the school. During these times, the school may also be open to the public for community use.
    2. While working alone, staff members are expected to adhere to the following safety procedures:
    a. Carry a mobile phone so as to be able to contact someone in the event of an emergency.
    b. Be aware of personal safety issues such as accident, injury, or intrusion by outsiders.
    c. Ensure doors are secured after entering.
    d. Enter name, location, and time of entry on the sign-in form located next to the alarm panel.
    e. Seek out and speak with other staff members who may be in the school.
    f. Advise other staff members who may be in the school before exiting the building.
    g. Be aware of surroundings at all times.
    h. Provide access only to authorized persons to enter the building.
    i. Refrain, in all circumstances, from permitting unknown persons, whether or not they claim authorized status, to enter the building.

j. Notify a family member or friend of:
    i. Their location.
    ii. Their scheduled time of return home.
    iii. A phone number where they can be reached.
    iv. Any change in their plans.
k. Request a family member or friend to contact them if they are late arriving home.
l. Upon exiting the building, ensure the immediate vicinity of the exit is safe, sign out on the sign-in form, activate the security alarm, and ensure the doors are secured. If it is not safe to exit the building, contact the RCMP.
m. In the event of an intrusion, staff members should not confront the intruder. Rather, depending on the circumstance and using their own judgment, staff members should undertake one of the following procedures:
    i. Proceed to the nearest self-contained room, secure the door, and call 911.
    ii. Exit the building at the nearest safe exit, proceed quickly to a safe location, and call 911.

Employees of other contractors working in the school (e.g. employees, volunteers or guests associated with the Extra-Curricular Program) shall be advised that only recognized individuals are permitted in the building.

Adopted: January 12, 2026

Administrative Procedure #411 Support Staff growth, Supervision and Evaluation

Purpose

The procedure ensures that support staff at Andrew Rural Academy engage in continuous growth, receive ongoing supervision, and participate in fair, structured evaluations so their work consistently meets school standards and contributes to high-quality learning environments for students.

Statement

The Charter Board recognizes that it is responsible for ensuring that the highest quality of education is provided for the students. An important factor in discharging this responsibility is the maintenance of a high quality support staff to ensure that teachers have the support and resources to deliver quality educational programs. The Superintendent, therefore, believes that all staff must work together to enhance the quality of support staff resources and that this can be achieved by providing opportunities for and expecting growth in the ability of each support staff member to provide the required support services.

Procedure

1. All support staff members employed by the School will be held accountable for growth in the skills required to discharge their responsibilities.

    1.1 All support staff shall complete, as required by the Principal, an annual support staff growth plan. The plan shall identify goals and objectives based on an assessment of learning needs identified by the support staff member in consultation with the Principal or the staff member's supervisor.

    1.2 All support staff shall submit an annual support staff growth plan as required to their Principal or their supervisor by September 30 of each school year or within thirty (30) days of a transfer during the school year. Any modifications to the plan, due to changes in identified needs or circumstances, shall be made with the approval of the Principal or supervisor.

    1.3 The Principal or the supervisor shall review the annual support staff growth plan and, in consultation with the support staff member, verify that the support staff member has completed an annual support staff growth plan as required in clause 1.1.

    1.4 The support staff member's annual support staff growth plan shall be kept in the possession of the support staff member. The support staff member shall

provide a copy of the annual support staff growth plan to the Principal or supervisor at a date previously determined the Principal or supervisor shall return it to the support staff member at the end of the school year.

1.5 The annual support staff growth plan shall be kept by the support staff member for at least one (1) year following the effective date of the plan.

1.6 The support staff member shall implement the provisions of his/her annual support staff growth plan. The support staff member shall collaborate with the Principal or supervisor to evaluate the progress in the implementation of the plan at times identified by the Principal or supervisor.

1.7 If a review finds that a support staff member has not completed and implemented a growth plan as required, the support staff member shall be subject to disciplinary action as determined by the Superintendent.

2. There will be ongoing supervision of all support staff members in the performance of their duties.

2.1 The Principal or supervisor shall develop a plan for the supervision of support staff members in the School or department, and such a plan shall be incorporated as part of the annual School Education Plan and the results of the implementation of the supervision plan shall be reported in the Annual Education Results Report.

2.2 Supervision of support staff shall be an ongoing process carried out by the Principal or supervisor to:

2.2.1 Provide support and guidance to support staff members;

2.2.2 Observe and receive information about the quality of the performance of the duties of the support staff member;

2.2.3 Identify the behaviours or practices of a support staff member that for any reason may require evaluation; and

2.2.4 Identify and encourage opportunities for professional growth and improvement (i.e. training opportunities, workshops, seminars, etc.).

3. All support staff members will be subject to evaluation procedures as required for specific purposes.

3.1 The evaluation of a support staff member by a Principal shall be conducted:

3.1.1 Upon the written request of the support staff member;

3.1.2 For the purposes of gathering information related to a specific employment decision;

3.1.3 For the purposes of assessing the growth of the support staff member in specific areas of practice;

3.1.4 When, on the basis of information received through supervision, the Principal or supervisor has reason to believe that the performance of duties by the support staff member does not meet the quality standard expected by the School.

3.2 The Principal or supervisor shall develop a plan for the evaluations required as a result of needs identified in clause 3.1.4 and such a plan shall be incorporated in the annual School Education Plan and the results of the implementation of the evaluation plan shall be reported in the Annual Education Results Report.

3.3 On initiating an evaluation, the Principal or supervisor shall communicate explicitly to the support staff member:

3.3.1 The reasons for and purposes of the evaluation;

3.3.2 The process, criteria and standards to be used;

3.3.3 The timelines to be applied; and

3.3.4 The possible outcomes of the evaluation.

3.4 On completion of an evaluation, the Principal or supervisor shall:

3.4.1 Complete a written report in a format specified by the Superintendent which shall:

3.4.1.1 Provide space for the support staff members comments and/or reactions,

3.4.1.2 Appeal procedures,

3.4.1.3 The signatures of both the evaluator and the support staff member, and

3.4.1.4 The date.

3.4.2 Provide the support staff member with a copy of the completed evaluation report;

3.4.3 Provide the Superintendent with a copy of the completed report which shall

be retained in the support staff member's personnel file; and

3.4.4 Keep a copy of the completed report in the Principal's office.

3.5 Where, as a result of an evaluation, a Principal or supervisor determines that a change in the behaviour or practice of a support staff member is required, the Principal or supervisor must provide to the support staff member a notice of remediation.

3.6 A notice of remediation, issued by the Principal or supervisor, shall be a written statement to the support staff member where the Principal or supervisor has determined that a support staff member's performance does not meet the quality standard expected by the Superintendent, and such a statement shall describe:

3.6.1 The behaviours and practices that do not meet the quality standard, and the changes required;

3.6.2 The remediation strategies the support staff member is required to pursue; and

3.6.3 How the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a support staff member's employment.

4. Subsequent to an evaluation, the support staff member has the right to appeal.

4.1 A support staff member shall have the right to appeal an evaluation of her/his performance.

4.2 An appeal shall be made, in writing, directly to the Superintendent within ten (10) operational days of the receipt of the written evaluation report. The support staff member shall state clearly the reason(s) the evaluation is being contested.

4.3 Within ten (10) operational days of the receipt of an appeal, the Superintendent shall consider the appeal, review the relevant documents, and conduct a hearing attended by the evaluator and the support staff member.

4.4 The Superintendent shall determine whether or not a re-evaluation is warranted, and respond in writing to the support staff member within five (5) days of the hearing. The decision of the Superintendent is final.

4.5 In the event that the Superintendent finds that a re-evaluation is warranted the Superintendent shall identify a new evaluator, and the time and the manner of any re- evaluation.

4.5.1 The new evaluator shall not have access to the particulars of the previous

evaluation.

4.5.2 The Superintendent's decision in choosing a new evaluator is final.

5. Information obtained as a result of the process involved in the growth, supervision and evaluation of support staff will be managed in accordance with the provisions of the Freedom of Information and Protection of Privacy Act.

5.1 Provision for secure storage shall be made for any document used to prepare an evaluation report on a support staff member and for any required copies of the evaluation report.

Adopted: January 12, 2026

Legal Reference: Education Act
Employment Standards Code
Freedom of Information and
Protection of Privacy Act Labour
Relations Code

Personnel

Administrative Procedure #412 Performance Evaluation

Purpose

The procedure ensures that all employees at Andrew Rural Academy are evaluated regularly through clear, consistent processes that support accountability, professional growth, and high-quality performance across all roles.

All employees will have their performance assessed and documented on a regular basis.

a. The Superintendent will establish and implement procedures to evaluate the performances of the Principal and Secretary-Treasurer at least once in each two-year period.
b. The Principal will evaluate the performance of teachers under the terms of Policy #404 – Teacher Growth, Supervision and Evaluation and its accompanying Administrative Procedures.
c. The Principal will establish and implement procedures to evaluate the performance of non-teaching staff on an annual basis.

Adopted: January 12, 2026

Business Administration

Administrative Procedure #500 Annual Charter School Budget

Purpose

The procedure ensures that the annual budget is planned, developed, approved, and administered in a transparent, timely, and accountable manner so financial resources align with the Charter Board's educational priorities and operational needs.

Statement

The annual budget is the financial component of the Charter Board's operating plan. The budget is not the plan itself but a mechanism to achieve the goals and objectives of the Three-Year Education Plan.

Procedures

Each school year the Superintendent, with the assistance of the Secretary-Treasurer, shall prepare for Charter Board consideration and adoption of a detailed estimate of the revenues and expenditures required to operate the programs of the Charter Board.

1. Budget planning is the responsibility of the Secretary-Treasurer and will be undertaken to conform to the budget timelines established by the Charter Board.
2. The Secretary-Treasurer will prepare a draft budget based on the priorities set out in the Three-Year Education Plan and the budget assumptions established annually by the Charter Board.
3. The Secretary-Treasurer will present the draft budget to the Principal and staff, and all educational partners in a consultative process.
4. The Superintendent will present the final draft budget to the Charter Board.
5. On or before May 31 of each year, the Charter Board shall approve a budget for the next school year.
6. The annual budget shall identify any new programs to be implemented, as well as programs that are being discontinued.
7. Following Charter Board review and adoption, a final budget in the form prescribed by the Minister will be submitted to Alberta Education.
8. Under the general supervision of the Superintendent, the Secretary-Treasurer shall administer the budget of the Charter Board.
9. Subsequent to the receipt of the September 29 enrolment count, a revised budget is prepared and presented to the Charter Board for approval.
10. The Secretary-Treasurer is accountable to the Superintendent for the effective

control of expenditures within the budgetary limits established for the Charter Board and for the School.

Adopted: January 12, 2026

References: Education

Act Fiscal Planning and Transparency Act Guide to Education ECS to Grade 12

Business Administration

Administrative Procedure #501 Annual School Budget

Purpose

The procedure ensures that each school year's budget is developed, allocated, and monitored in a transparent and collaborative way so financial resources align with student needs, school priorities, and Charter Board expectations.

Statement

The Charter Board's budget allocation to the School establishes and maintains principles of equity in material and human resources based on the number of students being served, and their diverse learning needs. Additionally, retained School generated funds are part of the annual School budget.

Procedures

1. The Principal shall develop budgeting procedures which ensure consultation and discussion with staff and the School Council.
2. The Principal shall prepare an annual school budget.
3. When allocating the funds within the school budget, the Principal is to consider factors such as:
   - 3.1 Three Year Education Plan,
   - 3.2 Student needs,
   - 3.3 Community expectations and support,
   - 3.4 Staff strengths,
   - 3.5 Physical facilities,
   - 3.6 Past expenditures, and
   - 3.7 Provincial and School goals.
4. The Principal is expected to operate within the budget allocations.
   - 4.1 A monthly review of financial results in comparison to budgeted figures is to be performed by the Principal.
   - 4.2 Principals are to review school budget results with the Secretary-Treasurer in January and June. Variance explanations are to be documented for future reference.
5. Surpluses and deficits will be carried forward. On occasions which result in a deficit position for the fiscal year, such deficits are to be eliminated in the following year.

6. The Superintendent reserves the right to revise or modify the School budget.

Adopted: January 12, 2026

References: Education Act
Funding Manual for School Authorities
Guide to Education ECS to Grade 12

Administrative Procedure #501A Budget Management

Purpose

The Secretary-Treasurer, under the direction of the Superintendent, shall prepare an annual operating budget in accordance with the requirements of the Province of Alberta, Board Policy, and Board Administrative Procedures. The budget is developed according to Board priorities and key responsibilities within the School and is to demonstrate effective financial stewardship, including the allocation of resources to implement and achieve the Education Plan.

The Superintendent is responsible for all aspects of the administration and operation of the Board within the limits of the annual budget approved by the Board. The annual budget will identify the financial resources provided to each department and school as well as to each of the Board's priorities.

Notwithstanding the delegation of responsibilities and financial resources, the Superintendent is accountable to the Board for the overall annual financial results of the Board.

Procedures

1. The Superintendent's responsibility is to prepare and bring forward to the Board a budget for their consideration and approval. The Board must approve the budget at a public meeting.
2. The Superintendent shall implement and maintain a Board budget process.
3. The Superintendent, with the expert recommendations of the Secretary-Treasurer, is charged with overseeing the development of the budget to ensure appropriate resources are allocated to implement and achieve the Education Plan and the associated Board priorities. The Superintendent reviews the Education Plan and the most recent Annual Education Results Report, forecasts revenues, researches concerns as needed, deliberates on issues, assesses outcomes, and then recommends revenue and expenditure allocations to implement and achieve the Education Plan. These recommendations are used to create an overall draft Board budget.
4. The Superintendent will review all foundational documents including the Education Plan and associated Board priorities as well as the most recent Annual Education Results Report.

It will also review and assess the impact of the Alberta Government's funding to the Board. The Superintendent will also review the Board's Risk Management Framework which helps guide the Superintendent's work in ensuring that strategies are in place to mitigate all significant risks.

5. A key component of the development of the Board's budget is stakeholder engagement. Stakeholder engagement shall be completed early in the planning cycle so that responses can be reviewed as part of the budget planning.

6. The Superintendent shall delegate to the Secretary-Treasurer the responsibility of gathering and coordinating financial and related information necessary to prepare the Board budget.

7. All funding available from the Province of Alberta as well as other sources should be incorporated into the budget planning process.

8. The Superintendent shall direct the Principal to forecast the number of students registering in the Board for the budget year. This information shall be provided to the Secretary-Treasurer to incorporate into the budget. The Superintendent shall review such information with the school for input as to the accuracy of the forecast. Changes proposed by schools shall be reviewed and approved by the Superintendent and the updated information provided to the Secretary-Treasurer.

9. The Superintendent shall review the Board's Education Plan as well as associated priorities with the school leadership team. The School leadership team will keep the Education Plan and associated priorities in mind as it reviews budget information to ensure that budget recommendations are in alignment.

10. Current staffing guidelines are reviewed by the Superintendent and updated for the Board.

11. The Secretary-Treasurer, in consultation with the Superintendent, shall prepare estimated Fixed Staff Costs for the budget year.

12. With the assumptions and direction provided by the Superintendent and School leadership team, and with all information available, the Secretary-Treasurer shall prepare an allocation model. This allocation model will be used to calculate allocations to the school and its operational subunits.

13. The Secretary-Treasurer will provide a comprehensive budget to the Board which identifies the financial plan for the school for the coming budget year. The School Budget shall be posted on the Board's Financial Services Website link. Completion dates and/or updates to the School Workbook by the Principal are a requirement and a responsibility of the role. Board required completion dates will be posted by the Secretary-Treasurer.

14. The Principal may consult school councils, school staff and students (if appropriate) for input into the proposed school budget.
15. The Superintendent and the Secretary-Treasurer shall bring the draft budget forward to the Board for its consideration. The Board shall advise the Superintendent of any changes required to the budget. Once the Board recommends the proposed budget, the Superintendent and the Secretary-Treasurer shall bring the proposed budget to the Board for their consideration at a duly constituted public meeting. Once approved, the Board's budget is submitted to Alberta Education.
16. In the fall of each year, the Superintendent and Secretary-Treasurer shall bring forward to the Board an updated forecast reflecting the impacts of actual enrolments as of September 30 as well as any forecast changes in revenues and expenditures for the fiscal year.

Adopted: July 13, 2026
Reference: Education Act, Sections 51, 52, 53, 54, 57, 67 68, 137, 138, 139, 140, 141, 143, 222
Guide to Education ECS to Grade 12

Business Administration

Administrative Procedure #503 Financial Accountability and Audits

Purpose

The procedure ensures that the Charter Board's financial practices remain transparent, trustworthy, and well-controlled by requiring regular internal and external audits, maintaining proper financial records, and upholding strong accounting and oversight standards across all school operations.

Statement

The Superintendent believes that its financial affairs must be managed in a manner consistent with the trust placed in the Charter Board by the Society members. Adequate accounting records and procedures for verifying those records through audits are seen as an integral part of the Charter Board's operations.

Procedures

1. The Charter Board's financial systems and records are subject to an external audit.
2. Charter Board and School accounts and accounting practices will be subject to internal or external audit at the discretion of the Secretary-Treasurer and/or Superintendent.
   - 2.1 Periodic audits of School accounts are to be conducted to identify potential procedural non-compliance, weaknesses and areas for further examination. Such audits must specifically assess the effectiveness of administrative procedures in place by performing compliance testing and examining key controls.
   - 2.2 School financial records may be subject to i audit in the event of a change of school administration or school administrative assistant.
   - 2.3 Special financial reviews may be conducted upon request by the Principal.
   - 2.4 All computerized financial records and essential financial documents shall be on file and current for financial audit purposes, which include but are not limited to:
     - 2.4.1 Contracts and Agreements,
     - 2.4.2 Fund journal,
     - 2.4.3 Fund account ledgers,
     - 2.4.4 Bank statements,
     - 2.4.5 Canceled cheques,
     - 2.4.6 Cheque requisitions,
     - 2.4.7 Duplicate deposit slips,
     - 2.4.8 Numbered receipt books or approved substitute documents,

2.4.9 Invoices,

2.4.10 Other related source documents.

3. Accounting procedures will follow recognized accounting principles where these are not inconsistent with the requirements of Alberta Education.
4. The Secretary-Treasurer will ensure that adequate control mechanisms are in place to
   guarantee the integrity of the Charter Board's financial transactions and records.
   4.1 Segregation of incompatible duties where possible, such as purchase and payment, must be maintained in School operations.
5. Financial records of School funds will be maintained in accordance with the format prescribed by the Secretary-Treasurer.
6. The external auditor's report will be discussed at a public Charter Board meeting.
7. On or before November 30 of each year, copies of the audited financial statements, the auditor's report on the financial statements and any written communication respecting the systems of internal control and accounting procedures of the Charter Board will be submitted to the Minister.
8. All banking shall be carried out at a recognized financial institution.
9. Charter Board audited financial statements and annual budget reports will be made available on the School website.

Adopted: January 12, 2026

References: Education Act
Funding Manual for School Authorities
Guide to Education ECS to Grade 12

Business Administration

Administrative Procedure #503A Financial Reporting

Purpose

The Superintendent is responsible for all aspects of the administration and operation of the Division within the limits of the annual budget approved by the Board.

The Secretary-Treasurer, under the direction of the Superintendent, shall provide quarterly financial reports to the Board. The Secretary-Treasurer shall also prepare monthly financial reports for compliance with Alberta Education reporting requirements.

The quarterly reports will, at a minimum, identify the School's financial revenue and expenditures to date with comparison to budget.

Procedures

1. The Superintendent's responsibility is to advise the Board as to the financial position and operations of the School on a quarterly basis.

2. In this regard, the Superintendent shall direct the Secretary-Treasurer to prepare and submit to the Board a quarterly report that may contain the following:

2.1 Statement of Operations

2.1.1 Revenues

2.1.2 Expenses by program

2.1.3 Expenses by nature

2.2 Statement of Financial Position identifying the primary classifications of assets, liabilities and accumulated surplus of the School

2.3 Statement of changes in Accumulated Surplus including Capital Reserves

2.4 Alternatively, a summary of assets, liabilities, revenues, expenses and accumulated surplus would be appropriate.

Adopted: July 13, 2026

Reference: Education Act, Sections 51, 52, 53, 54, 137, 138, 139, 140, 141, 142, 143, 222

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Business Administration

Administrative Procedure #504 School Generated Funds

Purpose

The procedure ensures that school-generated funds are managed responsibly, transparently, and in alignment with Charter Board expectations by defining how these funds may be collected, controlled, spent, recorded, and monitored so they support school activities without compromising financial accountability.

Statement

The Superintendent supports the use of School generated funds to supplement the non-instructional operations of the School program. All School generated funds are assets of the Charter Board and subject to this Administrative Procedure.

Definition

School Generated Funds are defined as funds collected and disbursed at the School level that are subject to the control and significant influence of a Charter Board employee at the School level. Funds include all student association operations and School Council funds if any Charter Board employee has control or influence over the expenditure of the funds.

Procedures

1. School Generated Funds (SGF) are to only be considered for specific purposes and must be used only for the purpose they were raised. Secondary uses are to be designated at the outset of the fund raising program to be applicable in the event that the funds raised may exceed requirements.
2. The Principal must account for SGF and report in the format prescribed by the Secretary- Treasurer. The Principal must maintain full SGF records and keep them on file for seven years.
3. All SGF bank accounts must be registered in the name of the Charter Board with the School listed as a secondary name on the account. All bank accounts must provide for two signatures on all cheques, one of which must be the Principal.
4. All purchases must be made in accordance with Administrative Procedure 515 – Purchasing and are subject to the limits contained therein.
5. All capital assets purchased with SGF are assets of the Charter Board and must be purchased through the Charter Board financial system.
6. SGF bank account balances are limited to $10,000 plus the estimated expenditures to be made from SGF for the following 30-day period. Surplus funds must be deposited

to the School's general account and accounted for in the Charter Board financial records as a trust asset for the particular SGF.

7. The Principal must provide detailed analysis of all surplus SGF including details of the specific purposes that the SGF will be used for. In general, SGF surpluses are to be kept to a minimum amount required for cash flow. SGF are to be used only for the purpose they were intended.
8. SGF must not be used to provide salary or expense reimbursement to any Charter Board employees including casual employees. All employee's salaries and expense reimbursement must be processed through the Charter Board financial system.
9. Funds received through donations (including scholarships) and grants must be processed through the Charter Board financial system as must all purchases made with these funds.
10. Failure to adhere to this Administrative Procedure may result in removal of the School's SGF privileges.

Adopted: January 12, 2026

References: Education Act
Societies Act
Funding Manual for School
Authorities Guide to
Education ECS to Grade 12

Business Administration

Administrative Procedure #505 Cash in School

Purpose

To protect school funds by establishing safe, responsible, and transparent practices for handling, storing, and depositing cash on school property.

Statement

The Principal shall ensure that all School funds are handled with good and prudent business procedures. All money collected shall be receipted, recorded, accounted for, and directed as soon as possible to the proper location of deposit. The following procedures are established for the safekeeping of money on School property, and the deposit of such funds.

Procedures

1. The Principal shall provide for making bank deposits as frequently as possible, in order to avoid leaving money in School overnight.
2. During School Hours
   - 2.1 Cash shall be kept in a cash register, lockable drawer, or lockable cash box, and access must be restricted to individuals designated by the Principal.
   - 2.2 Cash boxes shall be kept locked and out of sight in a secure place when not in visual custody of the person responsible for the money.
3. After Normal School Hours
   - 3.1 Cash remaining in the School shall be locked in the vault or in as secure a location as possible within the School.
   - 3.2 Cash shall not be taken home by staff members, nor carried on staff members' persons for safekeeping.
4. All money collected for School purposes shall be counted, recorded, and turned over to the Principal so that a formal record of all funds received can be prepared. In this way, any differences between the teachers' and office's totals can be resolved immediately.
5. All money collected by the School, while in the School or in transit to the bank for deposit, is insured against theft subject to a deductible of five hundred dollars ($500.00). This means the School would absorb the first five hundred dollars ($500.00) of any loss of cash. Losses beyond the deductible, due to theft, shall be reimbursed upon application to the Secretary-Treasurer, and proper documentation of the circumstances of the theft. This normally requires a police report.
6. All employees are to keep personal money, purses, and other property in a safe place

during working hours.

7. Under no circumstances is money to be left in an employee's desks.
8. No reimbursements will be made for losses as a result of failing to adhere to this Administrative Procedure.

Adopted: January 12, 2026

References: Education Act Societies Act
Funding Manual for School
Authorities Guide to
Education ECS to Grade 12

Business Administration

Administrative Procedure #506 School Fundraising

Purpose

The procedure ensures that all school fundraising is conducted safely, ethically, and in alignment with Charter Board expectations by defining how fundraising activities are approved, communicated, and used so that funds support non-instructional enhancements without replacing core educational resources.

Statement

The Superintendent supports the use of School-generated funds to supplement the non- instructional operation of the School program. All School-generated funds are assets of the Charter Board. It is the responsibility of the Principal to approve projects and account for the funds raised in harmony with the following procedures.

Procedures

1. Funds generated shall be used for projects approved by the Principal. Fundraising has always been used by schools to provide extra services and activities, such as additional playground equipment, field trips and uniforms. Fundraising is used for the extras that parents and staff want for the School.
2. Fundraising is not to be used for core items.
3. Fundraising efforts shall never involve any activity that would place the student(s) at risk.
4. The School Council is to be informed of fundraising efforts that impact the community.
5. Any new fundraising activities require application through the Principal to the Superintendent for approval.

Adopted: January 12, 2026

References: Education Act
Charitable Fund-Raising Act
Gaming and Liquor
Act Income Tax Act
Public Contributions Act
School Councils Regulation 94/2019

Administrative Procedure #507 Gifts, Donations and Scholarships

Purpose

The procedure ensures that gifts, donations, and scholarships are accepted, approved, and managed in a transparent and accountable way so that all contributions support the school appropriately, align with Charter Board standards, and are handled with proper financial stewardship.

Statement

The Superintendent welcomes gifts or donations to the School or to the Charter Board if it is appropriate, useful and meets the standards of the Charter Board and such gifts or donations become immediately the property of the Charter Board.

Procedures

1. All donations are to be directed/addressed to the Charter Board.
2. All donations will be approved at the next Charter Board Meeting.
   2.1 The Superintendent may accept or reject any gift or donation as seen fit.
3. The Secretary-Treasurer shall apply for a registered charity number and where requested and appropriate provide a tax receipt for any cash donation.
4. After the Charter Board has approved a donation, the money will be forwarded to the School and a receipt and donation letter will be issued.
5. Donations shall generally refer to cash amounts presented to the School or to the Charter Board. Should the donations be in the form of a scholarship, this amount shall be kept separate and used solely for that purpose.
6. Scholarship endowment and trust funds are managed by the Secretary-Treasurer.
   6.1 All scholarship endowment funds shall be remitted to the Secretary-Treasurer for management. An understanding about the endowment fund and disbursements shall be mutually agreed upon in writing between the donor and the Secretary-Treasurer.
   6.2 An annual report providing detail about the scholarship funds and their disbursements will be provided to the School.
7. A gift generally shall refer to equipment or resource material provided by or paid for by individuals, community groups or student groups.
8. All gifts $20 or greater are to be officially acknowledged by way of a donation receipt by the Principal o by the Secretary-Treasurer.
9. The acceptance of any gift or donation does not imply any special considerations or privileges.

Adopted: January 12, 2026

References: Education Act
Societies Act
Income Tax Act

Administrative Procedure #508 Capital Project Planning, Accounting and Reporting

Purpose

The Board is responsible for the approval and submission of a capital plan to Alberta Education.

The Superintendent is responsible for the development of a capital plan that incorporates the Board's need for new schools, major modernization of existing facilities, and modular classrooms.

Upon approval of Alberta Education, the administration is responsible for implementing such plans, accounting for capital revenues and expenditures and reporting of same to the Board and Alberta Education.

Procedure

1. Capital Planning .

    1.1 The Superintendent's responsibility is to develop a capital plan.

    1.2 The Superintendent shall review the needs for additional school space.

    1.3 The Superintendent shall review the needs for major modernization.

    1.4 From this information, the Superintendent will develop a capital plan. This plan will be reviewed with the Board and Secretary-Treasurer for their input, following which the capital plan may be submitted to Alberta Education/Alberta Infrastructure for their input, comments, and discussion.

    1.5 The recommended and supported capital plan will then be presented to the Board for comment and direction. The plan shall be revised as directed by the Board.

    1.6 The Superintendent shall then bring this plan forward to the Board for their formal approval and submission to Alberta Education.

2. Project Approval

    2.1 Approval for capital projects is provided by the Minister of Education. Approval includes scope of project and amount of approved funding for each capital project.

3. Project Planning

    3.1 The Superintendent shall appoint a "Project Leader" for each approved capital project. The Superintendent shall advise the Board of the appointment.

3.2 The project leader shall select an architect and provide a recommendation to the Superintendent regarding this selection. Details of the architect appointment shall be communicated to the Board.

3.3 The project leader, in consultation with the architect, shall develop a project plan. This plan shall be approved by the Superintendent and communicated to the Board.

3.3.1 The architect shall develop plans and associated cost estimates relating to these plans and submit same to the project leader.

3.4 The project leader, in consultation with the architect, shall establish a project budget for each capital project and ensure that this budget is within the amounts approved by the Minister of Education. This budget shall be approved by the Superintendent and details of the budget communicated to the Board.

3.5 The project leader shall ensure that costs are within the budget for this project is within the amounts approved by the Minister of Education.

3.6 Providing the budget is within the limits established by the Minister of Education, the project leader shall, using criteria determined by Alberta Education/Alberta Infrastructure and the Board's purchasing procedures, tender the project.

3.7 At the opening of tenders, the project leader shall review tenders and providing tenders are within the budget approved by the Minister of Education, forward a recommendation to accept tender to Alberta Education/Alberta Infrastructure.

3.8 Upon approval from Alberta Education/Alberta Infrastructure accepting the recommended tender, the project leader shall engage the approved vendor and commence the construction phase of the project.

4. Project Monitoring

4.1 The Secretary-Treasurer shall monitor capital construction costs.

4.2 The project leader shall advise the Superintendent and the Secretary-Treasurer of any change orders issued and the effect of such change orders on the project cost.

4.3 On a quarterly basis or as deemed necessary, the Superintendent shall update the Board and Secretary-Treasurer on the financial status of all capital projects.

4.4 As part of the financial monitoring, the Secretary-Treasurer and the Superintendent shall determine if costs are within established budgets.

4.4.1 When projected costs exceed establish budgets, the project leader shall review and update the Superintendent regarding cost overruns.

4.4.2 The project leader shall review the project to determine areas of potential reductions.

4.4.3 The project leader shall determine and advise the Superintendent if costs can be reduced within budget.

4.4.4 Upon completion of the project, the project manager shall prepare the statement of final costs and communicate to both the Superintendent and Board.

Adopted: July 13, 2026

Reference: Education Act, Sections 51, 52, 53, 54, 143, 197, 204, 222, 225

Funding Manual for School Authorities

Business Administration

Administrative Procedure #509 Infrastructure Maintenance and Renewal (IMR) Planning, Accounting and Reporting

Purpose

The Superintendent is responsible for the development of an Infrastructure Maintenance and Renewal ("IMR") plan that incorporates the Board's needs for IMR. In identifying and recommending projects, the Superintendent shall follow rules and procedures as outlined by Alberta Education and Alberta Infrastructure.

Upon approval of IMR projects the Superintendent is responsible for implementing such plans, accounting for IMR revenues and expenditures and reporting of same to the Superintendent, Alberta Education and Alberta Infrastructure.

Procedure

1.Capital Planning

1.1. The Superintendent is responsible to develop an IMR Plan in accordance with any and all Alberta Education and Alberta Infrastructure criteria. The Superintendent shall be responsible to provide final approval of any IMR Plan prior to any projects noted in the plan being undertaken by the Board.

1.2. The Superintendent shall review all potential projects in order to determine which projects meet the criteria determined by Alberta Education and Alberta Infrastructure in order to arrive at a Board plan for IMR projects ("IMR Plan").

1.3. Following approval by the Superintendent, the IMR Plan may be submitted to Alberta Education and Alberta Infrastructure for approval, if required.

1.4. The IMR Plan shall then be presented to the Board of Trustees as information.

2.Project Planning

2.1 The Superintendent or delegate shall appoint a "Project Manager" foreach IMR project.

2.2 The Project Manager shall:

2.2.1 Develop project specific plans and determine cost estimates relating to those plans;

2.2.2 Tender the IMR project in collaboration with Procurement Services in accordance with the Board's Administrative Procedures required by Alberta Education, Alberta Infrastructure or any other relevant funding authority;
2.2.3 Establish a project budget for each IMR project and when appropriate, in consultation with the consultant retained during the tender process; and
2.2.4 Ensure that the project budget is within the amount approved by the Superintendent in the IMR Plan.

3. Project Monitoring

3.1. The Secretary-Treasurer shall monitor IMR construction costs.
3.2. On a monthly basis, the Secretary-Treasurer and Superintendent update on the financial status of all active IMR projects.
3.3. When it is anticipated that projected costs may exceed established budgets, the Project Coordinator shall review and update the Superintendent and the Secretary-Treasurer.
3.4. The Secretary-Treasurer and the Superintendent shall thereafter determine if costs are within established budgets. In the event that projected costs are anticipated to exceed established budgets, the Secretary-Treasurer and Superintendent shall determine the most prudent course of action.

4. Upon completion of the IMR cycle, the Secretary-Treasurer shall prepare the statement of final costs and provide the statement to the Superintendent for final review and approval. Once reviewed and approved, the Secretary-Treasurer shall provide the statement to any external bodies that may require the submission of final costs, including but not limited to Alberta Education and Alberta Infrastructure.

Adopted: July 13, 2026
Reference: Education Act, Sections 51, 52, 53, 143, 197, 222
Funding Manual for School Authorities
Policy and Requirements for School Board Planning and Reporting
School Authorities Planning and Reporting Reference Guide

Administrative Procedure #510 Capital Reserves

Purpose

Capital costs associated with capital equipment acquisition and replacement, new building construction, building modernization and modular classrooms can place a substantial financial burden on a School. Accordingly, a capital plan is required whereby the School can transfer funds each year into capital reserves to meet the future planned and unplanned capital needs of the School. The Board has endorsed the creation of capital reserves through the regular budget process for the purchase, replacement or upgrading of capital assets.

Procedures

1. Funds may be transferred to a capital reserves for the purchase, replacement or upgrading of the following capital asset categories:
    - 1.1 Land and land improvements;
    - 1.2 Buildings, including modulars and building modernizations;
    - 1.3 Equipment, including computer hardware and software; and
    - 1.4 Vehicles.
2. In establishing capital reserves, the following factors will be considered:
    - 2.1 Current value of assets—land, buildings, equipment and vehicles;
    - 2.2 Life expectancy of these assets and estimated replacement value;
    - 2.3 The current Three-Year Capital Building Plan and Ten-Year Facilities Master Plan;
    - 2.4 Debt—both interest and principle and, specifically, the unsupported amounts;
    - 2.5 Current Board budget plans and the financial plan of the provincial government; and
    - 2.6 Current level of educational services being provided.
3. The Superintendent, in consultation with the Secretary-Treasurer, will make recommendations to the Board regarding capital reserves.
4. The Board may, by resolution, approve expenditures and transfers to and from the capital reserves. The resolution will state clearly the purpose for the transfer.

Adopted: July 13, 2026

Reference: Education Act, Sections 51, 52, 53, 54, 137, 138, 139, 140, 141, 143, 222

Fiscal Planning and Transparency Act

Administrative Procedure #511 Insurance Management

Purpose

The Board shall maintain continuous insurance coverage in order to meet the requirements of legislation and to protect the assets of the Board.

Procedures

1. An Insurance Committee is established consisting of the Superintendent and the Secretary-Treasurer. The Committee shall review the Board's insurance coverage annually and make recommendations to the Superintendent regarding insurance coverage. The Secretary-Treasurer will facilitate communications with the Superintendent and the Board.
2. The Secretary-Treasurer upon request may make available to Board and School employees and others as requested, information describing the Board's insurance coverage in appropriate circumstances.
3. The Board will provide insurance coverage in relation to Board owned assets and liabilities arising exclusively from Board operations and activities for the following:

    3.1 Buildings;
    3.2 Contents;
    3.3 General Liability;
    3.4 Crime;
    3.5 Boiler and machinery;
    3.6 Errors and omissions; and
    3.7 Sexual molestation and abuse.

4. Building insurance shall be secured to provide coverage at full replacement cost unless otherwise determined by the Committee and approved by the Superintendent. Insurance coverage may be subject to policy limits and deductibles.
5. Contents insurance shall also be on a replacement cost basis. Claims made under the building and contents section of the insurance policy that result from accidents, vandalism or theft shall be compiled by the Secretary-Treasurer and presented to the Committee. School-based leadership affected by the claim are required to provide all relevant information relating to the claim.
6. The extent of coverage provided to employees traveling on Board business shall be limited to that coverage provided as result of the employee's enrollment in a group benefits

program provided by the Board, as amended from time to time. Any employee wishing to have additional or increased travel related insurance is solely responsible for obtaining any such additional or increased coverages at his/her own expense.

Adopted: July 13. 2026
Reference: Education Act, Sections 51, 52, 53, 54, 197, 204, 222, 225, 256

Administrative Procedure #512 Partnerships

Purpose

The formation of partnerships with business and industry provides an opportunity for educators to work with the community. Such partnerships offer the possibility of expanding the provision of relevant, challenging, life-based learning opportunities for students as well as supplying business with an opportunity to share their resources while benefiting from the resources of the educational system. The resultant sharing of attitudes, beliefs and values is beneficial to the system.

Procedures

1. A system-based partnership with business and industry will be organized and coordinated at the Superintendent level. All responsibilities for such a partnership shall remain at this level.

1.1 The Superintendent shall have final responsibility for the organization and coordination of a system-based partnership.

1.2 The Superintendent may delegate the organization and coordination of a system-based partnership to a member of the School Leadership Team.

1.3 The determination of the nature and intent of the system-based partnership shall be made between the partner and the Board and shall be incorporated in an operational plan.

1.4 The outcomes of a system-based partnership must enhance the delivery of quality educational experiences for students.

1.5 All safeguards related to the well-being of students shall be identified in the operational plan for the partnership.

1.6 Communications between the partner and the school system shall remain at the system level.

1.7 School Leadership personnel shall carry out the implementation of the operational plan for a system-based partnership.

1.8 Review of the system-based partnership shall be carried out by the Superintendent and shall be communicated to the participants.

1.9 The decision to continue or not to continue with a system-based partnership shall be made by the Superintendent and the business or industry partner.

2. A school-based partnership with business and industry will be organized and coordinated at the school level. All responsibility for such a partnership shall remain at the school level.
2.1 The Principal shall have final responsibility for the organization and coordination of a school-based partnership.
2.2 The Principal may delegate the organization and coordination of a school-based partnership.
2.3 The determination of the nature and intent of the partnership shall be made between the partner and the school and shall be incorporated in an operational plan.
2.4 Assistance to the school in any aspect of a school-based partnership shall be obtained from the designated member of the Division Office staff.
2.5 The outcomes of a school-based partnership must enhance the delivery of quality educational experiences for students.
2.6 All safeguards related to the well-being of students shall be identified in the operational plan for the partnership.
2.7 Communications between the partner and the school shall remain at the school level.
2.8 School staff shall carry out the implementation of the operational plan for a school-based partnership.
2.9 Review of the school-based partnership shall be carried out by the school and shall be communicated to the participants and the Superintendent.
2.10 The decision to continue or not to continue with a school-based partnership shall be made by the Principal and the business or industry partner.

Adopted: July 13, 2026
Reference: Education Act, Sections 51, 52, 53, 54, 197, 222, 256

Administrative Procedure #513 Publicly Funded Basic Education and Additional Fees

Purpose

The School upholds that all students are to have fair and equitable access, at no cost, to the basic resources and materials required for publicly funded education as provided by the Government of Alberta.

Procedures

1. Principals will provide items and services that are part of a basic education, school infrastructure, and human resources, at no cost to families. This includes, but is not limited to instructional supplies and materials such as textbooks, workbooks and photocopies; all consumable materials to carry out the Program of Studies (i.e. paper, art, science, gym equipment); staff-used technology and equipment (i.e. computers, photocopier, FM system, SMART Board, etc.) and maintenance thereof; library/learning commons/makerspace materials; any staffing costs; lockers and locks; celebrations; awards/student recognition; Wi-Fi or other digital infrastructure licenses; and Identification Cards.
2. Fees for adult students shall be set yearly by the Superintendent.
3. Fees for foreign students shall be set yearly by the Superintendent.
4. Fees for bus passes shall be set yearly by the Superintendent.
5. A caution deposit (refundable damage deposit for textbooks) of $90 may be charged to students in high school. If caution deposits are charged by a school, accounting records must be kept regarding refunds when a student exits the school.
6. Fees may be charged to cover the cost of field trips, as needed, throughout the school year. Principals may not charge an upfront flat fee for field trips. If the principal charges for field trips as part of a complementary course fee structure at the secondary level, parents will be advised as to the nature and cost of each trip and provided with full disclosure as to the costs for the trip as part of their student's registration in that course.
7. Complementary Course fees may be charged to help offset the costs for courses at the junior or senior high level which involve specialized equipment, materials which may be used for projects, or activities outside the school (i.e. music, CTF/CTS modules, art, Phys. Ed. 20/30). Fees may be charged as needed throughout the year for projects that become

the property of students. Guiding principles for the determination of these fees are as follows: the cost of basic resources for every course is included in the allocation for that student; if field trips/camps are built into the fee for the course, the cost per student for each trip is to be provided to students as part of registration in that course; and the maintenance costs of general use technology are built into the Supplemental Educational Fee.

8. Principals may charge Supplemental Educational Fees to offset the costs for items or activities that the school determines to be mandatory, but which are not directly tied to the Program of Studies. This includes, but is not limited to: all student-used software, apps, and site licenses; technology/specialized equipment user fees (student-used technology, musical instruments, etc.); and non- or co-curricular/program specific whole school activities (cultural presentations, musical presentations, plays, student council, student union etc). This also includes items that the Principal requires all students or students in a particular level to purchase from the school such as agendas, headphones, and communications envelopes/pouches.

9. The maximum amounts for the Supplemental Education Fees, as described in #8 above, have been set as follows:

Kindergarten: $ 30

Grades 1-6: $ 50

Grades 7-9: $ 50

Grades 10-12: $ 60

10. Principals may charge for a specialized piece of equipment/resource for a grade level's Program of Studies that the student will keep and reuse in future years as part of the Program of Studies. These sales may include items such as recorders and mouthpieces; hand bell gloves; yearbooks; and replacement of lost resources or those that have been damaged beyond use.

11. Principals may charge Alternative Program Fees on a cost recovery basis (i.e. IB and AP registration and examination fees).

12. Principals may charge for Non-curricular Goods and Services for activities or resources that are optional for the student. This includes but is not limited to: optional fitness program/fitness room access; refundable cap and gown rental; and farewell/graduation activities.

13. Principals may charge Extra-curricular Fees for extracurricular teams and clubs.

14. Classroom supply lists are to be reviewed by the Principal and are to reflect a reasonable idea of what an individual student would use in a year. Students are not to be asked to

provide supplies for communal use. These lists must be posted on the school's website by June 30 for the upcoming school year.

15. By May 31 of each school year, the Principal will submit a fee structure plan to the Superintendent, that includes all fees charged to students, as described above. These fees are to be determined in consultation with the School Council. All school-based fees and Division transportation fees will be posted on each school's website by June 30 for the following school year.

16. Fees may be waived partially or completely in the case of financial hardship at the discretion of the Principal. Parents/Guardians may either meet with the Principal or submit the request for full or partial waiving of fees in writing to express the circumstances of their need.

17. Fees may be refunded partially or completely in the instance where a student is no longer receiving the services or goods for which the fee was charged, based on whether the cost that the fee was intended to cover has been incurred at the time that the student ceases to receive the service or goods. This will be determined at the discretion of the Principal. Parents/Guardians may either meet with the Principal or submit the request for full or partial refund of fees in writing to express the circumstances of their request.

19. A parent may appeal, in writing to the Superintendent, either the amount of a fee or the payment of a fee or cost if not satisfied with the decision by the Principal.

Adopted: July 13, 2026

Reference: Education Act, Sections 3, 11, 13, 18, 19, 21, 51, 52, 53, 57, 59, 197, 222

Administrative Procedure #514 Purchasing

Purpose

The procedure ensures that all purchasing at Andrew Rural Academy is conducted in a transparent, consistent, and accountable manner that secures best value while complying with established approval levels and competitive procurement requirements.

1. **Authorization:** The Secretary-Treasurer is responsible to develop and implement purchasing procedures that are in alignment with Board policy.

2. **Competitive Pricing:** As a general rule, competitive prices shall be obtained for the purchase of goods, services, and construction projects as follows:

Aggregate Value of Purchase	Method of Quotation	Approval By
Goods, services, or construction projects $0 to $2500	No formal requirement to obtain competitive prices, although common sense and value for money must be respected for these lower-dollar-value acquisitions	Principal, Secretary-Treasurer, or Superintendent
Good, services, or construction projects $2501 to $5000	Verbal quotes required (minimum of three; rationale to be documented if fewer than three quotes obtained)	Principal or Superintendent
Goods, services, or construction projects $5001 to $74,999	Written quotes required (Minimum of three; rationale to be documented if fewer than three quotes obtained)	Superintendent
Goods or services $75,000 or greater	Public tenders – Posted to The Alberta Purchasing Connection website.	Board of Directors

Construction projects $75,000 to $199,999	Written quotes required (minimum of three; rationale to be documented if fewer than three quotes obtained)	Board of Directors
Construction projects $200,000 or greater	Public tenders	Board of Directors

a. The Secretary-Treasurer may suspend the need to acquire competitive pricing due to the emergent nature of the purchase being considered, the undue amount of effort required to obtain such pricing, or the relatively low cost of the purchase being considered.

3. **Consortium or Government Standing Offers:** If a good or service can be purchased through a consortium, or a government standing offer, that has followed formal price negotiation practices, the purchase will be considered to be in compliance with article (2) above.

4. **Transparency:** All purchases made on behalf of Andrew Rural Academy (the school) must be made in such a manner to ensure an open and transparent process.

5. **Gratuities:** Staff members must not solicit personal gratuities in any form or accept personal gifts or services, other than those of nominal value (approximately $50 in value or less), from present or potential suppliers that might influence or be viewed to influence purchasing decisions. Any gratuities, rewards, or other incentives provided by a vendor, other than those of nominal value as described above, must be provided to the school, rather than to an individual staff member. The superintendent or designate is authorized to distribute such gratuities, rewards, or other incentives, but must do so in a manner that is of demonstrable benefit to the school.

6. **Tendering Documents and Process:**
   a. Sealed Tenders and Opening: All tenders and replies to requests for proposals must be submitted in a sealed envelope and addressed to the secretary-treasurer or designate. Tenders and replies to requests for proposals will be opened at the time specified and be kept as record for review as required.
   b. Withdrawal of Tenders: Tenders and replies to requests for proposals may be withdrawn prior to the scheduled opening. Those tenders and replies to requests for proposals received after the specified date and time of opening will not be considered.

c. Conditions: All tender calls and requests for proposals will be subject to any or all of the following conditions:
    i. The school reserves the right to reject any or all tenders, bids, and replies to requests for proposals and accept that tender, bid or reply to request for proposal which appears to be in the best interests of the school.
    ii. The school reserves the right to accept or reject any proposal and, further, reserves the right to negotiate with the selected firm to clarify and enhance the contract tender or proposal.
    iii. The school reserves the right to seek proposal clarification with the proposers to assist in making evaluations.
    iv. The school reserves the right to amend, make adjustment, or rescind all or any part of the bid or request for proposal tender document prior to the closing date.
d. Evaluation: Tenders and requests for proposals may consider factors beyond pricing, including but not limited to the following:
    i. Service
    ii. Quality
    iii. Availability
    iv. The supplier's ability to fulfil the requirements of any standards or specifications that form part of the tender documents.
e. Tendering Venue: Tenders will be normally posted on either the Alberta Purchasing Consortium website or the Alberta Construction Association (COOLNet) website.

7. **Purchasing Contracts:** All written contractual agreements for the purchase and/or contracting of goods and services must be filed with the Secretary-Treasurer.

Adopted: January 12, 2026