
SCHOOL OPERATIONS

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Acronyms

Throughout this handbook as well as other FVSD documents acronyms will be used to shorten names of programs, organizations, etc. A list of acronyms can be found in FVSD Appendices.

Alcoholic Beverages

Under no circumstances are alcoholic beverages to be used or served in/on any Division owned public building/property.

At no time is it acceptable for staff to serve alcoholic beverages to a student.

All divisional employees are prohibited from purchasing alcoholic beverages with Fort Vermilion School Division or school generated funds.

Animals in Schools

Service Dogs in Schools

The division supports the use of Service Dogs as an intervention strategy recognized as an aid to individuals under the Alberta *Service Dogs Act*.

The Alberta *Service Dogs Act* and *Service Dogs Qualifications Regulations* define a service dog as a dog that has been trained by an Assistance Dogs International accredited school and that carries a Government of Alberta identification card as proof of qualification. Service Dogs are working animals allowed full public access in Alberta and are trained to meet the specific needs of individuals with whom they have been partnered. Service Dogs provide support to individuals with mobility, safety and independence issues. They will generally have a Special Skills Dog harness and leash and/or saddlebag or vest.

The Minister responsible for the Service Dogs Act “may, upon application, issue to a disabled person an identification card identifying the person and that person’s service dog. The identification card is proof, in absence of evidence to the contrary, that the disabled person and that person’s service dog identified in it are qualified for the purposes of this Act.” (Alberta *Service Dog Act*)

Service Dogs for Staff Members

The following procedures will be followed for admittance of a Service Dog to a school.

A. Staff Member Responsibilities

The staff member shall:

1. Provide a written request to the Principal for the use of a Service Dog within the school setting. This letter should be supplied to the school as early as possible in the process to allow for sufficient planning and transition of the Service Dog into the school setting.
2. Provide a letter from a physician or psychologist confirming the diagnosis of a recognized special need and including a recommendation for the use of a Service Dog.
3. Request a copy of the Fort Vermilion School Division Animals in Schools Administrative Guideline.
4. Ensure that the Service Dog meets the qualification requirements under the Alberta Service Dogs Qualifications Regulations which reads as follows:
 - (1) A dog that
 - (a) has qualifications resulting from the successful completion of a training program delivered by a school or institution approved by Assistance Dogs International, Inc., or
 - (b) has passed a challenge test established or approved by the Minister, has the qualifications of a service dog for the purposes of the Act.

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5. Provide a copy of the Service Dog Identification Card from the Government of Alberta.
 6. Provide detailed information and contact information from the agency training and supplying the Service Dog.
 7. Work collaboratively with the Principal, division and school staff to ensure successful integration and on-going support for the Service Dog.
 8. Assume all financial obligations regarding the use and care of the Service Dog.
 9. Annually provide the school with proof of up-to-date vaccinations, licensing, insurance and liability coverage (minimum \$2,000,000).

B. Principal's Responsibilities

The Principal shall:

1. Provide a copy of the Fort Vermilion School Division Animals in Schools Administrative Guideline to the staff member.
2. Inform the Superintendent and Assistant Superintendent of Operations that a written request has been made for Service Dog admittance to the school.
3. Ensure that the use of a Service Dog is consistent with the needs or recommendations for the staff member.
4. Consult with the Assistant Superintendent of Operations prior to arranging a conference with the staff member.
5. Meet with the staff member to review the requirements in the Animals in Schools Administrative Guideline and discuss the administrative procedure requirements and the potential transition requirements, including reasonable timelines, of the Service Dog entry into the school setting that ensure a safe and caring environment for all students and staff.
6. Conduct a meeting with the staff member to review the provision of a Service Dog, and to develop a written plan to determine:
 - a. the purpose and function of the Service Dog;
 - b. personal care and physical needs of the Service Dog;
 - the safest and most environmentally sound place for the Service Dog to relieve itself,
 - removal and disposal of animal waste,
 - provision of a suitable container for waste that the staff member can access, and
 - considerations for seasonal changes, and inclement weather;
 - considerations and routines necessary for reducing allergens and dander
 - c. classroom considerations such as seating arrangements and changes to class placements;
 - d. any necessary changes in routine and procedures, and program changes;
 - e. arrangements for the Service Dog to visit the school without students present in order to familiarize it with the school site;
 - f. a transition plan for the Service Dog and the staff member;

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- g. a timetable for the introduction of the Service Dog to the school and classroom(s);
 - h. rules of conduct around the Service Dog for students, staff, and the public, and
 - i. methods of disseminating and regulating such rules.
 7. Communicate in writing to members of the school community that a working Service Dog will be entering the school setting to elicit information regarding possible issues such as allergies or phobias from students, staff members and parents/guardians. This communication will be sent early in the process to determine any alternate arrangements that may be necessary to reasonably accommodate students or staff members. (see Sample Letters in the Human Resources SharePoint Documents)
 8. Consult with staff, the school council and school community prior to the service dog arriving at school.
 9. Liaise with stakeholders to resolve specific concerns or issues that may arise regarding the presence of a Service Dog in the school.

C. Implementation Procedures and Transition Plan

The Principal and staff member will work collaboratively to create a transition plan to assist in the integration of the Service Dog into the school environment. This transition plan will:

1. Provide for the Service Dog to visit the school without students present in order to familiarize it with the school site.
2. Establish considerations and protocols for seasonal changes and inclement weather.
3. Establish the safest and most environmentally sound place for the Service Dog to relieve itself and who will be responsible for removal and disposal of animal waste.
4. Determine who will be responsible for the provision of a suitable container for the animal's waste.
5. Ensure that the staff member is informed that the provision of a certified Service Dog and any objects/care it requires is the financial responsibility of the staff member.
6. Arrange for the staff member to train and instruct the school staff and students on the proper procedures regarding the Service Dog.
7. Establish any necessary changes to routine, procedures, or programming needs are made prior to the Service Dog's entry. Programming needs should consider potential re-structuring and preparation of the school environment and classrooms to ensure all students can safely function and learn with the presence of a service dog. Severe Allergies should be considered in this process.
8. Establish rules of conduct around the Service Dog for students, staff, and the public.
9. Revise emergency procedures as required to include the Service Dog, such as fire drills, evacuations, lockdowns, and notification of the fire department regarding the existence of the Service Dog.

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10. Notify the Transportation department as required to advise drivers and any students who may be sharing transportation where the Service Dog will be present.
 11. Arrange for an assembly or meeting of all students in the school, to provide education, awareness and information about the Service Dog and its role prior to the Service Dog's arrival. Once the Service Dog has arrived, arrange for a "Welcome Assembly" to introduce the Service Dog to the school community.
 12. Arrange for signage alerting school visitors to the Service Dog's presence must be placed in a visible location on the doors of the school.

Service Dogs for Students with Special Needs

The following procedures will be followed for admittance of a Service Dog to a school.

A. Parent/Guardian Responsibilities

The parent/guardian(s) shall:

1. Provide a written request to the Principal for the use of a Service Dog within the school setting. This letter should be supplied to the school as early as possible in the process to allow for sufficient planning and transition of the Service Dog into the school setting.
2. Provide a letter from a physician or psychologist confirming the diagnosis of a recognized special need, and including a recommendation for the use of a Service Dog.
3. Request a copy of the Fort Vermilion School Division Animals in Schools Administrative Guideline.
4. Ensure that the Service Dog meets the qualification requirements under the Alberta Service Dogs Qualifications Regulations which reads as follows:
 - (1) A dog that
 - (a) has qualifications resulting from the successful completion of a training program delivered by a school or institution approved by Assistance Dogs International, Inc., or
 - (b) has passed a challenge test established or approved by the Minister, has the qualifications of a service dog for the purposes of the Act.
5. Provide a copy of the Service Dog Identification Card from the Government of Alberta.
6. Provide detailed information and contact information from the agency training and supplying the Service Dog.
7. Work collaboratively with the Principal, division and school staff to ensure successful integration and on-going support for the Service Dog.
8. Assume all financial obligations regarding the use and care of the Service Dog.
9. Annually provide the school with proof of up-to-date vaccinations, licensing, insurance and liability coverage (minimum \$2,000,000).

B. Principal's Responsibilities

The Principal shall:

1. Provide a copy of the Fort Vermilion School Division Animals in School Administrative Guideline to the parent/guardian of the student.
2. Inform the Superintendent and Assistant Superintendents that a written request has been made for Service Dog admittance to the school.
3. Ensure that the use of a Service Dog is consistent with the needs or recommendations of the student's IPP.
4. Consult with the Assistant Superintendent of Operations and school staff prior to arranging a conference with the parents.
5. Meet with the parents to review the requirements in the Service Dog Administrative Procedure and discuss the administrative procedure requirements and the potential transition requirements, including reasonable timelines, of the Service Dog entry into the school setting that ensure a safe and caring environment for all students.
6. Conduct a meeting with the parents/guardians, classroom teacher(s), and appropriate Inclusive Education and support staff to review the provision of a Service Dog, and to develop a written plan to determine:
 - a. the purpose and function of the Service Dog;
 - b. who will accompany and handle the Service Dog outside;
 - c. personal care and physical needs of the Service Dog;
 - the safest and most environmentally sound place for the Service Dog to relieve itself,
 - removal and disposal of animal waste,
 - provision of a suitable container for waste that the dog handler can access, and
 - considerations for seasonal changes, and inclement weather;
 - considerations and routines necessary for reducing allergens and dander
 - d. classroom considerations such as seating arrangements and changes to class placements;
 - e. any necessary changes in routine and procedures, and program changes;
 - f. arrangements for the Service Dog to visit the school without students present in order to familiarize it with the school site;
 - g. a transition plan for the Service Dog and the student;
 - h. a timetable for the introduction of the Service Dog to the school and classroom(s) and for the training of the student's school team
 - i. rules of conduct around the Service Dog for students, staff, and the public, and
 - j. methods of disseminating and regulating such rules.
7. Communicate in writing to members of the school community that a working Service Dog will be entering the school setting to elicit information regarding possible issues such as allergies or phobias from students, staff members and parents/guardians. This communication will be sent early in the process to determine any alternate arrangements that may be necessary to

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- reasonably accommodate students or staff members. (see Sample Letters in the Human Resources SharePoint Documents)
8. Consult with staff, the school council and school community prior to the service dog arriving at school. During the consultation process with the broader school community, the anonymity of the student and the family will be protected.
 9. Liaise with stakeholders to resolve specific concerns or issues that may arise regarding the presence of a Service Dog in the school.

C. Implementation Procedures and Transition Plan

The Principal, Parent/Guardian(s), Teacher(s) and other staff members as required will work collaboratively to create a transition plan to assist in the integration of the Service Dog into the school environment. This transition plan will:

1. Provide for the Service Dog to visit the school without students present in order to familiarize it with the school site.
2. Establish who will accompany and handle the Service Dog with the student.
3. Establish considerations and protocols for seasonal changes and inclement weather.
4. Establish the safest and most environmentally sound place for the Service Dog to relieve itself and who will be responsible for removal and disposal of animal waste.
5. Determine parent/guardians or a staff member who will be responsible for the provision of a suitable container for the animal's waste.
6. Ensure that the Parent/Guardian is informed that the provision of a certified Service Dog and any objects/care it requires is the financial responsibility of the parent/Guardian or adult student.
7. Arrange for the Parent Dog Handler to train and instruct the support staff and teacher on the proper procedure regarding the Service Dog (example: specific commands, skills etc.). Establish an alternative dog handler for instances when the dog handler is absent.
8. Establish any necessary changes to routine, procedures, or programming needs to be made prior to the Service Dog's entry. Programming needs should consider potential re- structuring and preparation of the school environment and classrooms to ensure all students can safely function and learn with the presence of a service dog. Severe Allergies should be considered in this process.
9. Establish rules of conduct around the Service Dog for students, staff, and the public.
10. Revise emergency procedures as required to include the Service Dog, such as fire drills, evacuations, lockdowns, and notification of the fire department regarding the existence of the Service Dog.
11. Notify the Transportation department as required to advise drivers and any students who may be sharing transportation where the Service Dog will be present.
12. Arrange for an assembly or meeting of all students in the school, to provide education, awareness and information about the Service Dog and its role

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- prior to the Service Dog's arrival. Once the Service Dog has arrived, arrange for a "Welcome Assembly" to introduce the Service Dog to the school community.
13. Arrange for signage alerting school visitors to the Service Dog's presence must be placed in a visible location on the doors of the school.
 14. Ensure that the Service Dog is incorporated into the IPP of the student as appropriate.

Therapy Animals in Schools

Background:

The use of animals is an intervention strategy that is recognized as an aid to children in an inclusive education environment. The Fort Vermilion School Division recognizes that animals in school can provide educational value; however, this value must be balanced against the impact the animal has on the education environment and health and safety of the school.

Therapy Animals Definition:

A Therapy Animal is defined as an animal that works with its handlers as a team to improve a student's physical, social, emotional, or cognitive functioning. A Therapy Animal can be useful for educational and motivational effectiveness for participants. A Therapy Animal is not a 'Certified Therapy Animal' or Service Dog and therefore any provisions that apply to protecting people with disabilities and their Certified Therapy Animal/Service do not apply to Therapy Animals and their handlers. Specific procedures are in place within this Guideline to deal with Service Dogs. Example of Therapy Animals are animals used for universal programming or targeted programming by the Connection Team. Animals used during individual therapeutic sessions, Tier 3 interventions, will always involve a mental health therapist. An example would be equine therapy.

Responsibilities

School Administration:

- Prescreen the school for severe allergies; if anyone has anaphylaxis reactions to pet dander the animal will not be permitted in the school.
- Ensure all parents, staff and students are informed that the animal will be on-site and the purpose of the visit.
- Ensure the animal is restricted from sterile or cooking environments.

Teacher or Connection Team Member:

- Obtain permission and support from administration; this may be done through a written request outlining the benefits/purpose of the visit, the duration of the visit and the activities the students will be involved in during the visit.
- Plan for the visit to last no longer than 60 minutes.
- Ensure the space chosen does not contain carpet.
- Use the animal only for the expected and approved purpose of the visit.

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- Have a sign on the classroom door indicating the animal is present.
 - Have students wash their hands before and after the visit.
 - Clean the area upon conclusion of the visit.

Handler/Owner:

- If not currently a FVSD staff member, they must provide a clean Vulnerable Sector Check (RCMP) and an Intervention Record Check (Children Services) as per Vulnerable Sector Checks and Intervention Record Checks guideline.
- Provide proof of up-to-date vaccinations and ensure animal is in good health.
- Responsible for the care of the animal during transport and while at the school - this includes bio-breaks, water and food.
- Must provide evidence of \$2,000,000 general liability insurance.
- Arrive at the school with the animal during a non-transitional period to avoid unapproved contact with students. This allows for a more seamless entry for the animal into the classroom or school.
- Situate the animal in a safe location; clear exit path for both you and the animal in case of distress or emergency.
- Continually evaluate your animal for signs of distress.

Board and Provincial Requirements

All staff will act in accordance with Board and Provincial requirements, including Board Policies, Administrative Guidelines, the *Alberta Education Act* and Regulations, the *Alberta Human Rights Act* and other legislation.

Necessary Board and Provincial documents, particularly the Administrative Guidelines, will be reviewed with administrators on an annual basis.

Board Appeal Process

Parents and staff should make every reasonable effort to resolve disputes using the appropriate dispute resolution process prior to appealing to the Board of Trustees. Appeal requests are to be submitted in writing to the Secretary-Treasurer and follow appropriate timelines as outlined in the *Education Act*, employment contracts or *Labour Relations Code*. The Board of Trustees will respond in writing to establish a hearing date. The hearing date will comply with timelines as outlined in the *Education Act*, employment contracts or *Labour Relations Code*. If no timelines are established, these timelines will be of the essence.

Prior to the hearing, appropriate documentation will be provided to the Board of Trustees (if applicable), Central Office Executives and the disputant(s). At the hearing, the disputant(s) will have the opportunity to present their case to the Board of Trustees. After the hearing, the Board will notify the disputant of their decision in writing. Parents maintain the option of appealing the Board's decision to the Minister of Education.

Canada Anti-Spam Legislation (CASL)

Purpose

One of the main purposes of Canada's Anti-Spam Legislation is to regulate unsolicited commercial electronic messages (CEMs). Non-compliance with CASL will bring heavy penalties. Since we send CEMs, the purpose of this guideline is to ensure that everyone sending CEMs on behalf of the FVSD is in compliance with the law and to provide the security framework upon which all CEM delivery efforts will be based. This guideline defines appropriate and authorized behavior for personnel approved to send CEMs on behalf of the FVSD.

Scope

All electronic messages sent from the network to outside organizations or persons will be presumed to be CEMs and will therefore fall under these guidelines. This CASL – CEM Compliance Guideline applies to all employees, interns, contractors, vendors and other parties sending electronic messages on behalf of the Fort Vermilion School Division.

Definitions

Canada's Anti-Spam Legislation (CASL): An Act to promote the efficiency and adaptability of the Canadian economy by regulating certain activities that discourage reliance on electronic means of carrying out commercial activities, and to amend the Canadian Radio-television and Telecommunications Commission Act, the Competition Act, the Personal Information Protection and Electronic Documents Act and the Telecommunications Act.

Electronic address: An address used in connection with the transmission of an electronic message to an electronic mail account, an instant messaging account, a telephone account or any similar account.

Electronic message: A message sent by any means of telecommunication, including a text, sound, voice or image message.

Commercial electronic message (CEM): CEMs are commercial electronic messages that encourage participation in commercial activity. Even if a commercial message is not sent with an expectation of garnering a profit, it still qualifies as a CEM.

Commercial activity: Any transaction of commercial character, regardless of whether there is an expectation of profit or not. All emails you send from your work email will be treated as commercial.

Express consent: Permission obtained when a recipient "opts in" to receive CEMs. Consent can be paper form or electronic checkbox on a website. Express consent never expires, but it can be revoked by the recipient. FVSD will maintain records of all contacts for whom express consent exists.

Unsubscribe: A withdrawal of consent to receive CEMs.

Social networking sites: Specific online communities of users, or any website that links individuals electronically and provides a forum where users can connect and share information. These websites can be general or tailored to specific interests or certain types of users. Examples of popular social networking sites include Facebook®, Twitter®, Google+®, YouTube®, LinkedIn®, Foursquare®, Instagram® and TUMBLR®. The list of domains that constitute social networking sites is always growing and changing due to the nature of the Internet.

Policy Guidelines

All employees, contractors, vendors and any other person sending CEMs on behalf of FVSD must adhere to the following policies:

- All information systems within FVSD are the property of FVSD and will be used in compliance with this policy.
- All users will report any irregularities found in incoming or outgoing CEMs and the CEM delivery system to the IT team immediately upon detection.
- The CEM delivery system is subject to monitoring at all times. Use of the CEM delivery system constitutes acceptance of this compliance policy.
- Users will not use FVSD devices or personal devices on FVSD accounts to send CEMs without prior approval from management or another designated representative.
- Users will not use FVSD devices to conduct personal business.
 - No personal emails should be sent from FVSD email address that are CEMs
 - No instant messaging should be conducted with parties outside of FVSD that are CEMs

CEM Recipients

Employees, interns, contractors, vendors and anyone else sending CEMs on behalf of FVSD are to send CEMs ONLY to the electronic address of the parties listed on the Approved CEM Recipients List, which is centrally maintained by Central Office.

All employees must ONLY use the approved Student Registration Form in order to gain consent from a parent NOT already on the Approved CEM Recipients List.

CEM Components and Guidelines

All CEMs must contain:

- Contact information, clearly laid out. This includes sender first and last name, sender email address, school name, mailing address, telephone number and web address.
- If the CEM is to be sent on behalf of another party at FVSD, the name of this party and the sender must both be included, in addition to the information listed above.
- An “unsubscribe” link, clearly visible.

Employees are prohibited from modifying the existing signature or contact information.

Employees are prohibited from removing the “unsubscribe” tool inherent in the approved email templates.

All employees must attend the required training session on sending CEMs. Training content will include information on where to access the Approved CEM Recipients List, how to obtain consent if it does not yet exist, and how to craft a compliant CEM message. Proof of training attendance will be kept on file with HR.

Unsubscribe Requests

All “unsubscribe” requests must be immediately forwarded to the Executive Assistant of the Secretary Treasurer in order to ensure prompt processing of the request and to maintain accurate records. EMPLOYEES MUST NOT SEND ANY FURTHER COMMUNICATION TO THE UNSUBSCRIBED PARTY.

CASL – CEM Compliance Guideline

Commercial electronic messages (CEMs), and the tools that create, store and distribute them, are vital to the long-term health of our organization. It is for this reason we have established the CASL – CEM Compliance Guideline.

Compliance with CASL is of utmost importance, and all employees are expected to understand and actively participate in maintenance of corporate compliance. FVSD encourages its employees to take a proactive approach in identifying potential problems or violations of CEM delivery by promptly reporting issues to the IT team immediately.

Prior to using equipment, each employee is expected to have read the entire CASL – CEM Compliance Policy, which includes:

- Purpose
- Scope
- Definitions
- Policy Guidelines
- CEM Recipients
- CEM Components and Guidelines
- Unsubscribe Requests

If you have any uncertainty regarding the content of this policy, you are required to consult your supervisor. For additional information on the Anti-Spam Legislation please go to the following web link www.fightspam.gc.ca. This should be done prior to signing and agreeing to the CASL – CEM Compliance Policy. See FVSD Forms - Canadian Anti-Spam Legislation (CASL) Sign Off.

Career Counselor Protocol

The following schedule outlines the expected minimum responsibilities for Career Counselors at each high school. It is expected the Career Counselor will utilize the High School Checklist in FVSD Forms for each student.

September

- Complete the registration process with any new students to the school as well as those students whose timetable was not finished the previous spring.
- Compile a potential drop out list flagging students who did not graduate or return to school. Send accurate list of these students via email to the Assistant Superintendent of Learning.
- Contact parents or guardians who are new to the division to orient them to Alberta Education requirements, school policies etc.
- Begin to meet one-to-one with grade twelve students and go over Detailed Academic Reports (DAR), High School requirements and any post-secondary info they require. Send home the first Grad letter.
- Send transcript home for every student in grade 11 and 12.
- Assist secretaries with creating class lists to be provided to teachers prior to the first day of class. A final list can be issued after the drop date and final changes have been made.
- Coordinate with person in charge of Registered Apprenticeship Program (RAP), work experience, special projects, and correspondence courses to get a list of students enrolled in these courses.
- Check that all grade 10's and 11's have a full schedule.
- Check that all grade 12's are on course to graduate (H.S. checklist document) make changes/additions as needed.

October

- Organize and promote any materials received from institutions regarding current admissions and course calendars or programs which may be of interest.
- Begin to meet with grade eleven students to update and go over their personal three year plan.
- Research and prepare forms for bursaries and scholarship applications and a list of useful websites.
- Coordinate with the school organizer of the Graduation; share with that person a list of students who are potentially eligible and those who are in jeopardy of not having the requirements to graduate.

November

- Hold a post-secondary information session for students and parents. Provide information on scholarships, bursaries, student loans and transcripts.

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- Meet with all high school students (start with grade twelve's) who are failing a core subject after first report card. Every quad or semester reporting period identify students for credit recovery.
 - Coordinate information learned with classroom teacher to help improve academic performance (study skills, attendance, test preparation, etc.).
 - Assist students with filling out any applications for post-secondary studies.
 - Communicate to students the deadline dates for partnership scholarships.

December

- Host a brainstorming session for any grade eleven or twelve students to research post-secondary opportunities.
- Re-organize and update any career boards or post-secondary displays within the school.
- Complete site visits for off campus programming

January

- Inform students of post-secondary information: scholarships, bursaries, school applications.
- Check with work experience and special projects coordinator to see if all students (especially grade twelve's) are in jeopardy of completing their course(s) by the end of the month with site inspections.
- Make an action plan for those students who are in danger of not completing course successfully.
- Students may need to register for second semester courses they had not originally planned on.

February

- Another credit check for all grade twelve students. Scrutinize those students who have finished after the first semester and diploma marks from January.
- Contact any students who are missing credits and enroll them in the necessary courses for the second semester.
- Begin one on one three-year-plan meetings with grade ten students
- Check full timetables and that all necessary requirements are planned for 30 level credits, CTS, and to enroll in the appropriate core subjects.
- Schedule an initial visit with the feeder schools to assess their needs and promote high school education. Inform students about potential off campus classes like RAP, Green Certificate and Work Experience.

March

- Promote funding opportunities such as NADC and Mackenzie County applications.
- Research and look for other bursaries or scholarships available, and add them to your list.

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- Meet with grade nine students at your main school to discuss high school courses, programs, and requirements of a High School Diploma.
 - Check with Alberta Education after first semester diploma results are in and do another check for grade twelve credits.
 - With this information, prepare graduate eligibility letters to be sent out to the parents. These letters should take one of three forms, eligible to graduate and has met the requirements, potentially eligible providing that....., and at this time not eligible to participate in this year's graduation ceremonies.
 - Inform the Principal about any potential conflicts with those students and parents who may phone the school with concerns over their status.

April

- After the second semester report cards generate another list of those students failing core subjects.
- Work from grade twelve down to counsel and assist those students and teachers.
- Generate course selection pick lists for high school students for next year.
- Book another date to administer the course selection pick list to the feeder schools.

May

- Book a parent/student information night for those from your feeder schools who will be attending high school next year.
- At this time the students will complete their course pick lists for the next year.
- Host a student/parent info night for high school requirements.
- Course selections made, but need to be sent home for parent signature.
- Go over high school courses and Alberta Education Graduation Requirements the parent information night.
- Administer course pick lists/surveys to all high school students to gauge numbers for next school year.
- Based on the numbers (and staffing assignment) start to create (with administration) a master timetable for next year.
- Approximately two weeks before graduation release a final graduate list for those eligible to participate in this year's ceremony, final grad letter.

June

- Once the timetable has been confirmed, starting with grade elevens, have them pick their courses for next year. The majority of this can be done as a large group with one-to-one sessions where necessary.
- Keep track of low and high class numbers as courses may need to be added or dropped from the schedule.
- Start a running class list for next year as a guideline for those teachers in the particular subjects.

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- Take input and/or recommendations from all teachers and advise students as to the appropriateness of course selections. Remember that students are able to select courses contrary to staff recommendations. In this situation, document the recommendation and provide the parent with a written copy. Retain one copy for the student's file.
 - Make arrangements to go over course selections with those from your feeder schools.
 - Check with all students on their way to post-secondary and who are filling out student loans, the current applications will have just come out in late May.
 - Assist any grade twelve students with last minute college preparations.

Copyright Materials

The responsibility for explaining the Board's position on copyright to school based employees rests with the principal and department managers. In the event of litigation resulting from copyright violation, the Board of Trustees will not assume any responsibility for the actions of an employee who has contravened the following tariff.

To help staff determine whether they can use print materials, artistic works or audiovisual materials in their lessons without getting copyright permission, the Copyright Consortium of the [Council of Ministers of Education, Canada \(CMEC\)](#) has developed an online Copyright Decision Tool. This tool can be accessed on the Teachers and Copyright website at www.copyrightdecisiontool.ca.

The website also provides an overview of the [Fair Dealing Guidelines](#) as well as [Copyright Matters!](#) – a booklet about copyright-permission process.

For details on allowable copying refer to Fair Dealing Guidelines and Copyright Matters! in FVSD Appendices.

In addition, employees need to clearly understand that:

- ♦ Illegal copies of copyrighted computer programs may not be made or used on school equipment;
- ♦ When software is used on a network system, efforts will be made to secure this software from copying. Notwithstanding this, an employee of the Board may make an archival copy of the copyrighted software if such a copy is not provided at the time of purchase;
- ♦ Board employees and its agents are authorized to make a copy or adaptation of a computer program provided that such a copy or adaptation is a necessary step in the utilization of the computer program with a machine and, that it is used in no other manner;
- ♦ The Secretary-Treasurer of the Fort Vermilion School Division is designated to sign **all** license arrangements for schools throughout the jurisdiction.

Corporal Punishment

Corporal Punishment of students or ECS children is prohibited by all school division staff.

Definition of Corporal Punishment: Punishment administered as a form of discipline by an adult to the body of student or ECS child, ranging in severity from a slap to a spanking.

Aggressive contact should be avoided by staff towards students and ECS children unless necessary for safety of the student or other people.

Dispute Resolution Process for Parents

First Steps

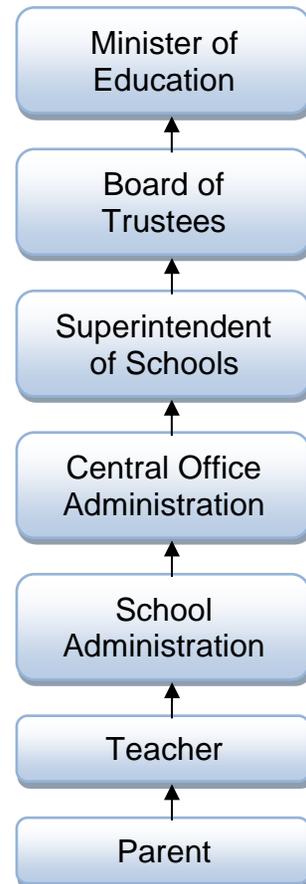
Schools are required to make every reasonable effort at the school and district level to resolve concerns collaboratively with parents. Despite these efforts if there remains a disagreement between parents and the school with a decision related to the child's educational programming, the first step is for the parent to talk to the teacher to try to resolve the concern together. If that fails, the next step is for the parent to talk to the school principal and/or assistant principal. Together with the teacher and school administration, most issues should be resolved that affect a student's educational program.

Next Steps

Should the teacher and school administration not be able to resolve the concern with the parent, they may refer the parent to a staff member at division Central Office. If, after this step, the parent still does not agree with the Central Office staff member's decision, the parent should write or telephone the Superintendent to express their concern. If the concern is not resolved by the Superintendent, the parent may apply in writing to the Board Chairman to initiate a board-level appeal.

The Final Step

If the parent does not agree with the Board's decision after the board-level appeal, the parent may request in writing that the Minister of Education conduct a Review by the Minister for specific decisions. Under the *Education Act* of the Province of Alberta, the Minister may review a Board decision on a matter that the Board and parents have not been able to solve with respect to placement in a special education program, francophone charter 23 issues, expulsion decision, home education matters, amount and payment of fees, accuracy or completeness of a student record.



Dispute Resolution Process for Staff

Schools are expected to make every reasonable effort at the school and district level to resolve concerns collaboratively with staff. The first expectation in a staff dispute is that a resolution be reached between the affected members. Despite these efforts, when an agreement cannot be reached, the next step is for the staff member to discuss the issue with their immediate supervisor. Should the issue exist between the supervisor and a staff member, it would be the expectation that the staff member inform the supervisor of their issue and seek resolution. If a resolution cannot be met, the next step is for the staff member to consult with the **Assistant Superintendent of Operations** in writing. If, after this step, no resolution has been reached, the staff member should write or telephone the Superintendent of Schools to express their concerns and seek resolution. Staff are expected to follow the appropriate resolution process for disputes.

If, after the above procedure has been followed and no resolution has been reached, and if the dispute is of a nature where the employee feels their employment contract has been violated, then staff members may activate their rights provided to them through the Collective Agreement, Terms of Employment, Contract of Employment, *Education Act* and/or *Labour Relations Code*.

Emergency Procedures

In each school, the principal has the responsibility for establishing and communicating appropriate programs and procedures for the safe and orderly evacuation of students and lockdown of the facility. Plans, procedures and training for the following situational crisis management options are to be in place:

1. Emergency evacuation (practice four times each year)
2. Emergency lockdowns (training twice each year)
 - a) Tactical
 - b) Environmental
3. Intruder provisions
4. Emergency school closure/early dismissal (unplanned)

Emergency Evacuation

In each school, the principal has the responsibility for establishing and communicating appropriate programs and procedures for the safe and orderly evacuation of students.

1. Everyone in the school is required to take part in evacuation drills and training.
2. Evacuation drills are to be held and documented a minimum of four times a year.
3. Each principal is required to develop a detailed evacuation plan which provides for the following:
 - a) Precise evacuation plans for all areas of the building.
 - b) Alternate evacuation routes and procedures.
 - c) Assignments of staff to perform the following functions:
 - i) Monitor doors, stairwells and other points which need to be monitored during an evacuation;
 - ii) Check washrooms and other areas where students or other persons may be located; and
 - iii) Report on the progress and completion of the evacuation.
 - d) Action to be taken in inclement weather:
 - i) During a drill; and
 - ii) During an actual evacuation.
 - e) Provision for students who are not in a position to vacate the building quickly - e.g., students who are disabled or students who are in showers and washrooms.
 - f) Provision for the safe care of students following an evacuation.
4. Specific evacuation instructions are to be posted in each teaching area, at fire alarms, in each wing, and in other areas where students and staff meet or gather.
5. Students entering the school during the year shall receive an orientation on the evacuation drill and evacuation procedures at the time of registration.
6. When an actual emergency occurs, please refer to the Critical Incident Response Binder.

Lockdown Procedures

In each school, the principal has the responsibility for establishing and communicating appropriate programs and procedures for the safe and orderly lockdown of the facility. **Practicing a lockdown will never occur.**

Soft lockdown

A soft lockdown should occur when a school requires students to remain in their classrooms during a situation. This can be done by making a simple announcement asking teachers to close their doors and keep students in their classrooms. Alternatively, office staff can walk around the school building closing doors and asking teachers to keep students in their classrooms. No classroom restrictions are necessary during a soft lockdown.

Hard lockdown

1. Schools will not practice a mock lockdown.
2. Schools are required to train students in hard lockdown procedures (this is not a practice drill.) This will include students walking through the instructions for a lockdown procedure in a class discussion.
3. Training is to be completed in classrooms and documented in the OHS binder a minimum of two times per year.
4. Training shall be taught by a certified teacher and will include (but not be limited to) the following:
 - a. Where in the classroom students are required to move to when a lockdown is called.
 - b. That no sounds or movement should take place during a lockdown (after moving to a safe location.)
 - c. What to do if outside the classroom when a lockdown is called.
5. If possible, a hard lockdown should be announced over the intercom by saying "Staff we have a lockdown situation."
6. Hard lockdowns occur in situations that require students to remain secure and quiet for their safety. This includes, but is not limited to an intruder, a civil disturbance, or a major incident near the school.
7. Hard lockdowns are ended by Administration/Local Emergency Personnel going door to door to unlock classrooms.

Student Lockdown Understandings

These understandings are re-enforced during lockdown training:

- Listen to the instructions provided by the adult staff member.
- What constitutes a "safe" location.
- Stay away from windows and doors.
- Stay quiet for the duration of the lockdown.
- If you are outside the classroom when a lockdown situation is announced, move to a safe location. This may include leaving the building.
- Never open the doors once closed.
- Lockdowns are ended only when Administration or Emergency Personnel unlock the doors.

Extra-curricular Sports: Zone and Provincial Competition

Each year, funds will be held by the Fort Vermilion School Division Sports Committee for the purpose of assisting with costs incurred while participating in Zone and Provincial Sports Competitions. Further information on the Sports Committee can be found in the FVSD Athletics Policies and Procedures found in the FVSD Appendices. The maximum funds available for each competition are as follows:

Zones

Basketball and Volleyball

- Junior High \$2,500. Shared evenly amongst all teams that qualify & attend zones **(Max \$500 per team)**
- Senior High \$2,500. Shared evenly amongst all teams that qualify & attend zones **(Max \$500 per team)**

Provincial

Basketball and Volleyball

- \$1,200 per team that qualify and attend provincials

Golf, Badminton, Cross-Country

- \$1,200 per sport for the division. If a division bus is not used, the \$1,200 will be divided evenly by the number of participants who attend. **(Max \$300 per individual)**

Track and Field

- \$2,400 for the division. If a division bus is not used that the \$2,400 will be divided evenly by the number of participants who attend. **(Max \$300 per individual)**

In addition, please keep in mind the following:

- Whenever costs are less than the above figures, the rates indicated will be reduced accordingly.
- Rebates from the Alberta School Athletics Association shall be retained by the competing school.
- The application for the above support shall be made to the Sports Committee Program Facilitator.
- All extra-curricular provincial trips must be under the direct supervision of a certificated teacher currently employed with the FVSD.
- Each team or group must have at least one supervisor of the same gender.

Field and Sports Trips

Participation by students in special events such as field trips, athletic competitions, music and drama festivals, and student exchanges can significantly complement the educational program. While field trips and excursions have positive educational value, care must be taken to ensure that trips or excursions are organized in a manner that maximizes educational benefit and ensures the protection and safety of students (refer to Checklist for Staff Planning School Field Trips in FVSD Forms).

Definitions

- a. A “Field Trip” is defined as a learning experience sponsored by the school or the School District that takes place away from school premises. The Board supports the following types of field trips as being of educational value to students:
 - i. “Curricular Field Trips” are defined as a desirable extension of classroom learning, experience taking place outside the classroom. Examples include visits to industrial plants, libraries, museums and government buildings.
 - ii. “Extra-Curricular Field Trips” are defined as field trips and are a part of the extra-curricular program offered by the school. Examples include both competitive events such as team and individual sports and music competitions, and non-competitive activities such as drama productions, school yearbook productions, science clubs, etc.
 - iii. “Out-of-Province Field Trip” is any trip of any kind for any purpose that is sponsored by the school or the School District that leaves the province of Alberta.
 - iv. “International Travel” is not allowed.
- b. A “Participant” is defined as a student, teacher, other staff member or volunteer who takes part in a school field trip.
- c. Duration of the Field Trip is defined as the time the group leaves the school or predetermined pick up area to the time the group returns to the school or predetermined drop off area.
- d. Risk Assessment requirements for applicable field trips:
 - i. General – This is the requirement to discuss with the Principal and Supervisors the general safety of all students and supervisors. This discussion will include risks associated with the field trip such as weather, road conditions, unique student needs, etc.
 - ii. Detailed – This is the requirement to discuss (with the Principal and Supervisors) and document within the field trip submission information demonstrating that the supervisors are aware of the location, culture, safety concerns, different laws if applicable, etc.

and have taken into consideration the safety guidelines and other external sources available in adequately planning the activity.

- iii. Comprehensive – This is the requirement to go to the Government of Canada website for travel abroad. In your submission for approval you will need to provide the report offered from this website on travel to your selected location. You will be required to provide in your submission comments referencing any requirements for travel that are found in the report. You will also be required to revisit this site 2 days before the trip is scheduled. The link to the Government of Canada website is as follows: <http://travel.gc.ca> A Sample International Travel Report is provided in the FVSD Appendices.

- e. Emergency Response Plan requirements for applicable field trips:
 - i. General – This is the requirement to discuss with the Principal and Supervisors and have in place a plan of action in the event of an emergency.
 - ii. Detailed – This is the requirement to discuss (with the Principal and Supervisors) and document within the field trip submission an Emergency Response Plan of action in the event of an emergency.

Categories and Approval Requirements

- f. Category I
 - i. Within the province of Alberta and;
 - ii. Maximum of one instructional day and;
 - iii. Is not considered a “high risk activity” – see Field Trip High Risk and Excluded Activities in FVSD Appendices.

- g. Category II
 - i. Within the province of Alberta and;
 - ii. Involves more than one instructional day in length and or;
 - iii. Is considered a “high risk activity” – see Field Trip High Risk and Excluded Activities in FVSD Appendices.

- h. Category III
 - i. Destination outside the province of Alberta

Field Trip Approval Requirements

	Category I	Category II	Category III
Trip Approval	Principal	Superintendent	Superintendent to inform Board
Trip Cancellation Authority	Superintendent /Principal	Superintendent/ Principal	Board/ Superintendent/ Principal
Advanced Approval Notice – Field Trip Check List Form - FVSD Forms	N/A	1 month	2 months
Parent / Guardian Consent	Yes	Yes	Yes
Detailed Itinerary	From Teacher to Principal	From Teacher to Principal to Superintendent	From Teacher to Principal to Superintendent
Parent / Guardian Meeting	No	Only if needed	Yes
Completed Divisional Field Trip Check List Form - FVSD Forms	Yes	Yes	Yes
Reference to Safety Guidelines	Yes	Yes	Yes
Grade Restriction	No	Grades 4 – 12 only	Grades 7 – 12 only
Out-of-Country Medical Insurance	No	No	Out of Province Medical Insurance
Destination Risk Assessment	Yes – General	Yes – Detailed	Yes – Detailed
Emergency Response Plan	Yes – General	Yes – Detailed	Yes – Detailed
Recommended Minimum Student to Supervisor Ratio: In Division: ESC to Gr 3 Gr 4 to 6 Gr 7 to 9 Gr 10 to 12 Out of Division: ECS to Gr 3 Gr 4 to 6 Gr 7 to 9 Gr 10 to 12	6:1 12:1 15:1 25:1 4:1 5:1 10:1 15:1	N/A N/A N/A N/A N/A 5:1 6:1 9:1	N/A N/A N/A N/A N/A N/A 4:1 5:1
Trip Cancellation Insurance	No	No	Yes

Note: All guidelines are at the discretion of the Superintendent or delegate.

Supervision

- a. All field trips shall be under the direct supervision of a division teacher or division staff member.
- b. Supervisory personnel including parents and other volunteers are agents of the board for the purpose of this guideline.
- c. All Supervisors that are not school division employees must submit a clean vulnerable sector check provided by the RCMP and a clean intervention record check provided by Child and Family Services as per Vulnerable Sector Checks and Intervention Record Checks guideline.
- d. All Supervisors must attend a mandatory organization meeting organized by the principal.
- e. 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:
 - i. The recommended minimum student to supervisor ratio, unless in the Principals or Superintendents opinion the circumstances allow for a higher ratio;
 - ii. The number of participants;
 - iii. The age, maturity and competency of the participants;
 - iv. The distance involved;
 - v. The duration of the field trip;
 - vi. The nature of the venue(s) being visited;
 - vii. The type of vehicle(s) being used for transportation;
 - viii. The nature of the activities to be undertaken and the risks associated with them;
 - ix. The extent to which the teacher supervisor is familiar with the venue(s); and
 - x. Other factors which, in the judgment of the Principal, are important to the successful and safe implementation of the field trip
- f. Additional adult supervision must be considered for field trips involving:
 - i. Supervisors who are members of the same family; and,
 - ii. Student participants of a single gender, where the designated adult supervisor is of the opposite gender.
- g. Co-educational overnight field trips shall be accompanied by both male and female supervisors.
- h. Principals 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).
- i. Principals are responsible to ensure that the supervisors are trained in the appropriate level of first aid for the chosen activity.
- j. General expectations for supervision
 - i. Jr. and Sr. High students must stay with the group unless they receive permission for the supervisor.

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- ii. Adults must be on active supervision at all times including the bus.
 - iii. Adults should be cognizant of the amount of time they are spending with a particular student.
 - iv. Each school must have a defined guideline on co-ed seating on the bus
 - v. All students must have an assigned supervisor to check in with
 - vi. Check in practices should be dictated by the location, amount of time at the location and age of the students.
 - vii. Students must understand that they represent the school and behave accordingly.
 - viii. Elementary students must have a supervisor with them at all times.
 - ix. Supervisors must have a cell phone.
 - x. Supervisors must compile a list of all student cell phone numbers for communication purposes.
 - xi. Supervisors assigned to specific students must share their cell phone number with the students on the trip.
 - xii. Supervisors must have a copy of the Emergency Report from our Student Information System for all students attending field trips.
- k. Overnight trips
- i. Schools will not exceed hotel occupancy limits.
 - ii. Rooms must have only one gender of students occupying them.
 - iii. Jr./Sr. High students will not have a Supervisor placed in the same room.
 - iv. In the case of elementary students Supervisors must be approved by the administration.
 - v. Schools need to have clearly defined expectations regarding what time students need to be in their own rooms and what time is deemed to be quiet time.
 - vi. The location of the supervisors rooms need to be located in a manner that allows the Supervisor to access students under their supervision. Arrangements need to be made with the hotel at the time of booking.
 - vii. Supervisors need to be on active supervision in the hotel.
 - viii. Students congregating in one room need to have a Supervisor present if there are members of the opposite sex in the room.
- l. Overnight trips with a Supervisor in the Hotel Room (elementary only)
- i. NO FVSD employee will be authorized to be a supervisor in a hotel room with students.
 - ii. All parents must meet and agree to the supervisor of their child in a meeting organized by the principal (Signature required).
 - iii. When necessary to be alone with a student in a room the door must be left opened.

Parental Consent

- a. Parents/guardians must be provided with written information regarding all field trips.
- b. Parent/guardians are required to grant informed, written consent for their child's participation in all field trips. – see Acknowledgement of Risk and Informed Consent Form in FVSD Forms.

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- c. As stated in a & b 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:
 - i. A series of walking/running trips within the immediate vicinity of the school; and,
 - ii. A series of field trips of the same nature (e.g. instructional ski program, field trips associated with a Physical Education course of study, basketball team schedule of games).
 - d. If there is a deviation from the schedule of planned multiple trips then new parental consent must be received.
 - e. If a student is to be released to parents from the Supervisors the parent must sign off on the Student Release from Field Trips Form found in FVSD Forms.
 - f. Students are not to be released to an individual other than their parent or guardian unless it is requested in writing prior to the commencement of the field trip from the parent or guardian.
 - g. All field trips should ensure they are carrying a copy of the Student Release from Field Trips form.

School Absences

- a. If at all 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 by the teacher and the student to have the student catch-up on the work that was missed.
- b. Additional consideration must be given to the classes that a supervising teacher will not be able to teach while on a field trip. If appropriate coverage for that class cannot be found then the teacher should not be going on the field trip.

Safety

- a. The primary references for safety expectations and precautions shall be Safety Guidelines for Physical Activity in Alberta Schools. <https://education.alberta.ca/physical-education/program-supports/everyone/support-documents/>
- b. The teacher in charge of the field trip is responsible to carry a list of the following on each field trip:
 - i. Name of participants;
 - ii. Telephone contact numbers for participants;
 - iii. Alberta Health Care numbers for participants;
 - iv. Medication and medical alert needs for participants, as needed; and,
 - v. Correspondence which enables the emergency filling of a prescription for medication, on behalf of each trip participant who is using prescribed medication.
- c. 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.

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- d. All supervisors and bus drivers need to be aware of any medically fragile students participating in the field trip, including students with allergies and asthma.
 - e. The use of alcohol or illegal drugs by all participants, including staff members and volunteer supervisors, is prohibited for the duration of all field trips.

Communication

- a. It is the supervisor's responsibility to inform the Administration of the school in a timely fashion of any situations where student discipline is required. Administration of the school should establish expectations on communication and student behavior with all supervisors and coaches prior to a trip or season beginning.
- b. Administration of the school must be involved in the discipline of students when requiring suspension and removal from the team. Benching of a student needs to be communicated to the Administration of the school.
- c. Regularly scheduled communication opportunities shall occur between the school and community coaches.
- d. Administration of the school shall meet with all community coaches prior to the start of the sports season to establish the school's expectations specifically in the areas of communication, behavioral expectations of students and supervision practices.
- e. When planning a trip outside of Alberta the Principal should consult with the Superintendent prior to establishing expectations with students and parents.

Medical Coverage

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

Emergency Planning / Response

- a. All personnel involved in field trips shall be familiar with the common-law doctrine of in loco parentis (in the place of a parent), which requires that employees act as a reasonable and prudent parent would act.
- b. The teacher/supervisor in charge of a field trip is authorized to change field trip plans in the event of an emergency.
- c. 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.
- d. The teacher(s) responsible for planning and supervising a field trip shall have the contact information for the Principal as well as an alternate contact in the event that the Principal is unavailable.
- e. If an accident occurs during a field trip, the teacher/supervisor shall assess the situation and, if injuries have occurred:
 - i. attend to the immediate medical concerns, and
 - ii. call or make arrangements to call for rescue, assistance or ambulance, as required;
 - iii. Determine whether or not the trip will continue based upon all the circumstances;

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- iv. Notify the Principal (if not available contact the alternate) at the earliest opportunity if serious (requiring medical attention) injuries have occurred, so that the Principal may inform the Superintendent and parents/guardians; and,
 - v. Complete an accident report within 24 hours of the incident.

Bus Booking Procedures

- Bus requests for extra curricular and sports trips must be submitted to the Transportation Department well in advance of the planned trip. Two weeks in advance is recommended. These requests must be approved by the School Principal, Assistant Principal or designate prior to faxing it to the Transportation Department. Without a Principal, Assistant Principal or Designate signature, a bus will not be booked.
- If your school is considering, planning to, or hoping to share a bus with another school for a field trip, those conversations need to occur before either locations book a bus. It is also important that you communicate with the bus garage early in this conversation as the origin point of the trip can be crucial in determining the most appropriate driver to assign to a trip.
- An itinerary will be required for any trip involving an overnight stay. The itinerary should be provided a minimum of two days prior to the trip.
- Where overnight stay is required, the school will reserve a hotel room for the Bus Driver. Access and parking will be taken into consideration when choosing accommodations.
- Transportation Department staff will hire a driver, approve the request, and fax an approval form back to the school. Trips assigned, on a rotational basis, by route number, starting from the lowest, to regular bus drivers, as per Terms of Employment.
- **The school will copy the approved request and give a copy to the driver, prior to the trip being taken.**
- The coach or trip Supervisor should check with the school secretary to make sure an approved request has been received a few days before the trip.
- The Principal of the school will arrange a short meeting with the bus driver and school supervisors prior to any trip requiring an overnight stay. Items to be discussed will include:
 - Supervisors Responsibilities
 - Bus Driver Responsibilities
 - Noise level in bus
 - General behaviour
- The school will supply to the bus driver and to the Transportation Department a list of passengers expected to be on the bus.
 - Transportation Department:
 - Phone: 928-3860
 - Fax: 928-3232

Upon completion of the trip, the driver will return the bus request after completing the claim for payment, as well as the recorded distance of the trip. Schools will be

invoiced on a regular basis at \$2.00 per kilometer where a Division bus driver is supplied. The kilometer charge includes all Driver expenses (salary, food and lodging) and fuel. There will be a minimum charge of \$50.00 per trip.

When multiple trips are required within town limits such as to and from the arena, the following costs will apply in place of the minimum charge per trip:

- \$50 for the first hour, and
- An additional \$30 for each additional hour the bus driver is required.

Tour buses will be assigned on a priority basis by the Transportation Supervisor. Criteria used to assign buses will include:

- ♦ Application Date;
- ♦ Length of Trip;
- ♦ Number of Students on Trip;
- ♦ Amount of luggage; and,
- ♦ Availability of an approved Bus Driver.

Tour buses will ONLY be used for Division sponsored events and will NOT be available for rent by the public / community including groups and teams. See the Bus Request Form in FVSD Forms.

In the event that extra-curricular activities must be cancelled due to inclement weather, scheduling concerns, etc. school principals are responsible for communicating with the other school in a timely fashion.

In the event a sports/field trip is cancelled for non-emergent reasons the school must give the Transportation Department a minimum of three hours' notice prior to the commencement of the sports/field trip. Failure to notify the Transportation Department will result in a minimum late cancellation fee of \$50 charged to the school. All fees charged will be at the discretion of the Director of Essential Services.

Internal/External Busing

Transportation for any extracurricular and sports trips will be requested internally through our Transportation Department. Administration to determine majority and the general will of the parents affected.

- Any additional costs incurred above what we would internally charge cannot come from the school based budget. The variance must come from an additional fee from either parents or fundraised dollars.
- In the event that there are two or more external providers all vendors must be given an opportunity to bid on the trip.
- Principals must accommodate parents who are unwilling or unable to pay the additional fees.

Transportation to Division Events supported by Central Office

Transportation to the following FVSD events will be supported by Central Office and not charged to the schools:

- Career Days
- Science Fair
- Circles of Literacy Celebration
- Authors Lunch
- Music Showcase
- Iron Chef
- Robotics
- Handgames

Firearms and Schools

Within the very limited access provisions outlined, schools may organize to provide training under the Canadian Firearms Safety Course (Non-restricted or Restricted). Upon completion of the course and obtaining a passing grade of 80% on both the written and practical test and pending the qualifications of the instructor, students will obtain one of the following licenses.

- Ages 12-17 (Non-restricted) Minor's Possession and Acquisition License or

or

- Age 18+ (Non-restricted or Restricted) Possession and Acquisition License

The jurisdiction does recognize the value of safety training and the importance, for some students, of working on firearm related projects in their shop classes. With the knowledge of school councils and proper communication with the school community, the following provisions may be followed.

Firearms Instruction

1. Within a school's instructional strands there may be scope provided for the offering of the Canadian Firearms Safety Program, conditional on:
 - Properly trained personnel offering the course;
 - Any firearms or ammunition brought to the program by the instructor be deactivated by the instructor pursuant to the deactivation rules set by the RCMP. In compliance with the Canadian Firearms Safety Program, students are able to handle firearms for the purpose of course study and practice under the direct supervision of a qualified instructor;
 - Parent consent for the program being in place.
2. School programs and activities will not include any range activities or any live shooting of any kind.

Firearms Projects

There should be some consideration for students doing CTS/shop work on gun stocks or barrels. In situations where the following conditions are met, it may be appropriate to allow students to work on components of firearms:

- Only with the prior permission of the principal;
- Any gun parts brought to the school must be transported to and from school by a parent whom has a valid PAL or POL;
- Operational firearms and/or receivers/frames will not be allowed on the premises for any reason;
- Student should be in possession of a valid PAL or Minor's PAL;
- Schools will be required to keep components in secure storage and develop procedures that will ensure there is no possibility of a gun being assembled at school.

Flag Lowering Protocol

A flag must be flown at half-mast when directed by the Superintendent or designate. Flags are normally flown at half-mast from the time of notification of death up to and including the day of the funeral. A flag may be flown at half-mast due to the death of a current student or staff member of the Fort Vermilion School Division and for non-Fort Vermilion School Division students who live within the boundaries of the Fort Vermilion School Division.

Flags shall be flown at half-mast on public buildings on the death of:

- the sovereign or member of the immediate family of the sovereign,
- the current or a former governor-general of Canada,
- the current or a former prime minister of Canada,
- a federal cabinet minister,
- the lieutenant-governor or former lieutenant-governor of Alberta,
- the premier, or former premier, or a cabinet minister of Alberta,
- a member of parliament, from the local riding,
- member of the provincial legislature from the local riding,
- senator from the school division riding,
- the current or former town mayor or county reeves within the school division boundaries,
- current or former Trustees.

Upon request of the family of former employees, the Superintendent or designate shall instruct schools to lower the flags within the region the employee worked for the day of the funeral, provided the funeral is conducted within the boundaries of the division.

Foreign Non-Exchange Students and Exchange Visiting Students

Foreign non-exchange students are students who come from a country other than Canada and whose parents or legal guardians do not reside in Canada.

Foreign non-exchange students may be accepted into a FVSD school subject:

- The host family of the student resides within the FVSD boundaries.
- The student obtains the applicable Student Visa from Immigration Canada
- The student paying, at the point of registration, the applicable tuition fee as established by the Secretary-Treasurer.
- This fee shall be similar but not less than what FVSD charges First Nation Students for educational services.
- Contact the office of the Secretary-Treasurer for the current year's fee.
- This fee will be invoiced, collected, deposited and recorded at the school using the school accounting system.
- The school will then submit a cheque to the division office for the entire amount of the fee.
- Schools will include the foreign non-exchange student in their September 30 numbers to ensure the school is allocated the appropriate funding for this student.

Unless approved as an "Exchange Student", all non-funded students shall be assessed a tuition fee to be determined by the Superintendent or designate.

Freedom of Information and Protection of Privacy (FOIP)

The Freedom of Information and Protection of Privacy Act (also known as FOIP) aims to strike a balance between the public's right to know and the individual's right to privacy, as those rights relate to information held by public bodies in Alberta.

This law, proclaimed October 1, 1995, affects all provincial government departments, agencies, boards and commissions. The Act was applied to school boards and charter schools on September 1, 1998.

In a school setting, the personal privacy of staff, students and parents is protected by rules that schools must follow in the collection, use, protection and disclosure of personal information.

The FOIP Act does not dramatically change normal school activities; it does not prevent parents from participating in their children's education. It allows parents and students broader rights of access to information, and it obligates schools to protect privacy.

The Act should be applied in a common sense manner and should not negatively affect school life. Refer to FVSD Appendices for FOIP Frequently Asked Questions for School Jurisdictions.

Excerpts from the FOIP Act and Regulation

FOIP Act

33(2) A public body that collects personal information that is required by subsection (1) to be collected directly from the individual the information is about must inform the individual of

- (a) the purpose for which the information is collected,
- (b) the specific legal authority for the collection, and
- (c) the title, business address and business telephone number of an officer or employee of the public body who can answer the individual's questions about the collection.

Fund Raising by School Affiliated Organizations

In order that a school and its school affiliated groups may enhance aspects of the school program, use of the school facility is permitted to conduct fund raising events subject to the following:

1. All applicable conditions of the Alberta Gaming Control Commission for educational groups are met.
2. All funds raised will be for use by the school. Funds will be deposited in a "school" account. The principal or designate and one other designated staff member or council member will have signing authority.

High School Athletics Participation by Learning Store Students

Learning Store students have made a choice to attend an alternative program. As a result, they must realize that they are often forgoing some of the opportunities that a regular high school program provides for them such as extracurricular opportunities. Learning Store students have the right to compete in individual sports under the banner of the Fort Vermilion School Division Learning Store at any time. Team sports are often not available due to the nature of the Learning Stores. Learning Store students may compete with their community high school's team based on the following criteria:

- The situation complies with all A.S.A.A guidelines.
- The student's participation is approved by both schools' administration and the coach of the team.
- The student agrees to adhere to the high school's code of conduct.
- The student stays current in his/her studies and is meeting the academic standards outlined by the administration of the Learning Store.
- The Learning Store student shall not cause any high school student to lose his/her membership on the team.

Hosting Divisional Events

The Host School (see FVSD Divisional Events Host Schedule in FVSD Appendices) is responsible for setting the date for the event they are hosting as well as setting up and running the event. Hosts of events must keep in mind that some events must be scheduled in conjunction with other provincial and national competitions that will occur after their divisional event.

Intern Teachers

At times, FVSD will host intern teachers as part of their training. The following are items provided by the FVSD during their time with us.

Housing

Housing will be provided at no charge to the intern, if space is available.

- Housing is not guaranteed to be provided in the location where the intern is assigned.
- The intern bringing a spouse, children or pets may affect the availability of housing or the ability of FVSD to accept the student intern.
- FVSD will keep one furnished housing unit in Fort Vermilion. If the intern chooses to live elsewhere in the division, it will be at their own expense. These properties will be smoke and pet free at all times.
- FVSD provided housing will include basic household furniture including a washer/dryer. Interns will be notified what furnishings exist in the residence and there will be no special accommodations made by FVSD regarding additions or changes to the furniture.
- Internet, telephone and TV service connections will not be provided by FVSD. Internet is available at each school for all staff use. Interns wishing to have access to these services at their place of residence can work with the Housing Coordinator to set up their own service at their cost.

Vehicle

A vehicle may be provided, if available and deemed necessary. The Assistant Superintendent of Operations will determine the need, availability, and who would have access to a vehicle.

- Fuel for the vehicle will be the responsibility of the intern.
- It is the intention of the division that the vehicle not leave the FVSD region unless specific permission is granted by the Assistant Superintendent of Operations.
- A current Driver's Abstract must be provided by the intern demonstrating an acceptable driving record. Excessive convictions/demerits or the presence of serious/criminal convictions may disqualify an intern from being provided access to a vehicle.
- Only the intern is permitted to drive the vehicle - not spouses/family/friends.
- The vehicle will be signed in/out with the Director of Essential Services.
- The supervising Principal will coordinate providing/returning the vehicle with the intern, ensuring it is cleaned/maintained, and returned to the Transportation Office in La Crete. In the event there are deficiencies, the cost will be billed to the school.

Compensation

All interns will be assisted with their costs to travel to the FVSD. Flights will be provided **or** mileage paid at the FVSD rate. Maximum mileage expensed will be \$1,000.

All interns will be paid \$100 per week for the duration of their specific internship. This amount will be paid in full at the approximate halfway point of the internship.

Professional Development

Any professional development inside FVSD will be at the cost and discretion of the supervising Principal. Any professional development outside of FVSD will be entirely at the expense of the intern.

Technology

A functional laptop/Chromebook will be provided to each intern for the duration of their work in FVSD. Coordinating receiving/returning this unit will be the responsibility of the supervising Principal. In the event it is not returned, the cost of the unit will be invoiced to the school.

Investigations and Searches

The Principal or designate has the authority to question, conduct a search, and seize school or student property if reasonable grounds for search or seizure has been established. Searches may only be conducted by the school principal or designate in the presence of another employee. Random and arbitrary searches of students, school property, or student property including random and arbitrary canine searches are prohibited.

All searches must be carried out in a reasonable manner. Searches should: respect the privacy of the student, be minimally intrusive, and be conducted in a sensitive manner taking into consideration the age and gender of the student.

When conducting a search of student property the principal or designate shall ensure the student is present during the search (unless not possible and search is urgent). When conducting a search of school property it may be preferable that the student be present during the search, but it is not necessary. The Principal shall make students and parents aware of what items are considered school property by including the items in the student handbooks.

Any search of a student's person shall be conducted in a private location, the Principal or designate may ask the student to do any one or more of the following:

- Empty out their pockets, and any other articles and objects belonging to or used by the student;
- Shake out their clothing;
- Roll up their sleeves, waist bands or pant cuffs;
- Remove belts, head coverings, hats, overcoats, jackets, scarves, mittens, gloves, socks or shoes, and any other accessories.

All School Division employees are prohibited from conducting a strip search of students under any circumstances.

Parents/Guardians shall be informed of all searches conducted by the Principal or designate involving their student after the search has occurred.

In cases where a student refuses to cooperate with a search request, the school administrator will:

- Inform the student that failure to comply will result in disciplinary action, which may include school suspension or recommendation for expulsion.
- Inform the student's parents, explain the situation and request a parent administration conference.

When the Police request to interview or search a student (other than when a warrant is presented, an officer is in the process of an arrest or when there is imminent danger) the Principal and/or designate will inform the Police to conduct the interview after hours and off school grounds. In the event the Police cannot accommodate, the Principal and/or designate shall:

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- Make the student aware of his/her rights to have their parents/guardians present, to answer any questions he/she chooses and refuse to consent to be searched by the Police.
 - Attempt to contact parents/guardians prior to an interview or a search by the Police. If the Principal is unable to contact the parent/guardian prior to an interview or a search, the parent shall be notified as soon as possible afterwards. The only exception to this practice would be in circumstances where the Police are accompanying C.F.S.A. to investigate a potential case of abuse.
 - Ensure that the student is aware of the ability to select an adult representative to be present during the interview or search, when their parent/guardian is unavailable.

When a warrant is produced, or when the police are in the process of an arrest, the school is required by law to cooperate with them. If possible a member of the teaching staff, preferably the principal, must be with the police officers in these cases.

Storage and Disposal of Items Confiscated During a Search

If a teacher or principal has confiscated personal property of a student, the staff members must ensure that the property is kept in a secure location and returned to the student or parent at the end of the school day. If a student is found in possession of alcohol, drugs, firearms, and explosive substances/devices at the school, on the school grounds, or at a school authorized activity, the principal will dispose of the confiscated item(s) by contacting local law enforcement for legally authorized disposal. The Principal or designate will ensure that appropriate provisions are made for student discipline. In terms of student discipline, if a staff member confiscates a mock firearm or explosive device, the Principal will manage the situation as though the items were real and contact the Superintendent or designate to discuss student management. Prior to administering discipline, the School Administrator will consult with the Superintendent or designate in the event that any alcohol, drugs, firearms or explosive devices/substances are confiscated from a student.

Medical Conditions

Schools will regularly encounter students that suffer from severe medical conditions. Some of these medical conditions can be life threatening if they are not dealt with promptly. The Fort Vermilion School Division believes that it is the responsibility of the parent to inform the school of any medical conditions that their student may suffer from. Parents and schools should work collaboratively to ensure that a safe learning environment exists for students that suffer from medical conditions. Principals should ensure that an action plan is put in place for each student that suffers from a serious medical condition. This action plan should include the following components:

Education for the School Community

As soon as possible at the start of the school year, the school administration will arrange for public health to in-service all members of the school community regarding background information about the severe medical conditions present in the school. This training should include background information, recognition of emergent symptoms, emergent treatments and safety procedures. The school administration will also ensure that communication with the appropriate students and/or families occurs based on the severity of the conditions present in the school. This may include information being sent home with a specific class or potentially the entire school. A sample communication tool is included in the Medical Conditions Handbook in FVSD Appendices.

Use of the Medical Conditions Template for Display

School Administration should make every effort to ensure that the Medical Conditions Template is displayed in a central location for staff. It is not to be displayed in public areas. This form is available in the FVSD Forms folder. Schools should make every effort to get parental consent prior to posting the form. This contact should occur via phone or in person. If the school is unable to gain consent, they must send a letter to the parents outlining their attempts and stating that the Medical Conditions Form will be displayed.

A rapid response protocol for each student which would include:

1. Contact of Emergency Services
2. Possible Arrangement of Transportation to Medical Facility
3. Contact of Child's Parents
4. Administration of Medication:

Certain medical conditions may require schools to administer medication on a regular or emergent basis. Schools should make every effort to follow the guidelines for Administration of Medication to Students including the "Administering Medicine to Students Parental Request Form" available in FVSD Forms. School administration should ensure that plans are in place for the storage and retrieval of any emergent medications such as Puffers or Epipens.

Memorials Guidelines

Memorials on Grounds

- i. Memorials on division grounds will not be established without approval of the Superintendent of Schools.
- ii. Criteria for Possible Memorials
 - a. Occur in the form of a tree, plants or flowers.
 - b. Not interfere with school/divisional operations.
 - c. Not require maintenance by FVSD staff or costs to FVSD.
 - d. Object/signage must be approved by Superintendent.

Memorials in or on FVSD Buildings

- i. Memorials in or on FVSD buildings will not be established without approval of the Superintendent of Schools.
- ii. Criteria for Possible Memorials
 - a. Request for memorials in schools must have the approval of the school council.
 - b. Request for memorials in non-school FVSD buildings must have the approval of the department supervisor.
 - c. Memorial must occur in the form of a plaque or picture to be hung on a wall or in a showcase.
 - d. Student memorials are to be established for the period of time in which the student would have been attending the school or a maximum of five years, unless otherwise approved by the Superintendent. After such time the memorial will be returned to the parent by the school leadership.
 - e. Staff memorials are to be established for a maximum of 5 years and if possible the memorial will be returned to the staff member's family.
 - f. Memorials must not interfere with school/divisional operations.
 - g. Memorial must not require maintenance by FVSD staff.

Memorial/Funeral Services

School and department staff will not conduct memorials during the school day in school division buildings. Although the family, staff and student body are grieving not all students, parents and staff are comfortable being forced to attend a memorial service during the instructional day. Therefore, if students and staff attend a memorial/funeral it will occur under the supervision of a parent/guardian or through a staff member's personal decision.

Should a request be made to utilize a school division building for a memorial/funeral during the school day, in which classes would have to be suspended, the decision would require Superintendent approval.

From time to time alternative ways of remembering individuals who have died are suggested. These plans require the approval of the Superintendent.

Protection of Students with Life-Threatening Allergies

The Fort Vermilion School Division desires that students with life-threatening allergies should feel safe and supported at school. In accordance with the *Protection of Students with Life-Threatening Allergies Act* the Division maintains procedures and emergency medication to protect these students.

Parents and students remain responsible for providing schools with information regarding life-threatening allergies and supplying the required medication for use at school if needed.

Division obligations:

1. The OHS Coordinator is responsible for supplying all epinephrine auto-injectors and for keeping records regarding expiration. Upon use or expiration of an auto-injector schools will be provided with a new one.
2. Common strategies to consider reducing the risk of exposure to anaphylactic causative agents are:
 - a. Avoid serving foods that are known anaphylactic causative agents.
 - b. Do not serve foods where its ingredients are not known.
 - c. Do not serve items with 'may contain' warnings on the label in a room where there is a child who has an individualized plan and emergency procedures specifying those allergens.
 - d. Share information about anaphylaxis, strategies to reduce the risk of exposure to known allergens and treatment with all families enrolled in the school.
 - e. Ask the caterer or cook to provide the known ingredients for all food provided. The ingredients will be reviewed before food is served to children to verify that causative agents are not served to children with anaphylactic allergies.
 - f. Create Peanut/Tree Nut Safe Schools or Classrooms.
 - g. Communicate allergies and post appropriate signage.

School obligations:

1. Ensure that a minimum of one epinephrine auto-injector is maintained in their school. The OHS Coordinator is responsible for supplying all epinephrine auto-injectors and for keeping records regarding expiration. If an auto-injector is used a request must be made to the OHS Coordinator for a replacement.
2. Provide training to staff each August on dealing with life-threatening allergies. New staff hired during the school year will be trained during OHS New Staff Training.
3. Upon enrollment, request parents and students to supply information on life-threatening allergies, if any.
4. Create a risk reduction plan for students with life-threatening allergies that includes
 - a. information about the student who has an anaphylactic allergy,

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- b. information for employees and others who on a regular basis are in direct contact with a student who has an anaphylactic allergy regarding the type of allergy, monitoring and avoidance strategies and appropriate treatments,
 - c. a readily accessible emergency procedure for each student, including emergency contact information, and
 - d. provisions for and information regarding storage for epinephrine auto-injectors, where necessary.
 5. Create a communication plan for the dissemination of information on life-threatening allergies to parents, students and employees.
 6. Share the risk reduction plan with the Assistant Superintendent of Learning by first school day in October of each school year.
 7. Maintain file on each student that has an anaphylactic allergy including any current treatments, copies of any prescriptions, any instructions from health professionals and a current emergency contact list.

Requests for Maintenance (Work Orders)

Maintenance requests are to be generated by using the Asset Planner online work order system. <https://assetplanner.com/logon.php>

All service requests shall be approved by the School Principal or designate before the request is submitted. The general nature of a maintenance request should contain detailed information of the item or object that requires service, repair, or replacement and should include the name of the originator in the event more information is needed.

All maintenance requests shall be managed by the school principal or designate to prevent duplication and only one person (normally the secretary) has access to the program.

Submission of service request shall include the entry of School Principals email address in the cc line item.

School capital equipment, and school furniture repair is not the responsibility of the Maintenance Department.

General Service Request Procedures

The secretary of each school completes the service request, enters the **type of request**, and assigns a **priority ranking**; as much detail as possible should be included. If it is an urgent request, telephone, and follow with an email to the Supervisor of Maintenance at 780-841-2910 and or email dand@fvsd.ab.ca

Requests are processed daily by the maintenance secretary in the La Crete Support Services building. Service requests are then assigned to the appropriate department (Carpentry, Plumbing/Heating, Electrical, Grounds). When the priority ranking, status or notes are added, the requester will receive an automated email notifying of changes.

Upon completion of the service request, the requester will again receive an email indicating that the service request has been closed.

Required Documentation

The Human Resources Department may need Principal/Recruitment Team/Department Manager assistance in obtaining the following documents:

Professional Staff

- ◆ resume or completed application form
- ◆ vulnerable sector check from the police department
- ◆ intervention record check, as per Vulnerable Sector Checks and Intervention Record Checks guideline
- ◆ drug and alcohol administrative procedure acknowledgement
- ◆ technology user agreement
- ◆ Canadian Anti-spam Legislation (CASL) Sign Off
- ◆ signed contract
- ◆ copy of Alberta teaching certificate
- ◆ copy of most recent TQS statement
- ◆ verification of teaching experience
- ◆ reference checks (minimum of 2)
- ◆ applicant file summary (required document from Recruitment Teams)

Support Staff

- ◆ resume or completed application form
- ◆ vulnerable sector check from the police department
- ◆ intervention record check, as per Vulnerable Sector Checks and Intervention Record Checks guideline
- ◆ drug and alcohol administrative procedure acknowledgement
- ◆ technology user agreement
- ◆ Canadian Anti-spam Legislation (CASL) Sign Off
- ◆ completed employee status notice found in FVSD Forms
- ◆ signed contract of employment found in FVSD Forms
- ◆ education and experience information form found in FVSD Forms

*No employee is to enter the classroom or work with students until a vulnerable sector check and intervention record check is completed and submitted as per Vulnerable Sector Checks and Intervention Record Checks guideline. In the event that either check provided indicates anything other than a negative result, please contact the Assistant Superintendent of Operations prior to the potential employee beginning work.

Status notices are required in every instance where there is a resignation, change in name, position and/or hours worked.

Safeguarding Money and Valuables

It is recognized that teachers and administrators may have custody of monies and valuables in the course of their duties. It is required that at times the maximum degree of security possible will be adhered to.

GUIDELINES:

- a. Cash in excess of \$100.00 shall not be left in schools overnight. Where it is not possible to follow this rule, staff are required to ensure that the maximum degree of security for such monies has been put in place. The school safe, a locked container in a locked file cabinet in a locked secure room, are acceptable alternatives.
- b. Staff are required on a daily basis to hand all monies collected by them to the school secretary and obtain a receipt. Staff are individually responsible for the safe keeping of such monies up to the point of obtaining such receipts.
- c. Staff are required to ensure that at all times monies are not left in the classrooms, but are either under the direct care and custody of another staff member, or in a secure environment such as a locked file cabinet in a locked secure room.
- d. Where it can be clearly shown that staff have followed this policy, the Board shall accept liability for losses incurred. Where this is not the case, the responsibility rests with the staff member or administrator as appropriate.
- e. Should a theft of monies or valuables occur an RCMP investigations may immediately be requested.

PROCEDURES:

- a. Daily bank deposits shall be made at night depository where facilities are available.
- b. When monies must be held overnight, deposits made by all staff should be counted and a receipt for all such monies issued by the school secretary, retained by the staff member. Where it is not possible to issue an accurate receipt, such as when a large sum in coins is involved, the monies shall be sealed in an envelope and the staff member and school secretary sign over the sealed portion of envelope to ensure monies are not tampered with.
- c. When funds are counted by the school secretary it should be done in the presence of another staff member to ensure security of monies as well as safety for staff members in case of alleged theft.
- d. If at any time staff are unable to follow these procedures, they are required to share their concerns with the administrator, who is then responsible for making the best decision which follows the spirit of this guideline.

Scheduling of In-Division Extra-Curricular Activities

In the essence of protecting instructional time and operating in a financially responsible manner, the Sports Committee shall adhere to the following guidelines when drafting schedules for different sports seasons.

- 1) Games will only occur in Fort Vermilion School Division approved sites. The Assistant Superintendent of Operations will be responsible for stipulating sites approved for divisional competitions.
- 2) Schedules will be created to maximize the opportunities for teams from the same school and potentially neighboring schools to travel together.
- 3) When needed, neutral site games will be utilized.
- 4) No team shall travel for a game more than one hour on weekdays with the exception of Rainbow Lake travelling to High Level.
- 5) The “Super Saturday” format should be utilized as much as possible. Each “Super Saturday” should maximize the number of games played for an individual team (This means a minimum of two games for any individual team).
- 6) Each school would host a minimum of one game per season at their site.
- 7) Each school should be encouraged to facilitate the training of certified officials in volleyball and basketball from their staff and community.
- 8) Season schedules must be released to the principals via email prior to the beginning of the season. Principals will have two days to examine the schedule for potential conflicts. Conflicts must be brought to the Sports Program Facilitator within two days. No changes of schedules will occur after the expiry of the two day period.
- 9) The cancellation of any extra-curricular activities must be communicated by the administrators of the schools involved.

School Calendar

The FVSD School Calendar found in FVSD Appendices is developed by the Assistant Superintendent of Operations annually with input from Administrators and approved by the Board of Trustees in Spring.

School Facilities Use by the Community

Schools must develop procedures for the use of school facilities by community groups.

The procedures and future changes to the procedures must be approved by the Superintendent or designate. All school based procedures/policies must recognize all existing joint use agreements.

The school will keep funds collected from use of the facilities; however, each school must keep an accurate record of all funds received/expended and submit a financial statement at the end of the fiscal year.

In the circumstances that a school is rented to a community person/group in which the intent is to rent space/tables to multiple vendors/users, the principal will review each vendor/user and make a decision as to approval.

School Trustee Communication Protocol

It is important that the trustee(s) elected to represent schools in a ward be aware of school organized activities and communications intended for all school and community stakeholders. In order to assist trustees in fulfilling their role school principals are responsible for the following guidelines:

- i. **School Events:** Monthly school calendars are to be emailed to local trustees.
- ii. **Invitations to Attend Events:** Should the school principal feel that a special invitation to attend a school event be issued to the local trustees then the principal will communicate the invitation, via email, at least two weeks prior to the event.
- iii. **Invitations to Speak at an Event:** If the school principal requests a school trustee to speak at an event the principal is to communicate this request at least two weeks prior to the event. Attached to the email communication will be the event agenda / itinerary and any necessary information needed by the trustees to fulfill the speaking role.
- iv. **School Stakeholder / Community Newsletters:** All communications that are intended for the entire school stakeholder population are to be emailed to the local trustee.
- v. **School Council Meetings:** Principals will communicate the dates and locations of School Council Meetings with the local trustees.
- vi. **Parent Focus Groups:** The dates and topics of focus groups will be emailed to trustees by principals at least two weeks prior to the date of the focus group.

Smoking in Division Owned Public Buildings and Property

Smoking is not permitted in any Division owned public buildings or on any Division owned property. Smoking includes the use of cigarettes, cigars, pipes, e-cigarettes, medicinal marijuana and other similar products.

All smoking or use of illegal intoxicants/drugs are strictly prohibited.

Smudging Ceremonies

Background

The focus of the Division is to ensure that each student is a successful learner for a lifetime. Therefore, we are committed to developing the skills to create learning environments that are respectful of individual needs, nurturing in focus, and centered on exemplary educational practices. Fort Vermilion School Division is inclusive and culturally responsive and supports the integration of First Nation, Métis and Inuit perspectives into school practices. Smudging is a traditional practice that is common to many First Nation students. The inclusion of relevant cultural, spiritual and traditional knowledge and practices in schools can positively impact student success. Smudging is a relevant practice, and important for First Nation students wanting to practice their ancestral teachings.

Definitions

First Nation: “First Nation” is a term used to describe descendants of the original inhabitants of Canada.

Inuit: The term “Inuit” refers to people generally living in the far north who are not considered “Indians” under Canadian law.

Métis: The “Métis” term refers to cultures and ethnic identities that resulted from unions between Aboriginal and European people in what is now Canada.

Procedures

1. Request for smudging will be reviewed and approved by the Principal through consultation with school council to determine how to proceed.
 - a. Requests may be made by an Elder or Cultural teacher who has been invited to the school, a staff member, a family member, or a student. Request will identify location and time.
2. The Principal will provide written notification to students, staff and families that smudging will be occurring in the school. (See Notification Poster in FVSD Appendices)
3. When notified of smudging:
 - a. Parents and students will report and verify any sensitivity or health matters related to smudging and the degree to which it impacts their participation. Smudging during the Spring, Summer and Fall will occur outside. During the Winter months extensive planning will be done in advance to ensure all health accommodations are addressed prior to commencement of smudging.

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4. Staff will report any sensitivity or health matters related to smudging and the degree to which it impacts their work, or students to the Principal.
 5. Principals will ensure the development, implementation and communication of appropriate accommodations.
 6. The Principal will ensure teaching about smudging in the school to students, staff and families through classroom instruction, student assemblies, school council meetings and communicated to parents.
 7. The Principal will ensure a standardized notice is posted in the school that identifies locations for smudging.
 8. The Principal will communicate any concerns or issues regarding smudging to the Assistant Superintendent of Learning.

Sponsor Advertising Guidelines

If a school receives any funds/donations or goods from any vendor and the school is requested to post advertisements in or on FVSD property approval from the Superintendent or designate must be obtained. The approval must be obtained prior to accepting the funds or goods.

Sports Guidelines

Junior and Senior High Sports provide ideal opportunities to encourage students to maintain a healthy active lifestyle, develop fundamental sport specific skills; and expose students to a wide range of sports and activities that they may not be able to participate in outside of school. The Fort Vermilion School Division believes that all students need to experience success through a variety of avenues. It is the intention of the Fort Vermilion School Division to ensure maximum student participation at all levels occurs and, especially, at the Junior High level where active participation and meaningful playing time will be an expectation.

As is the case with all programs in a school, the principal is responsible for the functioning of the school's sports program, as well as ensuring that the program meets its intended goals.

Therefore within the realm of school sports the following will be in effect:

Number of Players

- Coaches are required, if possible and with principal's approval, to select a minimum of 12 players (to a maximum as outlined by ASAA) for junior and senior high basketball and volleyball teams.
- Coaches may decide whether additional players, who may be termed "red-shirted", will be carried. However, these players will not be a part of the minimum number that must be carried, where possible, for basketball and volleyball. "Red-shirted" players practice with the team and play games when requested by the coach. If player numbers drop below the required 12, red shirted players would be the first to be selected.
- When sufficient number of players are available such that a school can enter two teams, but not have a full complement of 12 for each team, approval must be requested from the Superintendent/designate for the number to be reduced.

Player Selection

- Should there be an adequate number of players, in junior high, to comprise a full team; elementary players will not be selected. Elementary student's parents must sign off adhering to the sports and field trip guidelines for junior high.
- Players from Junior High will only be permitted to participate at the Senior High level in the "1A" competition.
- The principal is responsible for approving team rosters and the procedures for communication to individual players regarding player selection.
- Any variation, to a student's participation in sports, would be due to attendance, behaviour, and/or academic issues and have the approval of the principal.
- Grade 9 players are permitted to play on Senior High teams for 1A schools in basketball, volleyball, team handball and golf (ASAA). However, junior

high players will only be selected to senior high teams when the minimum of 12 senior high players cannot be met.

Scheduling of Games

In the essence of protecting instructional time and operating in a financially responsible manner, the Sports Committee shall adhere to the following guidelines when drafting schedules for different sports seasons.

- Games will only occur in Fort Vermilion School Division approved sites. The Assistant Superintendent of Operations will be responsible for stipulating sites approved for divisional competitions.
- Schedules will be created to maximize the opportunities for teams from the same school and potentially neighboring schools to travel together.
- When needed, neutral site games will be utilized.
- No team shall travel for a game more than one hour on weekdays with the exception of Rainbow Lake travelling to High Level.
- The “Super Saturday” format should be utilized as much as possible. Each “Super Saturday” should maximize the number of games played for an individual team (This means a minimum of two games for any individual team).
- Each school would host a minimum of one game per season at their site.
- Each school should be encouraged to facilitate the training of certified officials in volleyball and basketball from their staff and community.
- Season schedules must be released to the principals via email prior to the beginning of the season. Principals will have two days to examine the schedule for potential conflicts. Conflicts must be brought to the Sports Program Facilitator within two days. No changes of schedules will occur after the expiry of the two day period.
- The cancellation of any extra-curricular activities must be communicated by the administrators of the schools involved.
- Tournaments within Zone 1, outside of Zone Championships and Provincial Championships, may begin play no earlier than 12 Noon.

Junior High

Within the realm of junior high sports the principal must ensure that:

- Junior High Sports focuses on participation, skill development, building self-confidence and instilling a strong sense of sportsmanship in its athletes.
- Students that play on school sports teams have the opportunity to contribute in a meaningful manner during ALL practices and ALL games through “Fair” playing time regardless of skill level during league and tournament play. The only exception to this clause is during Zones or a medal round during invitational tournaments. Note: This does not mean equal playing time. Although playing time is not necessarily equal, it is intended that all students are to play in each game unless there are extenuating circumstances, which are shared with the student and parents/guardian prior to the game if possible.

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- Coaches distribute playing time among students. Although playing time is not necessarily equal it is intended that all students are to play in each game unless there are extenuating circumstances which are shared with the student and parents/guardian prior to the game if possible. The desire to win is not an extenuating circumstance. Examples of extenuating circumstances may include poor academics, potential injury, poor sportsmanship, student or parent request not to play and student misconduct.
 - School Administration facilitates a meeting of all coaches (staff and community) prior to the beginning any season to communicate the division's philosophy of sports at the junior high level, operational items, behavioral expectations and the expectations of playing time. School Administration must also ensure that all coaches are abiding by the expectations shared.
 - Students adhere to the school's Extracurricular Activities Code of Conduct.

Student Health Procedures

Student Accidents and First Aid

1. If an accident occurs or a condition arises requiring first aid during school hours, the school shall render first aid and communicate with the parent/guardian.
 - Before the child is sent home, the Principal or supervisor shall communicate with the parent/guardian by telephone.
 - In all cases an adult shall escort the pupil to the home or a place the parent/guardian designates as a place of care.
 - The person who escorts the pupil shall be instructed to bring the pupil back to school if he or she finds no one at home or at the designated place of care.
2. If hospital treatment appears to be required and the principal or supervisor cannot contact or communicate with the parents, arrangements shall be made for the student to be taken to the emergency ward of the nearest medical facility.
3. **Unless there is a probability of clear and present danger, the supervisor is not to move a student who appears to be seriously injured. Phone for emergency service and medical assistance.**
4. The Principal or responsible adult or teacher in charge shall have met the requirements of this policy once the injured party has become the responsibility of the parent or medical personnel, whichever occurs earliest.
5. The supervisor shall complete an online *Incident Report and Investigation Form*. Where there is a claim for costs as per our Student Accident Insurance Plan, a copy of the *Incident Report and Investigation Form* is also required by the Superintendent's office.
6. Schools shall have at least one staff member with a current Standard First Aid certificate. A list of certified First Aiders shall be listed in the Health & Safety Profile.
7. In case of a serious accident, the Principal shall inform the Superintendent of Schools immediately.
8. In the case of a critical incident, refer to section 4 of the FVSD Safety Plan in the Health and Safety section of this handbook.

Administration of Prescription Medications to Students

While the Fort Vermilion School Division believes that the responsibility for the administration of medication does not lie with the school system, it also recognizes that, from time to time, situations may arise which will require an employee to administer medication and/or take action in order to ensure the wellbeing of and/or

preserve the life of a student. Unless approved by the Assistant Superintendent of Learning the Principal will deny the administration of medication.

Procedures:

1. Students and Parents will annually be informed of the procedures and guidelines regarding the administration of prescription medications to students.
2. At the beginning of each school year, the Principal shall request that the parent inform the school of any health related issues that a student may have. It shall be the responsibility of the parent to advise the school of any changes in the student's health during the school year.
3. When the school is made aware of a student's medical condition that may adversely affect his/her ability to fully participate in the school's program, the Principal shall consult with the student's parent and/or physician to determine any limitations that should be placed on the student's program.
4. The parent may make written request that medication be administered to a child during the school day or during extra or co-curricular school sponsored events. Such a request shall:
 - be in writing on the appropriate form; (Administering Medicine to Students Parental Request Form in FVSD Forms)
 - specify the time(s) at which such medication should be administered;
 - specify the exact dosage to be administered;
 - specify the duration of the treatment;
 - outline the procedure to be followed in the case of adverse reaction.
5. In cases where the school employees are unable to administer medication to the child, the Principal will contact and make written reply to the parent.
6. No employee shall administer any prescription medicine to children unless the conditions in 2 and 3 have been met.
7. All medications brought into school shall be in the original container, pursuant to 2 and 3 above, and shall be kept in a locked location.
8. The dispensing of any medication will be carried out by the administration or secretary of the school. In the event the administration and the secretary are out of the building, the responsibility is designated to the acting administrator.
9. It shall be the responsibility of the parent to advise the Principal, in writing, immediately of any changes in the medication schedule.
10. An accurate record of the administration of all medications shall be kept by the Principal and those administering the medication. (Administering Medicine to Students Student Medication Schedule in FVSD Forms)
11. The Principal shall ensure that all staff eligible to administer medication to students shall be trained in the proper process of administration of medications and reviewed the guidelines.
12. In the event parents do not provide an adverse reaction summary for the medication, schools shall consult: www.ida-pharmacy.ca under the drug database and attach any adverse reactions to the parental request form.
13. The Principal of the school will consult with the Assistant Superintendent of Learning about the procedures for the administration of prescription medication to students prior to the school administering any medication.

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14. The Health and Safety Officer will review school procedures when doing routine school inspections.
 15. The school shall develop a plan for the administration of medication for students should they require medication during an extra-curricular or curricular activity outside of school or school hours. The plan must be approved by the Assistant Superintendent of Learning prior to implementation.
 16. All signed "Administering Medicine to Students" forms will be uploaded to the Admin Centre by the end of September or as soon as possible after being developed if later in the year.

Substitute Teachers

In the event a replacement is required for a teacher, the schools must make every effort to try and procure certified substitute teachers prior to contacting classroom supervisors.

In the event a principal deems a certified substitute teacher unsuitable to work in their building, they have a responsibility to communicate their concerns to the substitute as well as the Assistant Superintendent of Operations.

Substitute employees must also provide a vulnerable sector check and intervention record check prior to beginning work with the Division, as per Vulnerable Sector Checks and Intervention Record Checks guideline.

Temporary School Closure Procedures

The Superintendent may close schools as a result of critical situations involving staff and student health.

From time to time schools will be hosting division events such as but not limited to Science Fair, Track and Field, Career Day and Music Showcase. It is expected that the hosting school for these Division activities will remain open for instruction for students not participating in the activity. This should be possible due to other schools sending an appropriate number of supervisors for their students. Should the school principal believe that there are circumstances that prohibit the event from being hosted at a school without the school being closed for instruction, approval for school closure would be required by the Superintendent.

All other reasons for school closure will be at the discretion of the Superintendent.

Volunteers in Schools

At no time is a supervisor or principal to leave the impression that volunteer services will be remunerated, nor does such service render an employment status. Volunteers shall not be assigned responsibilities which belong to a teacher, principal or other employees.

Vulnerable sector checks and intervention record checks are necessary for volunteers in schools and must be obtained prior to volunteering in the following manner, as per Vulnerable Sector Checks and Intervention Record Checks guideline:

- going on an overnight field trip with students;
- have unsupervised access to students (if volunteers *may* be left alone with students, then err on the side of caution and require the checks.)

Vulnerable sector checks and intervention record checks must have been completed within the last 6 months in order to be considered valid and acceptable. Checks will typically last for the length of time a parent has a student(s) enrolled in a particular school. A new record check must be obtained when a student (or after a break in students) enrolls in a new school. From time to time volunteers may be required to obtain a new vulnerable sector check and intervention record check.

Volunteers are responsible for ensuring that they give a copy of these checks to each school they want to volunteer at. Due to FOIP regulations, schools are not able to gather and share checks with other schools/organizations.

Year End Activities

To ensure that instructional time is protected for FVSD students, all year-end activities, such as year-end picnics, class parties or school-wide events must be held on the final two days of school unless affected by Aboriginal Day. Any adjustments would require approval by the Superintendent or designate.

Field trips will be limited during the last ten instructional days of school. Should field trips be organized for instructional purposes or to accommodate provincial exams concluding prior to the final two days of school, a maximum of one field trip may be organized for any one student. Exceptions will be considered for approval by the Superintendent or designate when necessitated for programming reasons.

During the Junior High exam schedule it is expected that students will be provided with programming to ensure meaningful learning activities (which might include study sessions).

Schools will accommodate students who are attending Aboriginal Day activities.