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# Administrative Procedures Manual

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700 – 77th Street SW  
Calgary, Alberta  
T3H 5R1

# CFIS ADMINISTRATIVE PROCEDURES MANUAL

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# General Administration 100

## **General Administration 100**

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**Background:**

The CFIS is required by Alberta Learning to prepare an education plan that focuses on student learning over a three-year time horizon. Plans are updated annually so that, as one year is completed and another is added, the plan continues to roll forward, maintaining a three-year time frame.

**Procedures:**

I. School Planning Guidelines

- a. The mission and vision and Strategic Plan of the CFIS Board will provide overall direction for planning.
- b. The planning process will recognize any priorities identified by the Board.
- c. The actions and endeavours of the CFIS must be guided by sound planning processes. The planning process must provide ample opportunity for input and meaningful involvement by persons from stakeholder groups. “Formal” processes for the School to develop, revise and extend its Three-Year Education Plan that identify priorities, along with predetermined courses of action and timelines for task completion, will be developed each year.

2. Three-Year Plan

A School education plan that meets the needs of the School community and fulfils provincial accountability requirements shall be developed and implemented.

- a. The CFIS education plan shall be kept current to ensure focused, efficient and effective change and improvements.
- b. The CFIS education plan shall be updated annually with provision for ongoing input into the revision process by stakeholder groups.
- c. Progress reports on the CFIS education plan will be presented to the Board at a minimum of once per year.
- d. The CFIS education plan will be developed in a manner consistent with the Alberta Guide for Private School Planning.
- e. The CFIS education plan shall contain the elements required by the province, and other School priorities.

The following shall be identified clearly:

- i. Goals: general statements of purposes or ends to be accomplished in order to achieve the School’s mission.
- ii. Strategies: broad statements on actions that will be used to accomplish goals and achieve desired results.
- iii. Results: outcomes to be achieved.
- iv. Targets: required for achievements tests and diploma exams and other School targets may be set.
- v. Measures: means by which results will be quantified/qualified.

Considerations to be taken into account shall include:

- i. Prior year’s results and targets.
- ii. Available resources.
- iii. Alberta Education’s annual three-year business plan and performance results
- iv. Feedback from Alberta Education.
- f. The Head of School shall:
  - i. Submit the Plan to the Board of Directors for approval at its regular May meeting.
  - ii. Ensure that the CFIS Three-Year Plan is submitted to Alberta Learning in a form and at a time that meets requirements.
  - iii. Prepare an information release advertising the goal initiatives to be undertaken during the upcoming school year.
  - iv. Make provision for appropriate distribution of the Three-Year Plan and its placement on the School website.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• AB School Act, Section 78.</li> <li>• AB Regulation 190/2000 Private Schools Regulation, Section 18</li> <li>• AB Education. Guide for Accredited Funded Private School Education Planning and Result Reporting.</li> <li>• AB Education. Funding Manual for School Authorities.</li> </ul>
Related Forms	

# Administrative Procedure

## 105 Annual Education Results Report

### Background:

The CFIS is required by Alberta Learning to prepare an Annual Education Results Report, which provides a means by which the School can report the results of its educational program to the public and to Alberta Learning.

### Procedures:

1. An Annual Education Results Report shall be produced to provide information to the public on progress towards achieving the goals and results desired in the CFIS Education Plan.
2. The Annual Education Results Report shall contain the results on mandatory and optional measures gathered through the year from such activities as ongoing reviews, evaluations, surveys, planning sessions and workshops. The report may encompass administration, staff, student and Board activities.
3. The Annual Education Results Report shall be a foundation document in developing the CFIS Education Plan and/or identifying strategies for effecting improvements.
4. The format for reporting mandatory measures shall comply with standards specified by Alberta Learning. Through the “Guide for Accredited Funded Private School Education Planning and Result Reporting”
5. The format for reporting optional measures and additional information in the CFIS Annual Education Results Report will be determined by the Head of School in consultation with the Board Chair.
6. The Head of School shall ensure that:
  - a. An Annual Education Results Report is prepared for Board approval at least one month before prior to the date of submission to Alberta Learning.
  - b. The Annual Education Results Report is submitted to Alberta Learning in a form and at a time that meets requirements.
7. The Annual Education Results Report shall be:
  - a. Made available to the public in a special report format.
  - b. Posted on the School website.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"><li>• AB School Act, Section 78.</li><li>• AB Regulation 190/2000 Private Schools Regulation, Section 18</li><li>• AB Education. Guide for Accredited Funded Private School Education Planning and Result Reporting.</li><li>• AB Education. Funding Manual for School Authorities.</li></ul>
Related Forms	

# Administrative Procedure 120 Policy Development



## Background:

The Board is responsible for the development of educational goals and policies in keeping with the requirements of government legislation and the values of its community. It is desirous to ensure that its policies remain current and reflect changes in the legal and educational contexts.

Policies development and review procedures must provide an opportunity for stakeholders to contribute and participate in the process.

## Procedures:

1. CFIS Policy development and review shall be done in accordance with CFIS Policy 10 which states that: "Suggestions for policy development or review may be initiated by the Board, the Head of School, or committees. Stakeholders, administrators, staff, and members of CFIS Society may make suggestions for policy development through the Head of School".
2. All suggestions for the review of existing policies, or the creation of new policy, are to be routed through the Head of School.
3. All CFIS Policies will be reviewed every 2 years as required by CFIS Policy 10
4. The Head of School, in consultation with the Policy Committee, shall identify policies to be reviewed, and initiate the policy review and development process yearly.
5. Policies selected for review will be publicized for the information of stakeholders.
6. The process of consultation for policy review and development shall be at the discretion of the Head of School and the Policy Committee. These procedures may vary depending on the circumstance and shall be inclusive providing an opportunity for input by stakeholders.
7. Timeline for input will be established by Head of School in consultation with Policy Committee.
8. Consistent with CFIS Policy 10, after approval by the Policy Committee, final drafts of policies will be forwarded to the Board for adoption by resolution.

Last Review Date	June 2010
Reference(s)	• CFIS Policy 10, Policy Making.
Related Forms	



# Administrative Procedure

## 125 Development and Review of Administrative Procedures



### Background:

A regular review of administrative procedures, with opportunity for input by the appropriate stakeholders, leads to effective operations within the school.

### Procedures:

1. A review of administrative procedures will be carried out through the office of the Head of School on an annual basis.
2. The annual review of administrative procedures shall solicit input from Board Directors, teachers, office personnel, and administrators.
3. It is expected that each administrative procedure will be subjected to a review within five years of the last review date.
4. Development or review of a specific administrative procedure may be initiated at any time by a formal request from the Board, a staff member who is personally affected by that procedure, or the Head of School. The request for development or review shall detail the issues and concerns associated with the administrative procedure and, if possible in the case of review, offer suggestions for revision.
5. The Head of School shall determine an appropriate process for reviewing a specific administrative procedure when requested to ensure that fair and reasonable consideration is given to the request. It is expected that in most instances, such a review will be carried out by the Head of School.
6. Any decisions arising from a review of administrative procedures will be communicated expeditiously to all affected stakeholders.

Last Review Date	June 2010
Reference(s)	• CFIS Policy 10, Policy Making.
Related Forms	

**Background:**

The Board is responsible for approving each year a school calendar that responds to the needs of its constituents and the requirements of Alberta legislation.

**Definitions:**

**Operational days:**

Days during which the school is open to staff and to the public. Instruction does not necessarily occur during all operational days.

**Instructional days:**

Days, during which the school is operational, when students are in attendance for the purpose of instruction. All instructional days are, by definition, operational days.

**Professional Development days:**

Days, during which the school is operational, that are dedicated to the purpose of professional activities for staff (K to 12). All Pro. D. days are, by definition, operational days.

**Procedures:**

1. Each year, by the end of January, the Head of School will submit a proposed school calendar to the Board, for the following school year.

The proposed calendar shall:

- a. Contain no more than 200 operational days.
  - b. Take Achievement Tests and Diploma Examination dates into account.
2. The proposed school calendar must include:
- a. The school opening dates for staff and for students.
  - b. The number of operational days for staff for each semester and for the school year.
  - c. The length of the school day for students for each semester and for the school year.
  - d. The number of minutes of instruction per instructional day.
  - e. The number and length of recesses.
  - f. The number of minutes of instruction per year for:
    - i. ECS (minimum of 475 hours).
    - ii. Grades 1 to 9 (minimum of 950 hours).
    - iii. Grades 10 to 12 (minimum of 1000 hours).
    - iv. Each subject as prescribed by Alberta Education.
  - g. The date and length of vacation periods for K to 12 students which shall include:
    - i. A winter vacation that extends at least from December 24th to January 2nd for students.
    - ii. A Spring Break.
  - h. Statutory Holidays.
  - i. Professional Days.
  - j. Meet-the-Teacher Evenings.
3. Each year, prior to May 31st, Notice of Intent to Operate a Private School containing the School Calendar shall be forwarded to the appropriate department of Alberta Education containing:
- a. School opening and closing dates for the following year.
  - b. The dates of school vacations for that school year.

Last Review Date	June 2010
Reference(s)	• AB School Act, Section 56, 97
Related Forms	

# Administrative Procedure

## 135 Emergency School Closure

### Background:

The CFIS Board expects the school to remain open on those days designated in the school calendar. The CFIS will close only if so directed by the Head of School and necessitated by emergencies or disasters threatening the safety of students and staff.

### Procedures:

#### I. Plant Failure

In the event of a school plant failure before students are picked up by school buses in the morning, the Head of School, in consultation with the CFIS Board Chairperson, may close the school and cancel transportation services.

Under these circumstances, the school facility may be unsafe for students and staff. The school is therefore closed to students and staff. These unusual circumstances may include, but are not limited to: mechanical failure (no heat in winter), plumbing failure, contamination or structural failure).

- a. School bus transportation will be cancelled.
- b. Media announcements will notify the community at large of the school closure.
- c. Media announcement will notify the community at large of school re-opening.

#### 2. Inclement Weather

The CFIS recognizes that unusual circumstances caused by inclement weather, extreme cold, adverse road conditions and other unforeseen factors may hinder parents' efforts to get their children to school. Such circumstances may also prevent the safe bus transportation of students to school in the morning or to their homes at the end of the school day.

Under such circumstances:

- a. the school shall remain open;
- b. staff members, who can safely get to the school are expected to do so; and
- c. the Head of School (or designate) will ensure that students present in school are provided with supervision and instruction.

Every effort shall be made to provide students, parents, and staff with prompt and accurate information under unusual circumstances:

- d. Media announcements:
  - i. will notify the community at large of the school closure and/or the cancelation of bus transportation;
  - ii. will advise parents to consider the health, safety, and well being of children when making decisions regarding school attendance.
- e. Similarly, media announcement will notify the community at large of school re-opening and/or resumption of bus transportation.

The administration shall ensure that this information is communicated to students, parents, and staff at the beginning of the school year.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"><li>• School Act – Section 57</li><li>• CFIS Policy 14, Role of the Head of School</li><li>• CFIS Policy 18, Health and Safety</li></ul>
Related Forms	

# Administrative Procedure

## 140 Acceptable Use of Technology and the Internet

### Background:

Internet use has become an important part of enhancing learning for students. At CFIS, we seek to protect both students and staff by developing an acceptable use policy that balances freedoms, need for information, and the safety of our students and staff.

We believe that the use of the Internet in our school should be for educational purposes only and under the supervision of a staff, administrator, or volunteer.

A number of unacceptable uses of the Internet are described in detail within the administrative procedure to help users understand activities that are inappropriate. All Internet usage, including e-mail communications and other communications can and may be monitored.

At CFIS, users of technology have no reasonable expectation of privacy with the use of the School e-mail and personal files on the CFIS electronic networks.

### Definitions

#### **CFISNet**

The term "CFISNet" means all the computer equipment of CFIS, which provides for Internet use, e-mail communication or similar forms of contact or communication.

#### **Educational purposes**

The term "educational purposes" includes but is not limited to classroom activities or activities of a similar nature, and any activity which derives its source from an educational provision.

#### **Commercial purposes**

The term "commercial purposes" includes but is not limited to the offer or provision of products or services through CFISNet.

#### **Communication purposes**

The term "communication purposes" includes communication or contact between staff members, teachers, board members, parents, volunteers and other individuals in the education area and colleagues within the education, government and business communities.

#### **Harassment**

The term "harassment" is defined as persistently acting in a manner that is distressing or annoys another person.

#### **Parent**

The term "parent" is the same as defined in the School Act.

#### **Plagiarism**

The term "plagiarism" means taking the ideas or writings of others and presenting them as if they were one's own.

#### **User**

A user is an individual who uses the School's computer technology for Internet and/or email purposes. This includes but is not limited to all students, teachers, CFIS employees, volunteers and parents.

### Procedures:

- I. CFISNet Usage
  - a. CFISNet is solely established for educational and communication purposes.
  - b. CFISNet is not established as a public access service or a public forum. It is established for the purposes of enhancing student learning.
  - c. CFISNet is established in the spirit of the School Act and in particular section 45(8) which reads: "A board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours".
  - d. Users may only use Division computers or computers on the School property for educational, communication and limited personal activities related to educational purposes.
  - e. CFIS has the right to place reasonable restrictions on the material accessed by the user or the material posted or communicated by the user.
  - f. All users are expected to follow the requirements of this Administrative Procedure, any of the CFIS's related rules and the law in their use of the CFISNet.

- g. Users may not use CFISNet for commercial purposes.
- h. Users may not use CFISNet for political lobbying or similar purposes.

## 2. User Access

- a. All users are solely to have CFISNet access to the Internet WorldWide Web information resources under direct or indirect supervision by a teacher, administrator or volunteer.
- b. Parents who wish to revoke the CFISNet access privilege are to communicate, in writing, the school's administration of their intention so that the administration, teachers and staff may take the necessary actions to comply with this request.
- c. All users who do not follow these procedures may have their computer and access privileges revoked and could face further disciplinary action as determined by administration. Suspension, expulsion or termination of employment, are within the scope of responses available to the administration.

## 3. Unacceptable Uses: Personal Safe

- a. Users will not post personal contact information about themselves or other people.
- b. Notwithstanding the preceding, a CFIS personnel may disclose personal information as required in the normal performance of their duties.
- c. Students shall disclose to their teacher or other School employee any inappropriate message, information, communication or contact that makes the Student uncomfortable, afraid or intimidated. The teacher or other School employee shall report this to the administration immediately.

## 4. Illegal Activities by Users or Knowledge of Illegal Activities by the Users

- a. Users are prohibited from attempting to gain unauthorized access to CFISNet or to any other computer system through CFISNet or go beyond their authorized access. This includes but is not limited to attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for "browsing" purposes.
- b. Users are prohibited from:
  - i. Making deliberate, negligent or reckless attempts to disrupt any computer system in the property of the School.
  - ii. Destroying or damaging computer data of any computer within School property.
  - iii. Spreading computer viruses on any computer within School property. By any other means.
  - iv. Using the CFISNet to engage in any other illegal act.
  - v. Threatening the safety of any person.
  - vi. Downloading or installing files, applications, plug-ins or any other software onto any School computer.

## 5. System Security: User Responsibility

- a. Users are responsible for their individual account and are to take reasonable precautions to prevent others from accessing or using their account.
- b. Users are expected to conduct themselves in a reasonable and appropriate manner in the use of any School computers and systems.
- c. Users will immediately notify a teacher or the system administrator if they identify a possible or potential security problem.
- d. Users shall not download, install or copy software onto or from the computer they are using without the approval of the CFISNet system administrator.

## 6. Inappropriate Language: Student/Staff

- a. Users may not use inappropriate language such as obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful or similar language in any contact or communication through any of the School's computers. The school administration has the discretion to decide what constitutes "inappropriate language".
- b. Users shall not post information that could cause damage or pose a danger of disruption to any computer on the CFISNet.
- c. Users will not engage in personal attacks, including but not limited to disrespectful, prejudicial, racial or discriminatory attacks against any person in the use of any computer on the CFISNet.
- d. Users will not harass other persons through the use of any computer on the CFISNet. If a user is asked or told by a person to discontinue the harassment of an individual, the user must stop the harassment immediately.
- e. Users shall not knowingly, recklessly, or negligently post false, disrespectful, or defamatory information about persons or organizations.

7. Privacy on Division Computers or Computers on the Property of the Division

- a. Users shall not re-post communications or information that was sent privately without permission of the author.
- b. Users will not post private information about another person.

8. Plagiarism and Copyright

- a. It is prohibited for users to plagiarize works found on any CFIS computer.
- b. Users are to respect copyright. Copyright infringement occurs when one inappropriately reproduces a protected copyright work.
- c. If a work contains language that specifies appropriate use of that work, the user should follow the expressed requirements. If the user is unsure whether to use the work, the user should request the permission from the copyright owner.
- d. As copyright law can be confusing; any user should consult with either School administration or supervisory personnel.

9. Inappropriate Access to Material

- a. Users will not use any CFIS computer to access pornographic or obscene material.
- b. Users may not use any CFIS computer to advocate illegal acts.
- c. Users may not use any CFIS computer to access material that advocates violence or discrimination towards other people.
- d. It is recognized that exceptions may be made to access “hate material/literature” in the event that this is required for educational purposes such as educational research. This must be done in accordance with teacher and parent approval and in accordance with the provisions of this administrative procedure.
- e. In the event that a student mistakenly, in good faith, accesses inappropriate information, the student should immediately or as soon as possible, advise supervisory personnel. This disclosure will protect the user against a claim by the supervising teacher/volunteer that the student has intentionally violated this policy.
- f. Parents are to notify the school of any material or sites that they deem inappropriate for their children to access. The School fully expects that students will follow parental instructions in this matter.

10. User Rights

- a. The user’s freedom of expression is limited by this procedure in order for the School to provide its students with a safe and caring environment and to enhance student learning.
- b. The CFISNet is a limited forum solely established for educational and communication purposes. It is in this context that the user’s freedom of expression is limited.
- c. There is a limited privacy expectation in the contents of a user’s personal files on a School computer.
- d. The CFIS reserves the right to monitor its system to detect user violations of this administrative procedure, through routine maintenance of the CFISNet.
- e. An individual search may be conducted if there is a reasonable belief that the user has violated this procedure or the law.
- f. In the event that a user is alleged to have violated this procedure, the user may be provided the opportunity to be heard.

11. Limitation of Liability

- a. The CFIS makes no guarantee that the computer functions or the services it provides will be error-free or without defect.
- b. The CFIS will only be responsible for any damage as required by law.
- c. The CFIS is not responsible for the accuracy or quality of the information obtained or stored on the system.
- d. The CFIS will not be responsible for financial obligations arising through the unauthorized use of its computers.

Last Review Date	June 2010
Reference(s)	• CFIS Policy 18, Health and Safety
Related Forms	

# Administrative Procedure

## 145 Media Relations



### Background:

The Head of School has been given the responsibility to ensure positive external and internal communications are developed and maintained. In some circumstance, the news media are an important vehicle through which the School can inform the public and increase public awareness of events occurring at CFIS.

Persons communicating information to the media must be knowledgeable about the CFIS and about the Board's position on all issues.

### Procedures:

1. The Board Chair and Head of School are authorized by the Board to contact or respond to the media on behalf of the School.
2. To facilitate the flow of information to the public in a positive manner, when circumstances dictate, the Head of School shall issue statements to the local media.
3. When necessary, the Head of School, will determine the most appropriate spokesperson for school issues and activities.
4. In order to best facilitate media inquiries, CFIS staff is asked to forward all phone calls and e-mails from news media to the Head of School's office.
5. Staff members wishing to communicate information about the school should contact the Head of School prior to contacting media outlets.

Last Review Date	June 2010
Reference(s)	• CFIS Policy 14, Role of the Head of School
Related Forms	

# Administrative Procedure

## 150 Communications

### Background:

At CFIS, it is generally accepted that every decision must be directed toward the educational interests of students and must consider the impact of the decision on the total population of students served as well as the availability of resources.

It is important for elected officials, administrators, staff and parents to understand the formal lines of communication within the CFIS. This facilitates effective resolution of problems and prevents various levels of the organization from giving mixed messages or working at cross-purposes.

The administration supports the maintenance of a communication system that maintains open channels and recognizes the following chain of communication:

- First step: consultation with the staff member directly involved
- Second step: consultation with the appropriate Director (or immediate supervisor)
- Finally: consultation with the Head of School

### Procedures:

1. Subject to the Alberta, Child, Youth and Family Enhancement Act and Whistle Blower Policy and Procedures, every effort must be made to resolve issues arising out of employee decisions beginning at the classroom level, then through each administrative level to the Head of School.
2. The Head of School has the final administrative authority regarding decisions.
3. Staff members wishing to inform Board members about activities and events in the school will normally do so through the channels described herein.
4. Board members receiving complaints should respect lines of communication and inform complainants to take the matter through appropriate channels.
5. When dealing with complaints, the following procedures should normally be followed:
  - a. Encourage the individual to first discuss the complaint directly with the person against whom the complaint is made.
  - b. If the matter is not resolved to the satisfaction of the individual, the next level of the structure should be contacted; e.g., if the complaint is with a teacher, the appropriate Director should be contacted; if the complaint is with a Director, the Head of School should be contacted.
6. Directors are responsible for ensuring that staff are aware of, and follow, established channels of communication.

Last Review Date	June 2011
Reference(s)	<ul style="list-style-type: none"><li>• Alberta, Child, Youth and Family Enhancement Act,</li><li>• CFIS Policy 17, Whistle Blower Protection</li><li>• CFIS AP 176, Whistle Blower Protection and Procedures</li><li>• CFIS Board Policy 14, Role of the Head of School</li><li>• CFIS Board Policy #13, Delegation of Authority and Executive Limitations</li></ul>
Related Forms	



# Administrative Procedure

## 155 Board Recognition Protocols



### Background:

The Head of School has been given the responsibility to ensure positive that external and internal communications are developed and maintained. Proper protocol is to be followed for events organized by the School.

At least one CFIS Society Board Member should be present at significant school events (e.g. graduation ceremonies, awards nights, community open-houses, and orientation nights for parents). It is expected that event organizers will extend an invitation to all Society Board Members to attend all such events.

The success of a school event depends largely on good planning, as well as having a defined agenda and purpose for the event. If the event is well planned protocols should flow smoothly.

Protocols may vary from one situation to another, depending on who is involved in the particular event. Accordingly, in the planning for an event, the order of introductions and speakers must be given special attention.

### Procedures:

1. Introduce the most senior dignitaries first; for example,
  - a. Members of the Senate representing Alberta
  - b. MPs (cabinet members first)
  - c. MLAs (cabinet members first)
  - d. Civic officials (Mayor or Reeve first)
  - e. Other civic councillors
  - f. Senior bureaucrats and heads of other organizations
  - g. Prominent community members
2. When organizing an event within the School, the introductions will take place in the following order:
  - a. Society Board Chair
  - b. Society Board Vice Chair
  - c. Society Board Members in attendance
  - d. Head of School and Directors
3. When organizing the order of speakers, protocols dictate that the most senior dignitary speaks last.
4. Seating should be arranged so that the most senior dignitary is closest to the podium at all times.
5. Society Board Members should be introduced at all times.
6. Provision should be made for Society Board Members and other important guests to be greeted by staff or students.
7. As audience members, dignitaries should be provided with reserved seating in the front row.
8. Invitations to Society Board Members should be issued by an individual invitation from the School office. The role and expectation should be defined in the invitation.
9. When no Society Board Member is available to attend, the MC will be advised to express regrets on behalf of the Society Board.

Last Review Date	June 2011
Reference(s)	
Related Forms	

## Background:

The CFIS is committed to safeguarding the personal information entrusted to us by our staff and clients. We manage personal information in accordance with Alberta's Personal Information Protection Act and other applicable laws. These Administrative Procedures outline the principles and practices followed in protecting personal information.

## Definitions

### Personal information

Personal information means information about an identifiable individual. This includes an individual's name, home address and phone number, age, sex, marital or family status, an identifying number, financial information, educational history, etc.

## Procedures:

1. CFIS shall collect only personal information that is needed for the purposes of providing services to our staff, students and their families, including, but not limited to personal information needed to:
  - a. open and manage an account,
  - b. deliver requested products and services,
  - c. enroll a student in a program,
  - d. send out Society or School information,
  - e. contact families about emerging problems, concerns or health issues,
  - f. follow up with families to determine satisfaction with school services and performance,
  - g. notify families of upcoming events of interest,
  - h. meet regulatory requirements.
2. For student related information, information will be collected directly from parents/guardians. We may collect information from other sources with the consent of a parent/guardian or as authorized by law.
3. Parent/guardians shall be informed before or at the time of collecting personal information, of the purposes for which the information is collected. The only time that notification does not have to be provided is when a parent/guardian or staff member volunteers information for an obvious purpose (for example, producing a credit card for a payment, when the information will be used only to process the payment).

## Consent

4. Consent will be sought prior to collecting, using or disclosing personal information, except in specific circumstances where collection, use or disclosure without consent is authorized or required by law. In cases where personal information was collected before January 1, 2004, consent is assumed to have been obtained for the use and, where applicable, disclosure for the purpose for which the information was collected.
5. CFIS may collect, use or disclose personal information without consent only as authorized by law. For example, consent may not be requested when the collection, use or disclosure is reasonable for an investigation or legal proceeding, to collect a debt owed to our organization, in an emergency that threatens life, health or safety, or when the personal information is from a public telephone directory.

## Disclosure of Personal Information

6. CFIS shall use and disclose personal information only for the purposes, for which the information was collected, except as authorized by law.

## Safeguard of Personal Information?

7. CFIS shall make every reasonable effort to ensure that personal information files are accurate and complete. The School relies on individuals or parents/guardians to notify the School if there is a change to their personal information that may affect their relationship with the School.
8. CFIS protects personal information in a manner appropriate for the sensitivity of the information. Every reasonable effort shall be made to prevent any loss, misuse, disclosure or modification of personal information, as well as any unauthorized access to personal information files.
9. Office support staff, or anyone charged with handling of personal information shall use appropriate security measures when destroying or disposing of personal information, including shredding paper records and permanently deleting electronic records.
10. The School shall retain student personal information only as long as is reasonable to fulfill the purposes for which the information was collected or as required by legislation.

## Access to personal information

11. Individuals (parents/guardians, staff members) have a right of access to their own personal information that is in the custody of the CFIS, subject to some exceptions:
- a. Organizations are required under the Personal Information Protection Act to refuse to provide access to information that would reveal personal information about another individual.
  - b. Organizations are authorized under the Act to refuse access to personal information if disclosure would reveal confidential information.
  - c. Access may also be refused if the information is privileged.
12. Refusals to provide access to personal information shall be referred to the Head of School.
13. When the School must refuse a request in whole or in part, the Head of School will provide the reasons for the refusal.
14. Any individual or parent/guardian may make a request for access their own, or their child's personal information by phone or by writing to the Head of School. Access to student records shall be subject to the appropriate Administrative Procedures (AP 305 Student Records).
15. A copy of this document shall be provided to any parent/guardian or staff member on request.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• Personal Information Protection Act, S.A. 2003</li> <li>• Personal Information Protection Act Regulation (A.R. 366/2003)</li> </ul>
Related Forms	

## Background:

The CFIS believes in the rights of creators and undertakes to ensure employees are aware of and uphold these rights as required by the Copyright Act of Canada. At the same time, the CFIS recognizes the need for students to have access to a wide range of educational resources. These procedures are intended to set limits within which employees may copy and distribute copyrighted materials.

## Definitions

### Copyright

The legal protection of a creator's original work. Copyright law does not protect ideas, only the form in which they are expressed.

### Copyright infringement

Publishing, adapting, exhibiting, translating, editing, performing in public, communicating by telecommunication, copying or converting to another medium without permission of the creator.

### Works covered by copyright

All original literary, dramatic, musical and artistic works.

Examples include: books, writing, encyclopaedias, photographs, films, dictionaries, statistical data, newspapers, reviews, magazines, translations, tables, compilations, examination questions, speeches set down in writing, any piece that can be recited, choreographed, harmony, melody, lyrics, paintings, drawings, sculptures, works of artistic craftsmanship, engravings, architectural works of art, maps, plans, charts, records, cassettes, tapes, sound recordings, television programs and electronic resources such as computer software, on-line programs, CD-ROM's, laser disks and computer programs stored on any media.

## Procedures:

1. The CFIS will not accept responsibility for an employee who willfully and knowingly contravenes the Copyright Act, or who copies materials which are excluded from the Access Copyright (formerly CanCopy) license without permission of the author or publisher.
  - Works covered by copyright may only be reproduced for school use with oral or written permission from the copyright owner, or if they are covered by the license agreement entered into with Access Copyright (formerly CanCopy) on behalf of the School by Alberta Learning.
2. Public domain resources may be reproduced without the need to request permission. Fifty years after the death of a creator, a work becomes part of the "public domain", except when rights are passed to others. If the work is reprinted in a new edition, only the original text is in the "public domain".
3. Without infringing copyright, teachers can:
  - copy and perform extracts from a work protected by copyright, unless the part is highly significant or valuable,
  - restate ideas, facts or information in your own words with proper citation of sources,
  - copy or perform works whose author(s) died more than 50 years ago,
  - use any work protected by copyright with the permission of the copyright owner and pay a fee, if requested,
  - copy the text of federal and provincial statutes, regulations and court decisions without permission,
  - make a single copy of works protected by copyright for private study, research, criticism, review or new reporting – referred to as "fair dealing",
  - copy a work protected by copyright by hand on a blackboard, whiteboard, flip chart or similar surface,
  - copy a work protected by copyright for the purpose of overhead projection, provided the work is not already available in a commercial format,
  - copy an entire work, other than cinematographic work, onto an alternative format including translation, adaptation, and performance in public (except the making of large-print book) for the purpose of serving students with special needs [perceptual disabilities] as long as such an adaptation is not already commercially available in that format.
4. Ownership of Copyright
  - a. Employees own the copyright on works they develop on their own initiative in the course of employment even though the materials may be the result of ideas generated by the employee's work.
  - b. The CFIS may copyright any works produced at the direction of the School.

5. The Head of School may grant others the right to reproduce work copyrighted by the CFIS under such terms as may be appropriate.
6. Students own the copyright on anything that they create and parental permission to reproduce their work should be obtained if the student is under 16. Student permission is required if the student is 16 or over.
7. Permission is not required to display student work within the school.
8. Parental approval shall be obtained to display any student work outside the school at such sites as teachers' conventions, conferences, public libraries or shopping centres.

The copyright in photographs taken by students for school publications with equipment and supplies provided by the school are the property of the school.

Last Review Date	June 2011
Reference(s)	<ul style="list-style-type: none"> <li>• Copyright Act of Canada <a href="http://www.cb-cda.gc.ca">www.cb-cda.gc.ca</a></li> <li>• Access, The Canadian Copyright Licensing Agency, <a href="http://www.accesscopyright.ca/">www.accesscopyright.ca/</a></li> <li>• Alberta Government Services, Government Photocopying Licence</li> <li>• <a href="http://www.cmec.ca">www.cmec.ca</a></li> <li>• <a href="http://www.ctf-fce.ca">www.ctf-fce.ca</a></li> <li>• <a href="http://www.cdnsba.org">www.cdnsba.org</a></li> <li>• <a href="http://www.2learn.ca">www.2learn.ca</a></li> </ul>
Related Forms	

## Background:

Employees are often the first to realize that there may be something seriously wrong within an organization. The Board encourages employees, acting in good faith, to report what the employee reasonably believes to be true and reasonably believes to be an improper activity by CFIS employees.

## Definitions

### Employee

Applies to all administrators, directors and employees of the CFIS as well as to all other stakeholders having an interest in the CFIS including suppliers, consultants and contractors.

### Good Faith

Is evident when a report is made without malice or consideration of personal benefit and the employee has a reasonable basis to believe that the report is true.

### Reportable Activity

This Administrative Procedure is intended to cover serious concerns that could have a substantial impact on the CFIS.

Reportable activities are unlawful, illegal or inappropriate behaviours and can include:

- An unlawful act, whether civil or criminal.
- Questionable accounting practices.
- Falsifying records.
- Theft of cash, goods, services or time.
- A dangerous practice likely to cause physical harm or damage to property.
- Abuse of power or authority.
- Practices which are in contradiction with CFIS policies and/or administrative procedures.
- Retaliation for reporting under this Administrative Procedure.

This list is not all inclusive; it is intended to give an indication of the kind of conduct which may be considered as 'reportable activity'.

### Report

- Reporting may take place in the form of oral or written disclosures of information made through the processes described in this Administrative Procedure.

## Procedures:

### 1. Duty to Disclose

The Board expects that an employee who is aware of any improper activity or wrongdoing will bring the matter to the attention of the Administration and give the Administration a reasonable opportunity to investigate and take corrective actions appropriate to the circumstances.

### 2. Protection of Employee & Employer

#### a. Employee:

Any employee who files a report or raises a concern under this Administrative Procedure will be protected if the employee:

- i. Provides the information in good faith;
- ii. Believes it to be substantially true;
- iii. Does not act maliciously or make false allegations; and;
- iv. Does not seek any personal or financial gain.

All reports under this Administrative Procedure will be handled with strict confidentiality; and personally identifiable information from the report will be shared only to the extent necessary to conduct a complete and fair investigation.

If an employee files a report or raises a concern under this Administrative Procedure, the CFIS will not retaliate against that person in any manner, including dismissal or demotion, because of the reporting.

If an investigation reveals that the report was frivolously made or undertaken for improper motives or made in bad faith or without reasonable and probable basis, disciplinary action may be taken.

b. Employer:

Nothing in this Administrative Procedure shall be deemed to diminish or impair the rights of the CFIS to manage its employees under any Policy or Procedure; or to prohibit any personnel action which otherwise would have been taken regardless of the reporting of information.

3. Reporting a Complaint

a. Employees and stakeholders may submit a complaint about any Reportable Activity to one of the following:

- i. The Head of School.
- ii. The Director of Business Operations.
- iii. In an effort to offer CFIS employee and stakeholders the most complete confidentiality, an independent party will be authorized to receive and investigate information received in the context of this Administrative Procedure:

Eric Pianarosa of E.D. Pianarosa Consulting  
ericpianarosa@gmail.com

b. Complaints may be submitted in either of the following ways:

- i. By confidential email.
- ii. By regular mail.
- iii. By phone.

c. In order to categorically identify the message as a “complaint”, it must state clearly that the communication (conversation, letter or email) is sent under the provisions of the “CFIS Whistle Blower Policy and Administrative Procedure)

d. It is important for employees or stakeholders making a complaint to understand that the investigation of a complaint will be most effective if they have provided their name and contact information, when submitting a complaint.

4. Investigation

- a. Upon receiving a complaint, the recipient (Head of School, Director of Business Operations or Independent Consultant) will record the receipt of the complaint and determine whether the matter is, in fact, a Reportable Activity under this Procedure.
- b. If the recipient determines that the complaint is a legitimate Reportable Activity, he or she will open a file and commence an investigation.
- c. The investigation generally will include, but will not be limited to, discussions with the reporting employee, the party against whom the allegations have been made and witnesses, as appropriate. Employees shall not obstruct or impede any investigation. Reasonable actions will be taken to prevent retaliation against anyone making a good faith report or participating in an investigation.
- d. The Head of School or Director of Business Operations may enlist outside legal, accounting or other advisors, as appropriate, to assist in conducting any investigation. All investigators shall be independent and unbiased both in fact and appearance. Investigators have a duty of fairness, objectivity, thoroughness and observance of legal and professional standards.
- e. It is the obligation of all employees to cooperate in any investigation. Those responsible for the investigation will maintain confidentiality of the allegations and the identity of the person involved, subject to the need to conduct a full and impartial investigation and remedy any violations of law or the CFIS policies or procedures.
- f. If an investigation establishes that an employee has engaged in improper activity or reportable activity, the Board will take immediate and appropriate corrective action.

5. Annual Report:

The Head of School, shall submit to the Board, In-Camera, an annual summary of actions taken under this Administrative Procedure. The summary will include reports received and acted upon during the school year, July 1st to June 30th.

Last Review Date	June 2010
Reference(s)	• CFIS Policy 17, Whistle Blower Protection
Related Forms	

# Administrative Procedure

## 180 Smoking on CFIS Property

### Procedures:

1. No smoking shall be permitted in the school building or on the school grounds.
2. This ban applies for 24 hours per day, every day, whether the building is used for school, entertainment, recreation, business, private function, and even if one is the sole occupant of the premises.
3. Smoking shall not be permitted for students of all grade levels, even when involved in off-campus activities organised or supervised by school personnel.
4. The Head of School in conjunction with staff is charged with the responsibility of the supervision of student behaviour under this policy.
5. Signs are to be posted at each entrance of the school and in the school office indicating that the CFIS property has been designated a "Smoke Free" area.
6. Employees who violate this ban may be subject to disciplinary action.
7. Any member of the public, who is in contravention of this policy, may lose their right to enter or use the premises.
8. Students, who violate this ban, may be subject to disciplinary action.

Last Review Date	June 2010
Reference(s)	• CFIS Policy 18, Health and Safety
Related Forms	



# Instructional Programs and Materials 200

## **Instructional Programs and Materials 200**

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# Administrative Procedure 200 Organization for Instruction



## Background:

At CFIS, we recognize the importance of small classes in reaching the educational objectives of the school. It is also acknowledged that there are educational advantages for children to receive instruction in larger groups under some circumstances.

## Procedures:

1. The Head of School is held accountable and has final authority for the organization and the instructional plan for the school. However, it is recognized that the function of assigning students to classes shall be accomplished in consultation with Directors and staff members affected at that instructional level.
2. The appropriate placement of students may benefit a great deal from input by parent/guardians. To facilitate parent contributions, a "Student Placement Form" will be made available annually. To be considered, this form will have to be returned to the school before the deadline stated on the form.
3. Class sizes.

The maximum class sizes shall be as follows:

- a. Preschool 8 to 1 ratio
- b. ECS 20
- c. Grades 1 to 4 20
- d. Grades 5 to 12 25

4. Exceptions to the above will be discussed with the Board Chair and may be referred to the Board for approval.

Last Review Date	June 2010
Reference(s)	• CFIS Policy 14, Role of the Head of School
Related Forms	

# Administrative Procedure

## 215 Teaching About Controversial Issues

### Background:

The CFIS recognizes that certain controversial subjects must be discussed as a part of the regular school program. The CFIS, therefore, accepts the Alberta Learning Policy for the School, which is:

In principle, it is an objective of the Alberta education system to develop students' capacities to think clearly, reason logically, examine all issues and reach sound judgments.

### Definitions

**The Alberta Guide to Education defines controversial issues as follows:**

“Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree.”

### Procedures:

1. Students in CFIS classrooms should not be ridiculed or embarrassed for positions which they hold on any issue, a requirement which calls for sensitivity on the part of teachers, students and other participants in dealing with such issues.
2. Students should have experience in selecting and organizing information in order to draw intelligent conclusions from it. For sound judgments to be made, information regarding controversial issues should:
  - a. Represent alternative points of view.
  - b. Appropriately reflect the maturity, capabilities and educational needs of the students and reflect the requirements of the course.
  - c. Reflect the community served by the school, but not to the exclusion of provincial, national and international contexts.
3. The CFIS will be sensitive to the School community regarding:
  - a. Identification of controversial issues.
  - b. Treatment of such issues in local classrooms.
4. Students, teachers and administrative staff should have a voice in determining:
  - a. The controversial issues to be studied.
  - b. The texts and other materials to be used.
  - c. The manner in which such issues are dealt with in the classroom.

Last Review Date	June 2011
Reference(s)	• Alberta Guide to Education
Related Forms	

# Administrative Procedure

## 220 Patriotic Exercises

### Background:

At CFIS, we believe that participation in and exposure to patriotic exercises play an important role in the development of good citizenship in students.

### Procedures:

1. Patriotic exercises will be designed to develop:
  - a. An understanding and appreciation of what it means to be a Canadian;
  - b. An awareness of civic rights, obligations and responsibilities; and
  - c. A feeling of pride in our cultural heritage which can flourish in the Canadian Mosaic.
2. The Canadian Flag and the Alberta Flag shall be prominently displayed in the school, particularly in areas where students congregate for special activities.
3. Whenever students are gathered for functions sponsored by the school and if circumstances are amenable (student assemblies, special events and sporting events), the activity shall be opened with the singing of "O Canada".
4. The national anthem will be taught in both official languages.
5. The national anthem will be played throughout the school at the beginning of each week.
6. Remembrance Day will be observed in the school. An activity plan shall be developed for the day, which includes a ceremony and the observance of 2 minutes' silence from 11:00 a.m. to 11:02 a.m. on the school day immediately preceding Remembrance Day.
7. In the event that staff members, for reason of conscience, are unable or unwilling to participate, they shall make it known to the Head of School so that alternate arrangements can be made.
8. A student may be excluded from patriotic exercises on receipt by a Head of School of a written statement signed by a parent. The student may be permitted to leave the classroom or remain without taking part. Exclusion from patriotic exercises will be without prejudice to any other activities of the school.
9. The national flag of Canada should be displayed only in a manner befitting the national emblem; it should not be subjected to indignity or displayed in a position inferior to any other flag or ensign.
10. If two or more flags are flown or displayed together:
  - a. The flags shall be approximately the same size and shall be flown from separate flag staffs at the same height.
  - b. The order of precedence is:
    - i. The Canadian flag,
    - ii. The flag of Alberta,
    - iii. Other flags.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"><li>• Alberta Remembrance Day Act</li><li>• Alberta school Act, Section 26</li></ul>
Related Forms	

**Background:**

Kindergarten should be an integral part of a student's educational experience. The CFIS is committed to providing high quality French immersion kindergarten programming based on the following principles (Drawn from the Alberta Education, Kindergarten Program Statement)

1. Childhoods differ depending on social and cultural circumstances.
  - a. Young children arrive in Kindergarten from diverse backgrounds and with a variety of experiences.
  - b. Children develop through similar stages but at individual rates, and they need differing amounts of time and support to develop common understandings.
  - c. Kindergarten programming recognizes and supports each child's prior knowledge, skills, attitudes, learning pace, personal traits, interests and goals, and preferred learning styles.
2. Children's development is influenced but not determined by their early experiences.
  - a. A child whose developmental needs have been met is more likely to grow into a self-reliant, responsible, caring and contributing member of society.
3. Children interact and learn in a variety of contexts.
  - a. Before they enter the Kindergarten program, young children are learning in a variety of environments—in their homes, in day care programs and in the community. This learning continues and both supports and is supported by Kindergarten programming.
  - b. The Kindergarten program supports and respects the dignity and worth of the family as parents play a central role in the lives of their children. Parents are their children's first and most important teachers and family influences are lifelong. The values and beliefs of the home are acknowledged, and the cultural diversity of families is recognized.
  - c. Young children benefit from programs that help them explore the world around them and guide them through the transition from home to school.
  - d. When children begin Kindergarten, parents and teachers form a partnership to support learning at home and at school. Schools provide many opportunities for parents to participate in their children's education.
  - e. Parents are encouraged to enhance and extend the knowledge skills and attitudes their children develop in the Kindergarten program.
4. Children are co-constructors of knowledge and partners in learning.
  - a. When children enter Kindergarten they become involved in a much larger world and develop relationships with others, including children of their own age.
  - b. The Kindergarten program provides opportunities for children to develop language and accomplish new learning through social interaction and cooperation with others.
5. Children are unique and active contributors to their learning.
  - a. Young children are naturally curious and eager to learn. They are active learners who learn through a variety of means.
  - b. Children experience a range of appropriate experiences and interactions that enable them to add to their knowledge, learn new skills and practise familiar ones through self-initiated and structured activities.
  - c. Purposeful play is an important mode of learning for children. Children at play are highly motivated and capable of intense concentration.
  - d. Through organized activities and purposeful play, children explore and experiment with their environment. They clarify and integrate information and concepts encountered in their previous experiences.
6. Children construct and represent knowledge in a variety of ways.
  - a. Programming provides concrete, first-hand experiences with a variety of materials and people to help children build a solid foundation for later abstract learning.
  - b. The Kindergarten program fosters creative thinking, stimulates the imagination, and encourages children to express their ideas in a variety of ways.
7. Children are citizens and active participants in school and society.
  - a. The Kindergarten program provides a secure environment that encourages risk-taking and that leads children to value themselves as capable, competent learners and active citizens.
  - b. The more diverse a child's experiences, the greater the foundation for forming ideas, developing language, solving problems and expressing thoughts and feelings.

8. Children are active collaborators in and users of assessment.
  - a. In the Kindergarten classroom, assessment is an ongoing part of each child's daily learning.
  - b. Opportunities are created for children to demonstrate their understandings in a variety of ways.
  - c. Assessment is used to provide feedback to the child and parents and to plan the learning environment.
  - d. If the teacher shares the assessment criteria with the children, they will be more likely to be successful and complete the task.
9. Children may require specialized programming and supports to develop knowledge, skills and attitudes that prepare them for later learning.
  - a. Some children are identified with special education needs and receive specialized programming and supports prior to the Kindergarten year.
  - b. The more structured learning environment of Kindergarten places increased demands on children's language, social, motor and attention skills and provides further opportunity to identify children who are experiencing difficulties with learning.
10. Children and their families may need coordinated community services to meet their needs.
  - a. The Kindergarten program plays a role in the coordination of community services for young children and their families.
  - b. The Kindergarten program provides information to parents about available community services to assist them in meeting the needs of their children.

It is expected that the Kindergarten program will form part of a continuum of educational experiences – Kindergarten to Grade 12 (K-12).

## Definitions

### **Kindergarten:**

Kindergarten refers specifically to the education program for children in the year prior to Grade 1.

At CFIS, Kindergarten is a full day program for 5 days a week.

The program is offered in the context of overall French Immersion program (with due care and consideration to individual needs and differences).

The Kindergarten program should not be confused with the Junior Kindergarten program which applies to a different age group.

## Procedures:

### **A. Admissions to Kindergarten**

1. Two criteria shall exist for admission into the CFIS Kindergarten program:
  - a. Applicant must be 5 years of age as of March 1st of the year for which they are registering.
  - b. Applicant must be determined to be "ready" by the School to advance to the Kindergarten program.
2. When making Kindergarten readiness decisions, the School shall reserves the right to:
  - a. Assess new and existing students as they deem appropriate and as agreed to by the Parent/Guardian.
  - b. Request further documentation and/or evidence in assessing a new or existing student's admissions application.
  - c. Deny an application to Kindergarten based on age and/or readiness.

### **B. General**

1. The administration and supervision of the Kindergarten program shall be under the general responsibility of the Director of Primary Programs.
2. Registration dates for Kindergarten will be determined annually, posted on the school website and published in appropriate school documentation.
3. The maximum class size for Kindergarten shall be 20 subject to annual revision.
4. Kindergarten programs shall be staffed within the guidelines of the Administrative Procedures applicable to staffing and shall be provided with a full-time teacher's aide.
5. School hours for the Kindergarten program will be from 9:00 am to 3:25 pm.

6. The learner expectations for the Kindergarten program will be those identified in the Alberta Kindergarten Program Statement and grouped in the following seven areas:
  - a. Early Literacy
  - b. Early Numeracy
  - c. Citizenship and Identity
  - d. Environment and Community Awareness
  - e. Personal and Social Responsibility
  - f. Physical Skills and Well-being
  - g. Creative Expression.
  
7. Parent involvement shall be encouraged by the school. Opportunities for parents and families to become meaningfully involved in the Kindergarten program may include:
  - a. Assisting the teachers and the administration in planning.
  - b. Organizing parent volunteers.
  - c. Assisting in organizing ongoing activities such as snack programs, field trips, fund raising, etc.
  - d. Assisting in obtaining resources and services.
  - e. Assisting in building good communication linkages.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• Alberta Education, Kindergarten Program Statement 2008</li> <li>• Alberta School Act Regulation 31/2002 Early Childhood Services Regulation</li> </ul>
Related Forms	

### Background:

The success of the French Immersion Program at CFIS is dependent upon strong commitment and leadership from the administration and all members of the staff. At CFIS, we value French language learning as part of a global education.

The goal of our French Immersion program is to enable students:

- a. To complete the Alberta curriculum requirements.
- b. To become well educated bilingual students who speak both of Canada's official languages.
- c. To attend the post secondary institution of their choice.
- d. To compete effectively, nationally and internationally, for employment where knowledge of French language is required.

Other benefits of French Immersion education include:

- a. Expanding the intellect.
- b. Broadening the social and cultural horizons of students.
- c. Enhancing mutual understanding and respect for the French culture.
- d. Enhancing the intellectual development and socialization of students.
- e. Teaching responsible citizenship.
- f. Developing enhanced feelings of self-esteem.
- g. Helping students to better understand the history, development and politics of Canada.
- h. Strengthening English literacy skills.
- i. Making the learning of a third or fourth language much easier.

Success in French Immersion education can be measured, in addition to academic success, by the proficiency of students in at least two important areas of linguistic acquisition:

- a. Written and spoken fluency in the target language.
- b. Retention of the target language.

Although fluency is measurable, long term retention is a great deal more difficult to measure as it requires follow up into adulthood. However, both fluency and long term retention should nevertheless remain primary objectives of French Immersion education.

In order to achieve the greatest level of success in the French Immersion program, three variables over which the school has some control must be an integral part of the implementation and administration of the program:

1. The quality of the linguistic environment in which the students must learn and function.

The quality of the linguistic environment refers to the quality of the language to which students are exposed in class and throughout the school.

2. The intensity of the program.

The intensity of a program refers to the number of hours during which the students are exposed to the language and using it to communicate.

3. The length of residence.

The length of residence refers to the duration of the educational experience in terms of the number of years that a student spends in the program.

It is expected that where one of the preceding variable is reduced or absent, the ultimate result will be a corresponding reduction in the acquisition of the target language.



**Procedures:**

**A. Instruction**

1. French Immersion Instruction
  - a. Language of instruction shall be as follows:
    - i. Instructional time shall be exclusively in French at the preschool, Kindergarten, as well as in grades 1 and 2.
    - ii. From grades 3 to 12, instructional time shall be exclusively in French with the exception of English Language Arts (ELA) which shall be taught for periods of not less than 300 minutes per week, and other language acquisition (Spanish) classes. It is understood that the amount of instructional time for ELA may be increased for higher grade levels in order to achieve the competence levels necessary for successful studies beyond secondary.
2. Students may be encouraged, but not compelled to speak French during recess periods.
3. Every effort shall be made to ensure that the ambiance of the school is French at all times and in all activities.
4. The language of communications with parents shall be English.
5. The best points of entry into French Immersion are the preschool and Kindergarten levels. Parents will be encouraged to register their child at these levels.
6. Students registering at levels other than preschool or Kindergarten, may be accepted subject to, among other things, their acquired proficiency in the French language and their chances of success at the level for which they are registering.

**B. Staffing**

1. A French immersion teacher is expected to possess:
  - a. Superior levels of proficiency in French and should have proficiency in both official languages. An exception may be made with approval of the Head of School for special circumstances.
  - b. Appropriate knowledge and skills in second language acquisition and second language pedagogy.
  - c. Appropriate knowledge and skills in the content areas they are instructing.

**C. Administration**

1. The Head of School will ensure that the French Immersion program is in agreement with:
  - a. Board philosophy, vision, mission, and ends statements.
  - b. ECS program requirements of Alberta Education.
  - c. Courses of studies for programs prescribed by Alberta Education for grades 1 to 12.
2. The School will endeavour to offer a program which maximizes the grants available. Accordingly, the minutes of instruction in French will be in keeping with guidelines established by Alberta Education for maximum funding.
3. School administrative procedure will be reviewed annually to keep current with the intent of Alberta Education policies and regulations with respect to French Immersion education.
4. The Director of Business Operations will be responsible for:
  - a. The annual submission of appropriate data required by Alberta Education in relation with funding for French Immersion programs.
  - b. The preparation of Annual Audited Financial statements as required by Alberta Education.

Last Review Date	June 2010
Reference(s)	• Alberta Education, Funding Manual for School Authorities
Related Forms	

**Background:**

**The Alberta Guide to Education directs the following in respect to human sexuality education:**

“To ensure that students achieve learning outcomes prescribed by Alberta Education through the programs of study, school jurisdictions and accredited private schools in providing grades 4 to 9 Health and Life Skills, and Career and Life Management shall ensure that the human sexuality component is offered to all students.”

The Alberta Human Rights Act (AHRA) further requires that parents be given notice where courses of study, educational programs, instructional materials, instruction or activities, include human sexuality.

The AHRA also stipulates that if a parent makes a written request, teachers shall exempt the student from such courses of study, educational programs, use of instructional materials, instruction or activities.

**Definitions**

**Human Sexuality Education:**

For the purpose of this procedure, the expression Human Sexuality Education is used to include subject matters that deal primarily and explicitly with religion, human sexuality or sexual orientation.

**Notice**

In this Administrative Procedure, the term “notice” is use in the context of the AHRA which requires boards (including charter schools) to provide parents with notice where “courses of study, educational programs or instructional materials, or instruction or exercises include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation.

**Note:** This requirement does not apply to incidental or indirect references to religion, religious themes, human sexuality or sexual orientation in a course of study, educational program, instruction or exercises or in the use of instructional materials.

**Procedures:**

1. Teachers will provide notice to parents well in advance where courses of study, educational programs, instructional materials, instruction or activities include subject matter that deals primarily and explicitly with human sexuality as defined above.
2. Notice will be provided on the form (AP 240F Human Sexuality Education) provided by the school for that purpose.
3. Where a parent makes a written request, teachers shall exempt a student, from such courses of study, educational programs, use of instructional materials, instruction or activities.
4. Students who are exempted at the request of their parents shall not be subjected to academic penalties as a result of the exemption.
5. Depending on circumstances, exemption may involve exclusion from class or remaining in class but exemption from a particular activity or material.

Last Review Date	June 2011
Reference(s)	<ul style="list-style-type: none"> <li>• Alberta Guide to Education</li> <li>• Alberta Human Rights Act</li> <li>• Alberta Human Rights Commission Information Sheet of October 2009</li> </ul>
Related Forms	

# Administrative Procedure

## 250 Extra-Curricular and Co-Curricular Activities

### Background:

At CFIS, we recognize that:

- Extra-curricular and co-curricular activities are an integral and valuable part of the school educational programs.
- Activities and events for students outside the regular classroom instructional program, provided such activities and events are properly planned, conducted in a safe environment, and appropriate for the students' age groups, are a valuable part of education.

The CFIS supports such activities and will attempt to make them available to students.

### Definitions:

#### **Co-curricular:**

refers to activities which grow out of, and are closely related to the regular school program, and may make use of skills developed there.

#### **Extra-curricular:**

refers to activities carried on by the school which are not part of the regular school program.

### Procedures:

1. All co-curricular and extra-curricular activities will be consistent with the mission and policy statements of both the Ministry of Education and the CFIS.
2. Co-curricular and extra-curricular activities will be conducted in a manner that is consistent with the Canadian Charter of Rights and Freedoms, the Human Rights Code of Alberta, and CFIS policy and procedures.
3. Consideration shall be given to the safety and well-being of students involved in co-curricular and extra-curricular activities.
4. All co-curricular and extra-curricular activities will be conducted in a manner that maintains or enhances the dignity and self-esteem of the individual student.
5. The Head of School is responsible for annually approving the purposes and goals of co-curricular and extra-curricular activities and ensuring that they are appropriate to the age, physical, and intellectual maturity of students and, also, for ensuring the appropriate involvement of supervisors.
6. Supervisors are responsible for ensuring that their activities attend to student safety and function within the parameters of CFIS Policies and Administrative Procedures.
7. Supervisors will be responsible for the adequate supervision of students at any time co-curricular and extra-curricular activities are in progress.
8. Student participants shall be made aware of all procedures and guidelines.
9. Initiation, recruitment or any other action which results in harassment, abuse or ridicule of students will not be part of any co-curricular and extra-curricular activities.

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 255 Basic Learning Resources



### Background:

Alberta Learning, through the Learning Resources Centre, identifies and makes available learning resources for grades K - 12. These materials are made available to eligible accredited private schools at discounts which may vary from time to time.

### Definitions

**LRC:** Learning Resource Centre

**LRCA:** The Learning Resources Credit Allocation

### Procedures:

1. The CFIS shall provide learning resources to students from ECS to Grade 12 without charge to the student. Students may be charged:
  - a. For the cost of learning resources which are lost, defaced or damaged beyond further usefulness.
  - b. For learning resources which become the personal property of the student.
2. The CFIS will ensure that all steps are taken as necessary to qualify for the learning resources acquisition discount made available by Alberta Education through the LRC.
3. The School will utilize the LRC to supply learning resources for instruction in grades K - 12.
4. Purchases of all learning resources shall be done through the LRC if possible.
5. Signing authority for all transactions with the LRC will rest with the Head of School or the Director of Business Operations who will rely on consultation with the respective Directors to prepare all learning resources acquisitions.
6. The Director of Business Operations is responsible for all accounting procedures required by Alberta Education in relation with the LRCA.

Last Review Date	June 2010
Reference(s)	• Alberta Education,, Funding Manual for School Authorities
Related Forms	

**Background:**

The School will periodically evaluate its educational programs in order to maintain and improve their effectiveness in terms of achieving their objectives.

**Procedures:**

1. The requirement for the evaluation of programs may be integrated with the procedures associated with the development of the Three Year Plan required by legislation.
2. Educational Programs shall include any programs that directly or indirectly affect the educational status of students. These may include:
  - a. Curricular (subject area/pilots, etc.).
  - b. Extra-curricular (athletics/drama, etc.).
  - c. Transportation.
  - d. Special Education.
  - e. Teacher Aides/Volunteers.
  - f. Other.
3. The Head of School, in consultation with the Board Chair shall identify annually the program(s) to be evaluated; assuring that each major program is evaluated at least once every six years.
4. The evaluation shall serve to maintain, improve or discontinue the evaluated program. The information may also be used to develop or implement additional programs if required.
5. Evaluations shall be conducted by a committee which may include teachers, supervisory personnel, university personnel, other members of the community, a committee of the Board, Alberta Education representative(s) or external agencies.
6. The evaluation committees shall be selected by the Head of School in consultation with staff.
7. A program evaluation should focus on:
  - a. The suitability of the program objectives.
  - b. Program quality.
  - c. The efficiency of the delivery system.
  - d. The results achieved.
  - e. The need for development and implementation of other programs.
8. The specific criteria and procedures for each evaluation shall be determined by the evaluation team, subject to the approval of the Head of School upon consultation with the school staff.
9. A draft version of the evaluation report will be submitted to the Head of School, staff and appropriate Board committee for comments.
10. The final program evaluation report with recommendations for improvement will be submitted to the Board no later than three months following the beginning of the evaluation and shall be in the form of observations, commendations and recommendations.
11. A summary of the evaluation report will be released to parents in a manner determined by the Board within 90 days of it being received by the Board.
12. The Head of School will provide the Board with a follow-up report on the recommendations within three months of the presentation of the evaluation report.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• Alberta Education, Policy and Requirements for Accredited Private School Authority Planning and Result Reporting.</li> </ul>
Related Forms	

## Definitions

### “A” Trip:

Off-campus activities that are within the City of Calgary.

### “B” Trip:

Off-campus activities that are outside the City of Calgary but within the province of Alberta, and are a maximum of four days in length.

### “C” Trip:

- Off-campus activities that are within Alberta and involve more than four days to complete.
- Off-campus activities that involve Canadian destinations outside Alberta.
- Off-campus activities that involve international destinations.

### Approved Trips:

Off-campus activities previously approved and added to the CFIS list of trips that have been the subject of planning and safety assessment. These off-site activities also require the Head of School's approval.

### Off-Campus Activities

Activities or trips that require students to leave the school property for any length of time. These do not include a work experience program, Registered Apprenticeship Program or other programs under Alberta Learning guidelines for off-campus activities.

### Participant

A student, teacher, or volunteer or any other CFIS staff member who travels on the off-campus activity, but does not include a guide or service provider staff (bus driver).

### Safety Guidelines

The Safety Guidelines for Physical Activity in Alberta Schools or the applicable safety guidelines as developed.

### Teacher-In-Charge

The teacher responsible for the planning, coordination and implementation of the off-campus activity.

## PROCEDURES - PART I

### A. GENERAL

#### 1. Purpose

- a. The purpose of off-campus activities is to enable students to participate in quality off-campus educational experiences that:
  - i. Are at the heart of the educational process.
  - ii. Are connected to the programme of studies, curriculum and learning outcomes.
  - iii. Are relevant, flexible, affordable and accessible.
- b. Off-campus student activities must demonstrate the key understanding that:
  - i. Learning requires purposeful involvement.
  - ii. Interpersonal relationships are essential to the learning process.
  - iii. Knowledge is constructed within a climate of inquiry.
  - iv. Clear expectations and relevant feedback are needed.
  - v. Diversity is valued within a responsive environment.
- c. Off-campus activities must take place within a context of:
  - i. Attention to the safety and security of students.
  - ii. Attention to risk assessment of off-campus activities.
  - iii. Safety and legal protection of students, staff, volunteers and the CFIS.

2. Off-campus activities shall be conducted in the Immersion language where possible.

#### 3. Access and Eligibility

- a. The Head of School must ensure that specific eligibility criteria are established for all off-campus activities.

- b. Off-campus activities must be open to all eligible CFIS students.
- c. Off-campus activities may be supported in part or whole by parents or guardians of eligible students, but whenever possible, no eligible student may be denied participation solely on the basis of the inability to pay.

The Head of School may seek alternative funding for eligible students who are unable to participate due to financial constraints.

## PROCEDURES - PART II

### A. TRIP PLANNING, APPROVAL AND CONDUCT

#### 1. Educational Plan

- a. The teacher-in-charge must:
  - i. Consult with and obtain the approval of the Head of School before the planning for an off-campus activity may proceed; and
  - ii. Submit an educational plan for the Head of School's approval that:
    - Includes a statement of purpose that explicitly defines instructional objectives.
    - Outlines intended lead-up and follow-up activities, as required.

#### 2. Approved Off-campus Activities

A list of approved off-campus activities will be reviewed yearly and added to the school calendar to assist teachers in the planning of activities that are part of the school yearly educational program. Documentation for all off-campus activities listed is to be kept on file and made available for teachers planning to repeat those activities.

#### 3. Safety

- a. A safety assessment must be completed for all off-campus activities on the basis of the standards set out in the appropriate Safety Guidelines document.
- b. If a trip is on the approved A or B list, additional safety assessments are not required, as long as the requirements of this administrative procedures are satisfied.
- c. Safety assessments must be completed for any trip not on the approved A and B list, and for all C trips.
- d. The Head of School must review and may supplement any safety assessments prepared by the teacher-in-charge for any proposed C trip before it is considered for approval.

#### 4. Teacher-in-Charge

- a. The teacher-in-charge must:
  - i. Consult with and obtain the approval of the Head of School before and during the planning for any off-campus activity.
  - ii. Have visited or received information from informed personnel regarding the location of the off-campus activity prior to the trip.
  - iii. Have the training and knowledge appropriate for leading the trip or work as a team leader with an approved trip resources person.
  - iv. Select appropriate volunteers for the activity, and provide volunteers with direction as to the requirements of the trip and their responsibilities, before the departure of the off-campus activity.
  - v. Use professional guides when appropriate.
  - vi. Ensure that for all A, B and C trips, the appropriate trip documentation is filed with the Head of School.
  - vii. Ensure that the appropriate trip documentation accompanies the teacher-in-charge and the other trip supervisors.
  - viii. Ensure that a precise attendance count is taken during the trip and at all points of departure.
- b. The teacher-in-charge and other teachers traveling as coaches or supervisor are required to;
  - i. Ensure that supervision is provided on a full-time basis.
  - ii. Take whatever necessary precautions are to ensure the proper conduct, appropriate behaviour and safety of students.

#### 5. Trip approval

- a. The Head of School:
  - i. May approve off-campus activities on the approved A and B lists.

- ii. Will review requests for all A and B trips that are not on the approved list, and all C trips.
  - iii. Will maintain on file a copy of all appropriate documentation relating to A, B and C trips.
  - iv. May refer any trip not on the approved A or B list to the CFIS Board for review and approval.
  - v. May refer any off-campus activity to the CFIS Board, even if it is on the approved A or B list.
  - vi. Will refer any request for a C trip to the CFIS Board for approval.
- b. Before approving an off-campus activity, the Head of School will:
- i. Be satisfied that:
    - The teacher understands policies and procedures defining the teacher’s responsibilities and duty of care.
    - The current Safety Guidelines have been met or exceeded.
    - The students, teachers, staff, volunteers and parents or guardians will receive the appropriate information about the trip.
    - Arrangements are in place for covering all the financial matters, including a refund procedure, a contingency fund, and an accounting for all expenditures.
  - ii. Consult with the teacher-in-charge before approving and A or B trips, or request for C trips.
  - iii. Ensure that the teacher-in-charge completes a preliminary safety assessment for any A or B trip that are not on the approved list, and for all C trips.
- c. The CFIS Board:
- i. May, in exceptional circumstances, be asked to approve A and B trips not on the approved list.
  - ii. May, in exceptional circumstances, review and approve off-campus activities on the approved A and B list, upon the request of the Head of School.
  - iii. Will be asked to approve all C trips upon the advice of the Head of School.
  - iv. Will advise the Head of School of the rationale for non-approval of trips.
- d. A and B trips on the approved list must be:
- i. Approved by the Head of School; and kept on file at the school.
  - ii. Filed with the Head of School 2 (two) weeks prior to departure if the activity does not include overnight stays.
  - iii. Filed with the Head of School 8 (eight) weeks prior to departure if the activity includes overnight stays.
- e. A and B trips that are not on the approved list must be submitted to the Head of School:
- i. The earlier of:
    - 1 (one) month prior to departure, if the activity does not include overnight stays;
    - 8 (eight) weeks prior to departure, if the activity includes overnight stays;

or

    - before the payment of any non-refundable deposit.
- f. C trips must be submitted to the Head of School by the earlier of:
- i. 3 (three) months prior to departure, or
  - ii. before the payment of any non-refundable deposit.
- g. In exceptional circumstances, the Head of School may reduce the approval time for A, B and C trips.
6. Supervision
- a. For the purposes of this administrative procedure, 18-year-old students are considered as students and shall not be assigned adult supervisor duties. Unless specified otherwise, the Safety Guidelines shall be the minimum acceptable standard of supervision for all off-campus activities.
  - b. The minimum acceptable standard of supervision for single day off-campus activities is:
    - i. For pre-school and kindergarten, one adult for 5 students.
    - ii. For students in grades 1 to 3, one adult to 8 students.



- iii. For students in grades 4 to 9, one adult to 10 students.
- iv. For students in grades 10 to 12, one adult to 15 students.
- c. The minimum acceptable standard of supervision for overnight off-campus activities is:
  - i. For students in grades 4 to 9, one adult to 6 students.
  - ii. For students in grades 10 to 12, one adult to 8 students.
- d. For all off-campus activities outside Alberta, the minimum acceptable standard of supervision is:
  - i. Two adult supervisors, one of whom must be the teacher-in-charge.  
or
  - ii. As specified for overnight off-campus activities (above), whichever is greater.
- e. Where off-campus activities include overnight stays and the student group includes female and male students, supervision of the group must include both female and male supervisors.
- f. Additional supervision by certified staff and/or volunteers from the school may be considered, at the Head of School's discretion, for off-campus activities involving:
  - i. Increased risks.
  - ii. Large numbers of students,
  - iii. Participation of students with special needs,
  - iv. Crowded venues,
  - v. Trips that are new to the school.
- g. All supervision must be provided by individuals who are over the age of 21.
- h. In addition to the requirement for adult supervision, in special circumstances, students who are sixteen years of age or older, and who have demonstrated leadership skills or special qualifications, such as National Lifeguard Service qualification may provide specialized supervision.

## 7. Safety Guidelines

The standards set out in the appropriate Safety Guidelines must be met or exceeded for all off-campus activities.

## 8. Elementary Students

- a. Off-campus activities for kindergarten children and elementary students up to grade 3 are limited to day trips in Calgary and surrounding areas.
- b. Off-campus activities for elementary students in grades 4, 5, and 6 are limited to trips in Alberta, British Columbia and Saskatchewan, within 500 kilometres of Calgary and requiring no more than 3 overnight stays.
- c. In exceptional circumstances, off-campus activities for elementary students outside the limits established in sections above may be permitted if the following conditions are met:
  - i. The Head of School supports and approves the request.
  - ii. The CFIS Board approves the request.

## 9. Secondary Students

- a. Off-campus activities for grades 7 and 8 are limited to trips within Canada, as long as the trip is not longer than seven (7) consecutive school days. Trips may be longer if they include non-instructional days.
- b. Off-campus activities for grades 9 to 12 are not limited to particular destinations, as long as the trip is not longer than seven (7) consecutive school days. Trips may be longer if they include non-instructional days.
- c. In exceptional circumstances, junior high school trips outside Canada may be permitted if the following conditions are met:
  - i. The Head of School supports and approves the request.
  - ii. The CFIS Board approves the request.

## 10. Transportation

- a. When a student is under the age of 6 years and weighs less than 18 kilograms, the student must be transported to off-campus activities in either:
  - i. A private or rented vehicle with a properly installed and maintained child safety seat appropriate to the age and weight of the child.
  - ii. A chartered bus hired from an approved carrier.
  - iii. A CFIS bus.
- b. If a vehicle is equipped with a front passenger-side airbag, students must not be transported in that seat, if they do not meet the minimum height requirements for safety, unless the airbag has been properly deactivated.
- c. Except in the case of emergencies, vehicles must not depart from an off-campus activity until all students have returned to the vehicles.
- d. The CFIS discourages the practice of night driving.

## 11. Severe Weather

- a. During severe weather or poor driving conditions, teacher-in-charge must ensure that weather and road conditions are conducive to travel before students leave the school for an off-campus activity trip.
- b. An off-campus activity group may not leave the school by vehicle if any one or more of the following exist: (This does not apply to regularly scheduled bus runs).
  - i. Blizzard conditions enroute or blizzard or severe weather conditions are forecast by Environment Canada.
  - ii. The RCMP or the Alberta Motor Association has issued a warning against travel on any enroute highway.
  - iii. The temperature is below  $-30^{\circ}\text{C}$ .
  - iv. The wind-chill falls in the “very high or extreme” categories as defined by Environment Canada.
- c. On return trips, the teacher-in-charge must verify weather and road conditions.
- d. Students must be appropriately clothed for travel by road during the winter, as determined by the teacher-in-charge.
- e. For travel outside Calgary city limits, any vehicles used to transport students must contain or have immediate access to a first aid kit.
- f. Any private vehicle used to transport students must;
  - i. Be properly equipped to handle all road conditions, be in good running order.
  - ii. Have appropriate equipment such as a spare tire, jack, emergency road tools, emergency provisions or an emergency survival kit.

## 12. Accidents

If an accident occurs during an off-campus activity, the teacher-in-charge must:

- a. Assess the situation and, if injuries have occurred, attend to the immediate medical concerns.
- b. Determine whether or not the trip will continue based upon all the circumstances.
- c. Notify the Head of School or designate at the earliest opportunity if serious injuries have occurred so that the Head of School may inform parents or guardians, the CFIS Board and others as necessary.
- d. Complete an Accident Report within 24 hours of the incident or as soon as possible upon return to the school, and forward it to the Head of School.

A cell phone should be made available for an off campus activity.

## 13. Alcohol and Drug Use

The use of alcohol or illegal drugs by any participants is prohibited during off campus activities, and applies to all off-campus activities regardless of the circumstances, the age of the participants or local laws, customs and culture. Staff and volunteers must refrain from smoking in the presence of students.

## PROCEDURES - PART III

### A. PARENTS/GUARDIANS, STUDENTS AND VOLUNTEERS

#### I. Parent Permission

- a. Parents or guardians must be informed in writing of the following information about off-campus activities:
  - i. The purpose and educational objectives of the off-campus activity.
  - ii. The name of the teacher-in-charge and a contact telephone number.
  - iii. The date.
  - iv. The destination and, where necessary, a map of the area.
  - v. A detailed itinerary, setting out the general nature and number of activities.
  - vi. Departure and return times.
  - vii. Mode of transportation.
  - viii. Financial arrangements.
  - ix. Safety precautions.
  - x. Level of supervision.
  - xi. The date of the parent meeting, if necessary.
  - xii. Any unusual factors such as rigorous physical activity, water-related activities or water sports..
  - xiii. Any special risks associated with the activity.
  - xiv. A reminder that parents or guardians must inform the teacher-in-charge about any relevant medical conditions of the student.
  - xv. Emergency procedures to be followed in the event of injury, illness or unusual circumstances.
  - xvi. The need for additional medical coverage for out-of province and out-of country trips.
  - xvii. Any other relevant information about the trip which may influence the parent's or guardian's decision to withhold permission, such as a controversial museum exhibit.
- b. Parents are asked to inform the school in writing if they do not want their child to participate in an off campus activity.
- c. When a parent meeting has been called for a trip outside of Calgary:
  - i. The teacher-in-charge must keep a record of attendance at the parent meeting.
  - ii. The student's parent or guardian must:
    - Attend the parent meeting to discuss the off campus activity trip and the rules and conduct expected of students.
    - or
    - Personally speak to the teacher-in-charge about the trip.
  - iii. The teacher-in-charge and parents should settle on costs, itinerary, and notification protocols regarding changes to the programme and or contingencies related to travel.
- d. One permission form from the parent or guardian is acceptable for a series of walking activities in the neighbourhood of the school.
- e. One permission form from the parent or guardian is acceptable for a series of off-campus activities such as performing arts, swimming lessons, physical education classes, outdoor education classes, and athletics, as long as the permission form includes a schedule of all activities. If any of these activities include canoeing, camping, hiking, skiing, water-related activities other than swimming lessons, or complex activities, a separate permission form must be obtained from the parent or guardian for that off-campus activity.

#### 2. Student's Responsibility

- a. Each student participating in an off-campus activity must:
  - i. Comply with the requirements of the school's code of conduct.
  - ii. Fulfill all the preparatory requirements at an appropriate level of performance.
  - iii. Dress appropriately according to the type of off-campus activity.

- iv. Participate in a responsible and cooperative manner during the trip.
  - v. Carry out all follow-up procedures in an appropriate manner.
- b. A student may not participate in an off-campus activity unless the student is enrolled in the school, and is part of the class or group taking part in the off-campus activity.

### 3. Volunteers

- a. Volunteers must comply with school policies governing their role and responsibilities.
- b. Volunteers must have qualifications appropriate to their assigned duties.
- c. Volunteers are expected to know the details of the off-site activity and their specific duties and authority prior to departures.
- d. Volunteers must support and follow the school's code of conduct and:
  - i. Report any inappropriate conduct to the teacher-in-charge.
  - ii. Adhere to the schedule or itinerary.
  - iii. Dress appropriately according to the type of off-site activity.
  - iv. Fulfill their duties for the duration of the off-site activity, including evenings and weekends.

## PROCEDURES - PART IV

### A. ACTIVITIES

#### I. Unacceptable Activities

The following off-campus activities are not permitted:

- a. Off-campus activities that require travel time that would be too long for the age of the students involved.
- b. Off-campus activities that require inordinate expense or excessive absence from school.
- c. Off-campus activities that are deemed uninsurable by the insurer.

#### 2. Prohibited Activities

- a. These activities are currently prohibited activities. If it is the desire of CFIS to offer any of the activities on the list below, it will be necessary to confirm the conditions under which the insurer may deem the activity acceptable.

- aerial gymnastics
- American gladiator style events
- auto racing
- bicycle motocross (BMX)
- boxing and punching bag ice climbing
- bungee jumping
- caving (spelunking)
- canoeing in moving water greater than grade I rapids
- demolition derbies
- drag racing
- dunk tanks
- extreme sports
- hot air balloon rides (tethered and untethered)
- horse jumping
- luge above the tourist start at Canada Olympic Park
- mechanical bull riding or simulated mechanical rodeo
- motorcycling of any nature
- mountain climbing and mountaineering, not including hikes in the mountains
- open water swimming, unless approved by the Head of School
- Paintball, laser tag games or war games
- racing of watercraft
- rifle ranges or other activities involving firearms
- rock climbing
- rodeos
- scuba diving
- skydiving
- tobogganing, tubing, crazy carpet, bobsledding and sledding

#### 3. Mountain Biking

- a. Mountain biking is permitted on designated trails, roadways, or quiet residential streets near the school. All participants must wear a CSA approved biking helmet.
- b. Back country mountain biking is permitted only on the following trails in Kananaskis Country and Banff National Park;
  - i. Banff Trail at the Canmore Nordic Centre,

- ii. Evans-Thomas paved path trail from Kananaskis Village to Wedge Pond,
- iii. Goat Creek Trail between the Banff Springs Hotel and Spray Lakes road,
- iv. Stoney Trail from Jamboree Centre to Ribbon Creek,
- v. Terrace trail from Galatea parking lot to Kananaskis Village, and
- vi. Tunnel Mountain and Hoodoo trail from the Bow Falls viewpoint of Tunnel Mountain Road.

#### 4. Off-Campus Activities in Remote Areas

- a. In a remote or wilderness area, the teacher-in-charge must:
  - i. Have visited the location of the off-campus activity prior to the trip and be familiar with the proposed route.
  - ii. Use professional guides when appropriate.
  - iii. Establish and communicate class safety and emergency procedures to all participants.
  - iv. Ensure that appropriate communication devices are taken on the trip.
  - v. Ensure constant communication within the group and access to external communication as needed.
  - vi. Be familiar with the nearest accessible medical station and telephone service.
  - vii. Notify local area authorities, such as RCMP, forestry or park officials about the proposed activity and location or route to be used.
  - viii. Establish procedures so that contact can be made with the school via RCMP, forestry or park officials, or other persons in the area.
  - ix. Obtain fire permits, fishing and other licenses and area use permission where required.
- b. In a remote or wilderness area, if a group splits into two or more independent travelling groups, each group must have a teacher-in-charge or supervisor.

#### 5. Water Activities

- a. Each trip that includes water-related activities must have a safety assessment, even if the trip is on an approved activities list.
- b. All participants involved in sailing or boating activities must:
  - i. Have swimming skills commensurate with the activity.
  - ii. Wear a Transport Canada approved life jacket or Personal Flotation Device.
- c. For activities involving canoeing, sailing and power craft, the activity must meet or exceed the Safety Guidelines.
- d. When canoe trips take place on lakes or rivers, the teacher-in-charge must have visited the site prior to the trip, and be familiar with the proposed route and the seasonal conditions at the time of the trip.
- e. Adequate instruction and demonstration must be given to all participants involved before allowing the participants to undertake any water-related activity.

#### 6. Swimming Pools

- a. Students may use swimming pools on off-campus activities if there is a lifeguard on duty.
- b. If the facility operator does not provide a lifeguard at a swimming pool, students may use the swimming pool if the school provides a lifeguard with current certification in National Lifeguard Service (NLS), Standard First Aid, and CPR Basic Rescuer, or a supervisor for every 50 participants using the swimming pool.

#### 7. Downhill Skiing, Snowboarding, Cross-country and Ski-touring

- a. Are acceptable activities as long as all the following conditions have been met:
  - i. Conditioning activities have occurred in physical education classes, or as part of a fitness programme leading up to the skiing or snowboarding activity
  - ii. Skiing or snowboarding are part of a well balanced yearly program, and reflect the school's commitment to a quality physical education program.
- b. Prior to the above-mentioned activities, the teacher-in-charge must:
  - i. Have visited or received information regarding the seasonal conditions at the time of the activity;
  - ii. Understand the activity site's emergency protocol.

- c. During the above mentioned activities, the teacher-in-charge must ensure:
  - i. That students ski in pairs or groups of three or four.
  - ii. A minimum supervision ratio for skiing and snowboarding of one adult to 10 students, including at least one adult supervisor in the ski lodge.
- d. All participants in skiing and snowboarding activities must:
  - i. Wear a properly fitted CSA approved helmet.
  - ii. Ski or snowboard only on open runs within the ski area.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• Alberta Regulation 190/2000, Private Schools Regulation, Section 7(3)(a)</li> <li>• Canada Safety Council</li> <li>• <a href="http://www.safety-council.org/info/child/schooltrips.html">http://www.safety-council.org/info/child/schooltrips.html</a></li> <li>• YouthSafe Outdoors, Field Trip Safety for Alberta Schools</li> <li>• Safety Guidelines for Physical Activity In Alberta Schools, available on-line at</li> <li>• <a href="http://www.ei.educ.ab.ca/documents/resources/safety_guidelines_2003.pdf">http://www.ei.educ.ab.ca/documents/resources/safety_guidelines_2003.pdf</a></li> <li>• Safety Guidelines for Secondary Inter-School Athletics in Alberta</li> <li>• <a href="http://www.acicr.ualberta.ca/pages/documents/ISSafeGuidelinesFinalJUNE20031_001.pdf">http://www.acicr.ualberta.ca/pages/documents/ISSafeGuidelinesFinalJUNE20031_001.pdf</a></li> </ul>
Related Forms	<ul style="list-style-type: none"> <li>• AP 280F1 OCA Proposal</li> <li>• AP 280F2 OCA Planning Checklist</li> <li>• AP 280F3 OCA Approval Checklist</li> <li>• AP 280F4 OCA Route Outline</li> <li>• AP 280F5 OCA Consent</li> <li>• AP 280F6a OCA Authorization</li> <li>• AP 280F6b OCA Authorization</li> </ul>

# Students 300

## Students 300

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## Definitions

**Readiness:**

The determination of a student's ability to successfully complete the program for which they are about to undertake. It entails academic preparedness, social preparedness, emotional preparedness and maturity.

**Good social standing:**

Refers to the student or applicant standing with respect to the school culture. It entails review of an applicant's or student's school records including but not limited to letters of recommendation and letters of reprimand and the ability to abide by the CFIS Student Code of Conduct.

**School:**

Refers to Calgary French & International School & its delegated Authorities.

**Board:**

Refers to the elected Directors of the Society Board.

**Promotion:**

Refers to the movement of a student from one grade level or program to the next.

**Applicant:**

An individual of school age wishing to attend programming at CFIS.

**Admissions Criteria:**

A set of minimum standards agreed to by the Board and Administration that will guide school admissions at all levels.

## Procedures:

1. Alberta Learning requirements

The CFIS Educational programs from Kindergarten to Grade 12 will meet or exceed the requirements legislated by Alberta Learning in a French Immersion environment.

2. Pre-School Admission

- a. There is no formal admission testing at the Preschool level.
- b. When making Pre-School placement and readiness decisions, the School reserves the right to assess new and existing students as they deem appropriate and as agreed to by the Parent/Guardian of the new or existing student.

3. Kindergarten Admission

- a. Two criteria exist for admission into the CFIS Kindergarten program:
  - i. Minimum age requirement: Applicant must be 5 years of age as of March 1st of the year for which they are registering.
  - ii. Readiness: Applicant must be determined to be "ready" by the School to advance to the Kindergarten program.
- b. When making Kindergarten readiness decisions:
  - i. The School reserves the right to assess new and existing students as they deem appropriate and as agreed to by the Parent/Guardian.
  - ii. The School reserves the right to request further documentation and/or evidence in assessing a new or existing student's admissions application.
  - iii. The School reserves the right to deny an application to Kindergarten based on age and/or readiness.
- c. The School's decision to accept or deny an applicant shall be binding.

4. Elementary, Junior and Senior High Admission Criteria

- a. Grade 1 admission:
  - i. Children already registered in CFIS Kindergarten classes will be admitted to grade 1. However, the school may recommend retention in certain instances, subject to parent approval, based on the applicable admissions criteria.
  - ii. General admission criteria will apply to external applicants for Grade 1 placement.



b. General Admission Criteria:

Five criteria exist for admission into the CFIS Elementary program:

- i. Applicants should have French Immersion experience or equivalent which is proportionate to the age and grade level of the student.
  - ii. Applicant must have successfully completed the legislated requirements for the grade prior to the one for which admission is sought.
    - Junior High applicants with a minimum standing of “2” \* or 60% on all aspects of their Academic Report (as measure by the CFIS reporting process).
    - Senior High applicants with a minimum standing of 50% in all courses.
  - c. Applicants must be determined to be “ready” by the School to advance to the respective programs.
  - d. Applicants must be in good social standing.
  - e. A recommendation of promotion by the student’s teacher.
5. New students applying for admission to Grades 2 through 12, who have not previously attended Calgary French & International School, shall be required to complete an Admissions Test to review basic skills in languages and mathematics, prior to acceptance.
  6. When making placement and readiness decisions, the School reserves the right to assess new and existing students as they deem appropriate and as agreed to by the Parent/Guardian of the new or existing student.
  7. Additional documentation including but not limited to Academic records, testing, reports and letters of recommendation may be used in the assessment process.
  8. The School reserves the right to deny promotion of a student in the event that the criteria are not met and/or if the student does not display readiness for promotion.
  9. A student who is not granted promotion is not guaranteed continued admission to CFIS. The Administration will consult with parents to find the best solution for the student prior to reaching its decision as to continued admission.
  10. The School’s decision to accept or deny a promotion shall be binding.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• School Act – Section 8</li> <li>• CFIS Policy 14, Role of the Head of School</li> </ul>
Related Forms	

# Administrative Procedure

## 305 Student Records

### Background:

It is the intent of the CFIS Board of Directors that the school will comply fully with the School Act and all other legislation in acquiring, keeping, and as necessary, providing information regarding students.

The Head of School is responsible for providing appropriate procedures to achieve compliance with legislation regarding the creation, the acquisition and the maintenance of student records. The Head of School's responsibility includes the establishment of a process to respect the rights, outlined in legislation, of individuals to access student records, or information regarding students.

Alberta legislation requires that student records be maintained for each individual student. It is evident that student records will contain privileged information that must be treated with great care as to security and confidentiality.

The following procedures shall be followed with respect to student records.

### Procedures:

Student records shall contain all information that is directly useful in facilitating the student's education and shall contain all information required in the current Alberta Education Regulation for Student Records.

#### I. Acquisition or creation and maintenance of student records.

##### Respective responsibilities

- a. It is the responsibility of designated office staff:
  - i. To ensure that student record files are created for every student entering Kindergarten each year within the first month of the school year.
  - ii. To request student records for all new students within the first month of the school year.
  - iii. To forward student record files (and copy where appropriate) as soon as possible, upon receipt of written requests from schools or school jurisdictions.
- b. It is the responsibility of homeroom teachers, to whom a student is assigned for a particular school year:
  - i. To acquaint themselves, during the month of September, with the content of the student record files of students under their care and responsibility.
  - ii. To verify the student records to ensure that all information contained therein is appropriate, accurate and consistent with the following section outlining the content of student records.
  - iii. To update student records no later than June 30th of each school year.

#### 2. Content of student records

As required by the Student Record Regulation, the following information shall be included in CFIS student record:

	Responsibility
a. The student's name as registered under the Vital Statistics Act or, if the student was born in a jurisdiction outside Alberta, the student's name as registered in that jurisdiction, and any other surnames by which the student is known.	Office staff
b. The student identification number assigned to the student by the Minister and any student identification number assigned to the student by the school.	Office staff
c. The name of the student's parent/guardian.	Office staff
d. A copy of any separation agreement or court order referred to in section 23(2)(c) of the School Act.	Office staff
e. The birth date of the student.	Office staff
f. The sex of the student.	Office staff
g. The addresses and telephone numbers of the student and of the student's parent/guardian.	Office staff
h. The board of which the student is a resident student.	Office staff
i. The citizenship of the student and, if the student is not a Canadian citizen, the type of visa or other document pursuant to which the student is lawfully admitted to Canada for permanent or temporary residence, and the expiry date of that visa or other document	Office staff

j. The names of all schools attended by the student in Alberta and the dates of enrollment, if known.	Office staff
k. An annual summary of the student's achievement or progress in courses and programs in which the student is enrolled. <i>A copy of the final report card shall also be included; however this <b>does not eliminate the need to enter final marks</b> in the appropriate section of the student record.</i>	Homeroom teacher
l. The results obtained by the student on any <ul style="list-style-type: none"> <li>i. diagnostic test, achievement test and diploma examination conducted by or on behalf of the Province, and</li> <li>ii. standardized tests under any testing program administered by the school to all or a large portion of the students or to a specific grade level of students.</li> </ul>	Homeroom teacher
m. The results of any application under the Student Evaluation Regulation (AR 177/2003) for special provisions or directives.	Student Support Services
n. In relation to any formal intellectual, behavioural or emotional assessment or evaluation administered individually to the student by a school or board, <ul style="list-style-type: none"> <li>i. the name of the assessment or evaluation,</li> <li>ii. a summary of the results of the assessment or evaluation,</li> <li>iii. the date of the assessment or evaluation,</li> <li>iv. the name of the individual who administered the assessment or evaluation,</li> <li>v. any interpretive report relating to the assessment or evaluation, and</li> <li>vi. any action taken as program planning as a result of the assessment, evaluation or interpretive report.</li> </ul>	Student Support Services
o. In relation to any independent formal intellectual, behavioural or emotional assessment or evaluation requested by the student's parent and administered to the student by an independent party, <ul style="list-style-type: none"> <li>i. the name of the assessment or evaluation,</li> <li>ii. a summary of the results of the assessment or evaluation,</li> <li>iii. the date of the assessment or evaluation,</li> <li>iv. the name of the individual who administered the assessment or evaluation,</li> <li>v. any interpretive report relating to the assessment or evaluation, and</li> <li>vi. any action taken as program planning as a result of the assessment, evaluation or interpretive report.</li> </ul>	Student Support Services
p. Any health information that the parent of the student or the student wishes to be placed on the student record.	Office staff
q. An annual summary of the student's attendance.	Homeroom teacher
r. Information about any suspension of more than one day or expulsion relating to the student or the student's rights pursuant to the Act, which must be recorded and retained on the student record for a minimum period of one year and a maximum period of 3 years following the date of the suspension or expulsion after which the information must be removed from the student's record.	Directors
s. Notwithstanding the following section with respect to information that may not be included in student records, the school may include any counselling records that, in the Head of School's opinion would clearly be injurious to the student if disclosed, where inclusion of the information in the student record would, in the board's opinion, be <ul style="list-style-type: none"> <li>i. in the public interest, or</li> <li>ii. necessary to ensure the safety of students and staff.</li> </ul>	Office staff
t. If an individualized program plan is specifically devised for a student, the current plan and any amendments to the plan must be placed on the student record of that student in addition to summaries of all of the previous school years' individualized program plans.	Student Support Services

3. The school may require:
  - a. That the following documentation be provided to the school by means of a certified copy, acceptable to the school:
    - i. The student's birth certificate, if the student was born in Canada.
    - ii. Another official document acceptable to the school, if the student was born outside Canada.and
  - b. That a certified copy, acceptable to the school, of a Canadian citizenship certificate or of the visa be provided to the school.
  - c. If there is any doubt regarding a student or the documentation provided regarding a student, the matter shall be referred to the Head of School.
4. Information that is not to be included in student record
  - a. A student record must not include
    - i. any information contained in:
      - Notes and observations prepared by and for the exclusive use of a teacher, teacher's assistant, counsellor or administrator, and that are not used in program placement decisions.
      - A report or an investigation record relating to the student under the Child, Youth and Family Enhancement Act.
      - Counselling records relating to the student that is or may be personal, sensitive or embarrassing to the student.
      - Any information that identifies a student as a young person as defined in the Youth Justice Act or the Youth Criminal Justice Act (Canada) and all information relating to that student in that capacity.
5. Access to student records
  - a. Access to students and to information regarding students shall be granted only to those who are entitled to receive such access:
    - i. The student, if 16 years of age or older.
    - ii. The parent or legal guardian, except where the student is an Independent Student.
    - iii. Students who qualify as Independent Student under the School Act are:
      - 18 years of age or older, or
      - 16 years of age or older and
      - who is living independently, or
      - who is a party to an agreement under section 57.2 of the Child, Youth and Family Enhancement Act.
    - iv. An individual who has access to the student under a separation agreement or an order of a court.
    - v. The child's teacher, school counsellor, school administrators and school staff on a need-to-know basis.
  - b. Parents/guardians are entitled to review their child's student record information only at a time when a person who is competent to explain and interpret the information is available to provide them with an interpretation and explanation of the materials contained therein. Upon receiving a valid request by a person who has access to the information, the Director will, as soon as possible, ensure that a qualified person is made available to accommodate the request.
  - c. When a copy or a part thereof of a student record is requested by other individuals and agencies, schools shall comply only when request is accompanied by an authorization to release the information, signed by a person having access rights. The authorization shall include the name of the individual(s) or agency(ies) authorized to receive the information.
  - d. If there is any doubt regarding an individual's right of access to a student or information regarding a student, the matter shall be referred to the Head of School.
6. Retention of student record
  - a. For students graduating at CFIS:
    - i. Student records shall be retained for a period of 7 years.
  - b. For students leaving CFIS for another school in Alberta
    - i. Upon written request from that school, the original student records shall be forwarded to the school.
    - ii. The school will not retain a copy of student record leaving CFIS under those circumstances.

c. For students leaving CFIS for another school outside Alberta

- i. Upon written request from that school, a copy of the student records shall be forwarded to the school.
- ii. Student records shall be retained for a period of 7 years beyond the date at which the student would have graduated from grade 12 had the student remained at CFIS.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• CFIS Policy #13 Delegation of Authority and Executive Limitations</li> <li>• CFIS Policy #14 Role of the Head of School</li> <li>• CFIS Policy #12 Board-Head of School Relationship</li> <li>• Alberta School Act Section 23,</li> <li>• Alberta School Act Regulation 225/2006 Student Record Regulation</li> <li>• Alberta School Act Regulation 177/203 Student Evaluation Regulation</li> <li>• Alberta Child, Youth and Family Enhancement Act</li> <li>• Freedom of Information and Protection of Privacy Act</li> <li>• Personal Information Protection Act, S.A. 2003</li> </ul>
Related Forms	<ul style="list-style-type: none"> <li>• AP 305FI Request for Student Record .doc</li> <li>• AP 305FI Request for Student Record .dot</li> </ul>

# Administrative Procedure

## 310 Guardianship

### Background:

Guardianship is the legal relationship between an adult and a child, and is different from parentage. An individual can be the parent of a child but not the child's guardian. Guardianship is a bundle of rights and responsibilities held by an adult to be exercised for the benefit of a child.

In October 2005, the School Act was amended to define a parent as a 'guardian' as provided for under section 20 of the Family Law Act, also proclaimed October 1, 2005.

In summary the Family Law Act provides that if parents (mother and father of a child) have one of the following types of relationships, they are considered legal guardians of the child:

- Mother and father were married to each other at or after the time of the birth of the child
- Mother and father cohabitated for 12 months during which the child was born
- Mother and father were each other adult interdependent partners at the time or after the birth of the child
- Mother and father were married to each other and the marriage was terminated by a decree of nullity of marriage or a judgement of divorce granted less than 300 days before the birth of the child

OR

- The child acquires a usual residence with one or the other guardians if they have a different relationship than described above, but the guardians agree in writing that the other guardian shall continue to be legal guardian for the child
- If the child has usually resided for one year with a parent, even if they no longer reside together in the present

Guardianship may also be appointed under:

- Temporary guardianship order
- Permanent guardianship order
- Custody under the Corrections Act, the Corrections and Conditional Release Act, Young Offenders Act

Adults NOT deemed to be legal guardians:

- Extended family members such as aunt, uncle, grandparents
- Step-parents (unless through adoption).

ANY INDIVIDUAL CLAIMING TO GUARDIANSHIP RIGHTS HAS THE ONUS OF PROVIDING PROOF OF THE CLAIM WITH WRITTEN EVIDENCE OF THE APPOINTMENT.

Other restrictions may be:

- Parenting Orders – issued by Provincial Court or the Court of Queen's Bench of Alberta when parents are not able to agree on their responsibilities
- Contact Orders – allows non-parents or non-guardians to make application to the court to spend time with a child

### Procedures:

1. The Director of Admissions shall establish who the legal guardian is, as residence of the student is premised upon the residence of the legal guardian.
2. The legal guardian should be signing consent forms, receive any particular notices that are to be sent by the school (i.e. suspension or expulsion notices) and sign other legal forms such as waiver and identification forms.
3. As any individual claiming to be entitled to exercise parental or guardianship rights has the onus of providing proof of the claim and written evidence of the appointment; the appointment of guardianship should at a minimum describe the extent of the delegated authority, the time period for which it applies and should be signed by the legal guardian. This is a requirement upon student registration, or if circumstances should change over the school year.
4. At the time of registration, Director of Admissions will request:
  - The applicant to specify the legal guardians of the child they are registering
  - A copy of the birth certificate for the child they seek to register

- Identification of guardianship be made available through the required documentation as explained above
- Copies of any orders or agreements affecting guardianship
- If the family situation has changed over the course of the year, the school will require updated information as to guardianship of the student(s).

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• Alberta Family Law Act, Section 20</li> <li>• Alberta Child Youth and Family Enhancement Act</li> <li>• Alberta Child Youth and Family Enhancement Regulation 160/2004</li> </ul>
Related Forms	

# Administrative Procedure

## 312 Role and Responsibility of Parents



### Background:

In keeping with its stated values, the CFIS is committed to establishing a working partnership with parents as an essential part of providing students with effective education. Responsibilities exist for both the school and parents in achieving this objective. This partnership establishes responsibilities for both CFIS staff and parents based on mutual respect.

### Procedures:

1. Parents are encouraged to serve as advocates for their children.
2. The CFIS administration and its Board of Directors believe that parents should participate in school life by involvement in activities such as: membership to the Board of Directors, fundraising events, open houses, lunch days, field trips, sports days and other similar school or class endeavours.
3. Parents are also encouraged to become familiar with the school's program, policies, administrative procedures and operations as contained in each school's Parent-Student Handbook, and actively support expectations held by staff for the behaviour of students at school and school activities.
4. Parents are encouraged to collaborate with the Head of School, Directors and staff for the purpose of developing ways in which parents can support the school's learning program.

Last Review Date	June 2010
Reference(s)	
Related Forms	



# Administrative Procedure

## 315 Student Attendance

### Background:

The Board believes that regular school attendance by a student is an important element in achieving academic success. To this end, students are expected to attend regularly and punctually. It is the responsibility of parents to ensure compliance to this requirement. The school administration will inform parents of concerns regarding absences or tardiness when the need arises, and will comply with the requirements of the Alberta School Act with respect to student attendance.

### Procedures:

1. All students from Kindergarten to grade 12 are expected to attend school regularly and punctually.
2. The administrative staff shall establish and maintain daily attendance procedures to ensure that absences and tardiness are recorded and reported to the Head of School in cases where attendance problems develop.
3. Parents are expected to notify the school secretary before 8:30 a.m. when their child will be late or absent.
4. For safety reasons, when a student is late (or absent), and the school has not received notice from the parents, a member of the office staff will make contact with the parents to establish the whereabouts of the student.
5. Whenever possible, parents should attempt to make appointments with doctors, dentists and other professionals before and after the school day.
6. When students must arrive late or leave school during the day for an appointment:
  - a. Parent should notify the teacher in advance.
  - b. The students shall report to the school office upon departure and arrival.
7. The Head of School and the teacher should be notified well in advance of planned extended absences for holiday purposes.
8. When students are expected to be absent for an extended period of time, teacher shall forward materials appropriate for home study during the student's absence.
9. If a student becomes too sick to remain at school for the remainder of the day, the parents will be contacted to arrange for the student's return home.
10. Where a student is consistently late for arrival or departure times, the parents will be notified by the Head of School, and appropriate action will be taken.
11. When, in the opinion of the Head of School, a student is in violation of the School Act attendance requirements, and reasonable efforts have been made to ensure that the student attend school, the matter may be referred to the Attendance Board in compliance with the Act.

Last Review Date	June 2010
Reference(s)	• Alberta School Act, Sections 13, 15(2)
Related Forms	

# Administrative Procedure

## 317 Homework

### Background:

The assignment of homework contributes to the educational growth of students. Further, such assignments support the school's goal of excellence in student. The objective of this administrative procedure is to promote the development of good study habits. Homework and home study can contribute to this objective and reinforce classroom learning.

### Procedures:

1. Homework shall be designed to reinforce and support the work done during class time and to help students develop self-reliance and good study habits.
2. Elementary Grades

Teachers shall ensure that students are not overloaded with homework. To that end the following guidelines shall apply for assigned homework from Monday through Thursday:

Gr. 1 – 10 min.	Gr. 4 – 40 min.
Gr. 2 – 20 min.	Gr. 5 – 50 min.
Gr. 3 – 30 min.	Gr. 6 – 60 min.

Note: Homework assigned for weekend may be longer.

3. Junior and Senior High

At the secondary levels, homework times will vary depending on the need and requirements of different subject areas.

4. Online Homework

The school will make use of the internet to make homework information available to parents and students grade 4 and up through the school website. Log on procedures will be communicated to students by their teacher.

Last Review Date	June 2010
Reference(s)	
Related Forms	

# Administrative Procedure

## 318 Student Dress Code

### Background:

At CFIS, we believe that requiring students to wear a school uniform promotes a positive attitude toward self and inspires school pride. In addition, a school uniform enables the students to maintain a high standard of personal appearance and grooming.

### Procedures:

1. Students from ECS onward must wear the school uniform to school each day. Substituting articles is not permissible. One day per month shall be designated by the Head of School as a non-uniform day. Students shall wear the formal uniform for all formal occasions such as concerts, field trips and special events.
2. Criteria used to establish standards of dress and grooming shall be:
  - a. Cleanliness, neatness and physical comfort of the uniform.
  - b. Appropriateness for the particular activity.
  - c. Safety in all activities.
3. The Head of School shall notify parents by letter regarding the attire or grooming of students who do not meet the standard established in this administrative procedure.
4. Staff members in charge of activities may deny a student opportunity to participate in any event sponsored by the school where the student is not appropriately dressed or groomed.
5. Modest jewellery such as small pierced earrings and watches may be worn by students. Excessive makeup and jewellery are not acceptable.
6. Gym wear is required from grades 3 to 12.
7. The Head of School will indicate in the monthly school newsletter which days are designated non-uniform days.

Last Review Date	June 2010
Reference(s)	
Related Forms	

## Background

One of the primary goals of education is to ensure that each child derives the maximum benefit from his or her educational experience. To achieve this, the CFIS Board and the Administration believe that it is necessary to establish and maintain standards of student conduct that are designed to ensure that responsible and respectful attitudes are demonstrated towards:

- the education process,
- professional and non-professional members of the school staff,
- other students,
- visitors to the school,
- school and third party property,
- school rules and regulations,
- extra-curricular activities and field trips sponsored by the school.

At CFIS, we believe that it is important to focus on the child and to protect the self-esteem of the child in disciplinary matters. Therefore, we should provide the opportunity for the child to resolve situations by accepting responsibility for the problem. It is recognized that, in most cases, unacceptable behaviour is caused by factors such as maturity or context (home, school or social context). Teachers should be able to help the child without resorting to strong disciplinary measures. Positive reinforcement can be an effective tool for changing behaviour and achieving desired results.

CFIS personnel are required to treat all students as would a caring and just parent.

## Procedures:

### I. Responsibilities of CFIS Administration and Teachers

a. When responding to unacceptable student behaviour, a teacher or administrator must consider:

- i. The effect of the student's behaviour upon other students, the staff, the school, and the community.
- ii. The nature of the action or incident that calls for disciplinary or alternative measures.
- iii. The student's previous conduct and previous interventions.
- iv. The student's age, maturity, and abilities.
- v. The impact of proposed action on the student's future behaviour.
- vi. The student's learning needs.
- vii. Any other information that the teacher or administrator considers appropriate or relevant.

b. Each teacher must ensure that classroom discipline practices:

- i. Reflect and encourage appropriate student behaviour and maintain school order.
- ii. Treat individuals in a manner which is demonstrably fair, reasonable and objective.
- iii. Contain consistent procedures which are demonstrably fair, reasonable and objective.
- iv. Make provision for early detection of attendance and discipline concerns.
- v. Emphasize early and ongoing communication with, and involvement of parents through the resolution of discipline concerns.
- vi. Facilitate prompt action to resolve discipline concerns.
- vii. Avoid threats, enticements and other measures which may be regarded as coercive.

### 2. Student Conduct

a. Student Expectations

- i. Students must respect:
  - school authority;
  - others and their property;
  - differences in ethnicity, race, religion, gender and sexual orientation;
  - CFIS property, community property and property of other persons.

- ii. Students are responsible for:
  - school attendance and punctuality;
  - their work habits, assignments and homework;
  - textbooks and equipment; and
  - complying with the school's code of student conduct.

b. Unacceptable Behaviours

Examples of unacceptable student behaviour include but are not limited to:

- i. Use, possession of, sale, distribution of a weapon(s) either:
  - on a student's person,
  - in a student's locker or desk,
  - on school board property,
  - in a vehicle on school board property.
- ii. Threats.
- iii. Conduct which endangers others.
- iv. Encouraging conduct which endangers or may endanger others.
- v. Encouraging unacceptable conduct.
- vi. Use or display of improper, obscene or abusive language.
- vii. Distribution or display of offensive messages or pictures.
- viii. Theft, including identity theft.
- ix. Assault or any behaviour which constitutes aggression.
- x. Willful damage to school or others' property.
- xi. Use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, alcohol, or inhalants in school, on school board property or in the context of any school-related activity.
- xii. Attending school or any school-related activity under the influence of illicit drugs, alcohol or inhalants.
- xiii. Personal or sexual harassment.
- xiv. Possession or use of tobacco products.
- xv. Extortion.
- xvi. Disruptive behaviour, willful disobedience or defiance of authority.
- xvii. Interfering with the orderly conduct of classes or the school.
- xviii. Tampering with fire alarms and safety equipment.
- xix. Criminal activity.
- xx. Bullying including cyber-bullying.
- xxi. Using information technology in violation of Administrative Procedures for the acceptable use of electronic information resources.
- xxii. Hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs and secret organizations.
- xxiii. Possession or use of any of the following prohibited items:
  - Peanuts or other nut products.
  - Toy or facsimiles of firearms or knives (unless required for drama presentations).
  - Laser pointers.
  - Spray paint (unless used in the context of an art class).
  - Pepper spray.
  - Wearing strong perfumes.

### 3. Conduct on School Buses

The CFIS would like to ensure safe, reliable, and effective transportation for students.

- a. Students riding in a school bus shall be under the immediate supervision of the driver, who shall report all cases of student misconduct to the Administration of the school.
- b. Students are responsible to the driver of a school bus in the same way that they are responsible to the teacher of a classroom. Students must obey instructions or directives promptly.
- c. The driver shall exercise such action as is deemed necessary to maintain safety and order on the bus. Any student who disrupts the bus driver or who fails to comply with the rules of conduct on the bus will be reported to appropriate members of the Administration.
- d. The Head of School (or delegate) can suspend the student from bus transportation.
- e. For safety reasons bus drivers are expected to enforce the following standards.

Students should:

- i. promptly follow the directions of the driver;
- ii. refrain from eating or drinking;
- iii. remain seated at all times;
- iv. refrain from playing music loudly;
- v. keep books, knapsacks and items out of the aisle;
- vi. keep a reasonable tone of voice; avoid yelling;
- vii. use appropriate language and avoid swearing;
- viii. avoid the use of abusive language;
- ix. get permission from the driver before opening windows;
- x. keep hands, arms, feet and head inside the bus at all times.

### 4. Damage to School or Third Party Property

It is the intention of the CFIS Administration to recover the cost of any destruction, damage, or loss resulting from the inappropriate behaviour of students.

- a. The School Administration shall require the parent/guardian of any student who is responsible for damage or loss to CFIS property to replace or pay for any property damaged or destroyed.
- b. The School Administration shall require the parent/guardian of any student who is responsible for damage or loss to a third party property, while the student is attending a school sponsored event, to replace or pay for any property damaged or destroyed.
- c. The cost of repairs will be determined by the Director of Business Operations and will include both labour and materials.
- d. In the case of a loss sustained by a third party through the action of a student, the cost of repairs will be agreed upon by the Director of Business Operations and agents for the third party. This cost will include both labour and materials.

### 5. Disciplinary Measures

#### a. Not Permissible

Disciplinary measures which are not acceptable under any circumstances include:

- i. Physical threats.
- ii. Mass detention, mass demerits, and mass punishment of the whole class for misbehaviour on the part of a small number of individuals in the group.
- iii. Verbal attacks such as sarcasm, humiliation, racial or personal references.
- iv. Homework assigned for the purpose of punishment.
- v. Corporal Punishment

Corporal Punishment is defined as the use of force to inflict retributive bodily suffering or pain for purposes which include securing or maintaining obedience, correction, or discipline.

The Head of School expressly prohibits the use of corporal punishment in any form.

- No student will be subject to corporal punishment by any teacher, other students, administrator, or other school personnel.
  - No teacher, administrator, other students, or other persons will subject a student to corporal punishment or condone the use of corporal punishment by any person under his or her supervision or control.
  - Permission to administer corporal punishment will not be sought or accepted from any parent/guardian, or school official.
- vi. Physical restraint, which is, maintaining control through holding a student to prevent bodily action - as distinguished from punitive physical force - is permitted.

b. Permissible

i. Detentions

- Detentions are only applicable at the elementary levels.
- The objective of a detention should be correction.
- The length of a detention on any given day shall not exceed thirty minutes.
- Detained students must be directly and continuously supervised by staff.
- No student may be denied lunch or recess for the purpose of serving detention.
- If a student must be detained before or after school hours, the parents/guardians must agree to the detention.

ii. Suspensions from Class

The removal of a student from class by the teacher to an approved supervised location in the school.

The purpose of a suspension from class is to provide the teacher with time to consult with the appropriate Director and to consider a suitable resolution of the discipline problem. The suspension must meet the following requirements:

- Immediate notification of the Director responsible for the program.
- Resolution of the problem by the teacher and student in accordance with CFIS administrative procedures.
- Notification of parents/guardians as determined by the Director.
- Return of the student to class as soon as possible.
- Documentation of the incident and applicable disciplinary measures.

iii. Minor Suspensions

The removal of a student from:

- one or more class periods;
- one or more courses or school programs;
- riding on the school bus;
- participating in a school sponsored activity.

The purpose of the minor suspension is to provide time for discussions with the student, the parents/guardians, and school personnel with a view to finding a resolution to a disciplinary concern. Minor suspensions must meet the following requirements:

- Direct involvement of the Director responsible for the program.
- Immediate notification of the parents/guardians.
- A written report must be forwarded to the parent/guardians outlining the circumstances with respect to the suspension.
- Documentation of the incident and applicable disciplinary measures.

iv. Major Suspensions not exceeding 5 days

The removal of a student from the school for a period not exceeding 5 days.

The Head of School has the authority to suspend a student from the school. Suspension of a student from the school is the temporary relocation of the student from the school to the custody of the parents/guardians pending resolution of a discipline problem through consultation between the parents/guardians and school.

Under those circumstances, the Head of School will:

- Immediately inform the parents/guardians of the suspension.
- Send a written report to the parent/guardians outlining the circumstances with respect to the suspension.
- Inform the Board Chair of the suspension and the circumstances relating to it.
- Documentation of the incident shall be made.

v. Major Suspensions exceeding 5 days.

The removal of a student from the school for a period exceeding 5 days.

If it is felt that a suspension should be longer than 5 days, the Head of School will:

- Inform the Board Chair forthwith.
- Draft a written report to the Board outlining the circumstance of the suspension along with pertinent recommendations if any.
- Immediately inform the parents/guardians of the suspension.
- Send a written report to the parent/guardians outlining the circumstances with respect to the suspension.
- Documentation of the incident shall be made.

vi. Expulsions

The permanent removal and withdrawal of a student from the school by the Head of School.

The expulsion of students is to be administered by the Head of School in accordance with the Alberta School Act Regulation 190/2000 Private Schools Regulation. It is subject to the following procedures:

- Prior counselling of the student by the teachers, the Director in charge of the program, and the Head of School.
- Advice provided to the student and the parents/guardians relative to the possible or intended future disciplinary action.
- Immediate notification of the Board Chair.
- The drafting of a written report to the Board outlining the circumstance of the expulsion.
- Immediate notification to the parents/guardians of the decision to expel the student.
- The drafting of a written report to the parent/guardians outlining the circumstances with respect to the expulsion.
- The report should advise the parents/guardians:
  - of their right, under Board Policy, to be heard by the CFIS Board of Directors;
  - of the need to request a hearing in writing within ten calendar days of the notification of the student's expulsion.
- At the request of the student's parents/guardians, the Board, within ten calendar days of the expulsion, shall meet to allow the parents to make representation in accordance with Board Policy. Following that meeting the Board may make a recommendation to the Head of School with respect to the case in question.
- Documentation of the incident shall be made.
- A student who is expelled shall not be reinstated.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• Alberta School Act, R.S.A. 2000, c. S-3, sections 12, 13(1), 13(5), 13(6), 14, 15, 16, 18, 19, 20, 24, 25, 45(8), 60(1) (e)</li> <li>• Alberta School Act Regulation 190/2000 Private Schools Regulation.</li> <li>• CFIS Policy 18, Health and Safety</li> <li>• CFIS Policy 14, Role of the Head of School</li> </ul>
Related Forms	



# Administrative Procedure

## 321 Support for Student Organizations



### Procedures:

1. If one or more students attending CFIS request any member of CFIS’s faculty or staff for support to establish a voluntary student organization, or to lead an activity, that member of faculty or staff shall inform the divisional principal of the request.
2. If the requested organization or activity aligns with CFIS’s stated mission, vision and values, the principal will ensure that a faculty or staff member is assigned to oversee and supervise the organization or activity, subject to availability of resources. Depending on scheduling/timetabling, the organization or activity may be considered during class time or as an extra-curricular undertaking.
3. If the organization or activity is intended to promote equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical or mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs, the principal of the division then shall:
  - a. Permit the establishment of the student organization or the holding of the activity at CFIS; and
  - b. Designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
4. After consulting with the principal, the students may select a respectful and inclusive name for the organization, which may include the name “gay-straight alliance” or “queer-straight alliance”.

Date Approved	February 2016
Last Review Date	N/A
Reference(s)	<ul style="list-style-type: none"> <li>• Alberta School Act – Sections 16.1 and 45.1</li> <li>• CFIS Board Governance Policy #2 (Governance Style &amp; Process)</li> <li>• CFIS Board Governance Policy #17 (Mutual Respect)</li> </ul>
Related Forms	

# Administrative Procedure

## 324 Dealing with Child Abuse by Staff Members

### Background:

At CFIS we believe that cases of physical or sexual abuse of children which come to the attention of the administration must be dealt with quickly, efficiently and in accordance with governing legislation. The administration's approach must be consistent and prudent. The following procedures must be understood clearly by all employees and great caution must be taken to protect the privacy and reputation of child abuse victims as well as those accused of child abuse who are not guilty.

### Definitions:

1. For the purpose of this Administrative Procedure a child is considered physically abuse if one of the following is true:
  - a. There is substantial and observable injury to any part of the child's body as a result of non-accidental application of force for the purpose of punishment or the enforcement of discipline.
  - b. There is evidence that the child was subjected to non-accidental application of force for the purpose of punishment or the enforcement of discipline.
2. A child is sexually abused if the child is inappropriately exposed or subjected to sexual contact, activity or behaviour.

### Procedures:

1. This Administrative Procedure applies only to reported abuse by CFIS staff members. All other cases of child abuse are covered under the Child, Youth and Family Enhancement Act and shall be reported in a manner consistent with the Handbook for responding to child abuse, provided by the Government of Alberta.
2. In all cases where accusations of physical or sexual abuse are leveled against a staff member, the highest priority of the CFIS administration shall be the immediate safety and protection of the victim as well as the student population in general.
3. Any CFIS employee who has reasonable grounds for suspecting that a child is being abused by another employee shall immediately report the circumstances to the Head of School.
4. Accusations of physical or sexual abuse by a staff member shall be subject to the following protocol:
  - a. Immediate removal of the accused staff member from contact with students.
  - b. Initial interview of the child by the Head of School (or delegate) to:
    - i. Determine the need to assure protection of the child.
    - ii. Determine whether there is reasonable and probable ground to believe that the complaint is valid.
    - iii. Establish the identity of witnesses to the event(s) in question.
  - c. No video taping shall be allowed to occur during interviews.
  - d. The Head of School **shall not interview the alleged victim any further** after establishing reasonable and probable ground to believe that the allegation is valid.
  - e. If preliminary investigation indicates that the report is valid:
    - i. The victim's parents shall be contacted immediately and notified of the option to report the matter to Police for further investigation.
    - ii. If parents are unwilling to pursue the event with the authorities, the Head of School shall decide on the necessity to report the matter to Police for further investigation.
    - iii. The matter may be reported to the Alberta Teachers' Association (where the staff member is a member of the ATA).
    - iv. Dismissal of the staff member in question may be the result depending on the outcome of an investigation by proper authorities.
  - f. If the preliminary investigation indicates that the report is unfounded:
    - i. The parents will be informed of the situation.
    - ii. The concerned staff member shall be returned to assigned duties.
    - iii. No further action is required.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• Responding to Child Abuse: A Handbook, Gov't of Alberta, 2005</li> <li>• Child, Youth and Family Enhancement Act.</li> <li>• School Act, Practice Review of Teachers Regulation, Alberta Reg. 11/2010</li> </ul>
Related Forms	

## Background

At CFIS, we recognize the need to maintain good working relations with community agencies and also to protect the rights of children.

## Procedures:

### A. Interrogations of Students

Persons other than school personnel, the legal guardian of the student, law enforcement officers, and in some circumstances child welfare authorities may not interview a student on school premises.

#### 1. Police Investigations

- a. When a police officer finds it necessary to interview a student during school hours, the officer will report to the Head of School and make known the purpose of the visit.
- b. After the police officer has made known the purpose of the visit, the Head of School (or designate) will contact the parents to advise them of the presence of the officer, and the request of the officer to interview the student. The Head of School will then tell the officer whether the parent will permit an interview with the child.
- c. For students under twelve years of age, once parental consent has been obtained, the Head of School (or designate) will bring the student to the office. The interview will take place in the presence of the Head of School, and of the parent, if the parent chooses to attend.
- d. For students twelve years of age or older, once parental consent has been obtained, the Head of School (or designate) will bring the student to the office. The interview will take place in the presence of the parent, or if the parent chooses not to attend, an adult as selected by the student. The Head of School does not automatically have the right to be present.
- e. If the student requests that the Head of School or another staff member be present during the interview, it is desirable that the individual comply. However, the staff member is not obligated to accept. If the request is refused, the student may select another adult to be present.
- f. The Head of School may request to be present as a silent observer. If the Head of School makes such a request, the police officer is responsible for informing the student of the request. If the student does not consent, the Head of School may:
  - i. Let the interview go ahead in the Head of School's absence.
  - ii. Request that the interview be moved from the school premises.
- g. Before removing a student from the school, the police officer should communicate by telephone with the parents and inform them of the course of action taken.

The police officer is responsible to state that:

- i. The student is under no obligation to give a statement.
- ii. Any statement given by a student may be used as evidence in proceedings against the student (if the student is twelve years of age or older).
- iii. The student has the right to consult with
- iv. counsel or a parent;
- v. in the absence of a parent, an adult relative;
- vi. in the absence of a parent and adult relative, another appropriate adult of the student's choice.
- vii. Any statement made by the student must be made in the presence of the person identified above.

#### 2. Child Welfare Investigations

- a. When child welfare workers or police officers wish to visit a school for the purpose of investigating alleged child abuse or neglect, they shall report to the office of the Principal, provide adequate identification of themselves, and make known the purpose of their visit. In all cases of child sexual abuse, or physical abuse causing bodily harm, child welfare workers are required to notify the police, who will investigate to determine whether charges should be laid. Joint interviews involving both child welfare workers and police officers may occur during an investigation.
- b. To enable the student to speak freely and openly to the investigators, it is usually appropriate for the student and the investigators to be alone. Occasionally a student may request or require the reassuring but non participating presence of a familiar staff member; therefore, there may be instances when the Head of School and the investigators agree that a school representative should be present during the interview.
- c. The Head of School shall not notify the parents about an investigation. The responsibility for notifying parents about an investigation is that of the investigators. While it is important for parents to learn promptly that an investigation is underway, a greater concern is that the

student be protected from possible abuse. Thus, in cases where intra-familial abuse may be suspected, parent notification by the investigators normally follows an initial contact with the student.

- d. The Head of School should clarify with the investigators when contact with the parents will be made, particularly when an investigation begins near the end of a school day, as the student's return home may be delayed. If the investigators have not yet contacted the parents and the parents call the school indicating that the student has not yet returned home, the Head of School will provide the investigators' names and telephone numbers.
- e. The Head of School shall keep a written record including the identity of the investigators and their reasons for being at the school. The record shall be kept in a secure place, other than the student's file, until such time as it is deemed appropriate to destroy the information.
- f. Investigators may wish to interview school personnel having regular contact with the student or having other specific information pertinent to the investigation. The Head of School (or designate) will assist by identifying and facilitating these contacts.
- g. Since the individuals identified above, may be required to give evidence under oath in any court proceedings which may eventually occur, it is recommended they summarize, in writing, the information provided to the investigators and retain it for future reference.
- h. In the interests of the student and in recognition of the family's right to privacy, schools shall maintain confidentiality in matters involving investigations into alleged child abuse or neglect.

**B. Student Searches**

- 1. If suspected of wrongdoing, a student may be directed to empty pockets, knapsack, purse, etc.; however, physical searches of students are not to be undertaken by school personnel. If, in the opinion of the Head of School, a physical search should be conducted, the police shall be contacted.
- 2. School lockers are available to most students on the condition that the school reserves the right to search and repossess the locker at any time without notice under the direction of the Head of School.
- 3. The following procedures shall apply for the search of student lockers:
  - a. Only the Head of School may authorize the search of a student locker.
  - b. The student may be informed of the search at the discretion of the Head of School.
  - c. An adult witness must accompany the person conducting the search.
  - d. Students should be advised that secured lockers may be searched at the discretion of the Head of School.

Last Review Date	June 2010
Reference(s)	• School Act – Section 57
Related Forms	

## Administrative Procedure 345 Student Use of Bicycles

### Background:

The CFIS recognizes the use of bicycles as a means for some students to get to and from school.

### Procedures:

1. Students are not permitted to ride bicycles on school property. Bicycles are to be walked to the appropriate bicycle parking areas.
2. Any bicycles left unattended on school property must be left in areas designated by the administration for bicycle parking and must be left in a manner so as not to be a risk to other students or the General Public.
3. All bicycles left in the bicycle parking areas should be locked to minimize the risk of theft.
4. The School is not responsible for damages or theft occurring while bicycles are parked on CFIS property.

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 346 Student Use of Automobiles

### Background

The CFIS recognizes that secondary students that are of driving age may chose to travel to and from school by automobile. Students may do so, provided they conform to the following standards.

### Procedures:

1. The CFIS does not provide parking spaces specifically dedicated to students' private vehicles. Students who drive to and from school may use the "visitor" parking spaces that are available.
2. The CFIS does not authorise, nor does it assume responsibility for students, who normally use school bus transportation to travel to or from school as a passenger in another student's vehicle.
3. Students are not permitted to use private automobiles on school-sponsored functions, or transport other students to or from school sponsored functions.
4. Driving behaviour on CFIS property is subject to the norms applicable to city streets. Drivers are expected to respect signage.
5. Unnecessary idling of vehicles should be avoided while in school parking facilities.

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 347 Student Transportation in Private Vehicles

### Background:

The CFIS encourages the use of school buses rather than the use of privately owned vehicles to transport students to and from school related activities; however the School recognizes that there may be a need for transporting students, on occasional or infrequent trips, in privately owned vehicles due to special circumstances.

### Procedures:

1. Where the CFIS provides transportation, volunteer vehicles will not be utilized.
2. The preferred form of travel is by school bus, and it is expected that students will travel by school bus to all off-campus activities provided that the number of students warrants the use of a school bus.
3. Where small numbers of students are being transported on school business or to off-campus activities, and where the students transported are 6 years of age or more, travel may be in vehicles owned by an employee or parent volunteer, providing:
  - a. The school Head of School (or designate) approves in writing that the specific activity is a school-sponsored activity and approves the use of a privately owned vehicle.
  - b. The employee or parent volunteer has completed the form entitled “AP 347F Volunteer Driver Authorization” indicating that:
    - i. The driver is at least 25 years old.
    - ii. The driver is appropriately licensed for driving in Alberta.
    - iii. The driver has 5 years of driving experience and no more than 3 demerit points on their driving record.
    - iv. The vehicle is in sound mechanical order.
    - v. The vehicle is equipped with adequate safety features.
    - vi. The vehicle is adequately equipped for the driving conditions.
    - vii. The driver is covered by third party liability insurance for at least \$1,000,000. (\$2,000,000 is preferable).
  - c. Under no circumstances will more than three (3) students be transported in any vehicle owned by an employee or parent volunteer.
  - d. A copy of the signed AP 347F form is on file with the Head of School (or designate) prior to the activity taking place.
  - e. The employee or parent volunteer is made aware that their insurance coverage is always primary or first loss insurance and that if they intend to occasionally transport students, they shall advise their insurance company.
4. The Volunteer Driver Authorization form must be completed by the driver prior to the use of a privately owned vehicle for school activities, and is only valid for the current school year.
5. Where the vehicle to be used is equipped with a front passenger-side airbag, then no student less than 13 years of age shall be transported in that seat, unless the airbag has been properly deactivated.
6. All students must be wearing seat restraints properly at all times.
7. Where overnight trips are involved, volunteer drivers are required to submit a criminal records search.
8. The CFIS does not support the practice of students driving other students to and from off-campus activities.
9. It is expected that the teacher-in-charge of an activity, where volunteer drivers are used, will be familiar with, and apply the requirements of AP 280 Off-Campus Activities concerning the transportation of students.

Last Review Date	June 2011
Reference(s)	<ul style="list-style-type: none"> <li>• Alberta Transportation, Information Bulletin, March 2007, <a href="http://www.transportation.alberta.ca/2988.htm">http://www.transportation.alberta.ca/2988.htm</a></li> <li>• Canada Safety Council, <a href="http://safety-council.org/safety/public-safety/children/children-and-airbags/">http://safety-council.org/safety/public-safety/children/children-and-airbags/</a></li> <li>• Traffic Safety in Alberta, <a href="http://www.saferoads.com/">http://www.saferoads.com/</a></li> <li>• Traffic Safety in Alberta, <a href="http://www.saferoads.com/vehicles/childseats.html">http://www.saferoads.com/vehicles/childseats.html</a></li> <li>• Insurance Corporation of BC, <a href="http://www.icbc.com/road-safety/safer-vehicles/airbags">http://www.icbc.com/road-safety/safer-vehicles/airbags</a></li> <li>• AP 280 Off-Campus Activities</li> </ul>
Related Forms	<ul style="list-style-type: none"> <li>• AP 347F Volunteer Driver Authorization</li> </ul>



## Background:

At CFIS we believe that evaluation of students is an important component of educational delivery and an integral part of the teaching-learning process. Summative evaluation is seen as one component of an overall assessment practice, which includes diagnostic and formative assessment. Inherent in the evaluation and assessment practices is the view that the student is an active participant.

Assessment, evaluation, and communication of student achievement are integral parts of the schooling process. Each part of the process should be viewed as a positive experience for students. Furthermore, both teachers and students should view the process as enablers for further planning, teaching and learning.

Each student's progress and performance should be assessed on a continual basis, as an integral part of the instructional process. Subject to legal requirements, individual student progress and performance shall be reported to parents, students, and others in various ways throughout the academic year.

Provisions in keeping with PIPA must be established to safeguard the confidentiality of information obtained through evaluation and assessment practices.

Teaching practices with respect to assessment should be developed in a manner that supports and encourages continuous growth and learning through the nine principles adopted by the Alberta Assessment Consortium "A Framework for Student Assessment":

1. Assessment, evaluation, and communication of student growth are based on the curriculum and are in line with the school's philosophy and programming principles.
2. Information about methods of assessment and results of evaluation is available to students, parents, and the community.
3. Student growth is assessed, evaluated, and communicated for all outcomes.
4. Evaluation and communication of student growth are ongoing and are used to plan effective programming.
5. Student growth is demonstrated through a variety of performances evaluated by the teacher.
6. Student growth is enhanced when students participate in the assessment, evaluation, and communication processes.
7. Student growth is heightened when the student views assessment, evaluation and communication positively.
8. Methods of communicating student growth vary depending on audience and purpose.
9. Methods of assessment and evaluation of student growth are developmentally appropriate and vary depending on student learning patterns.

## Procedures:

### A. Routine Assessment of Student Performance

1. The responsibility for the assessment of student performance rests with the teachers and shall be conducted under the direction of respective Directors and ultimately the Head of School. Only persons approved by a Director or the Head of School may assist in the assessment of students.
2. It is the responsibility of teachers to ensure that the results of assessments are recorded and communicated to students, parents, and other professional in appropriate ways.
3. The purposes of student assessment are to:
  - a. Motivate students and provide feedback in regard to how well the student is performing at a given point of the school year.
  - b. Provide information to be used in making decisions in regard to placement of the student in appropriate programs.
  - c. Provide the teacher with information with respect to the effectiveness of instruction.
  - d. Provide parents and the School with timely information on the student's progress.
4. Assessment is ongoing and continuous, formal (written tests, project work, assignments) and informal (teacher assessment of student progress).
5. In order to obtain reliable, consistent and valid standards for the school, the following criteria will be applied:
  - a. Evaluating categories should be reasonable, stable and objective. Students and parents should feel that the standards applied to students are consistent and fair.
  - b. Evaluating standards should be expressed in terms that are appropriate to the best procedures of measurement.
  - c. Standards of assessment should be consistent with scientific standards of child development and learning in general, and learning in an immersion environment in particular.
  - d. Standards of assessment should be consistent with the values of the Canadian culture, Alberta Education and the School philosophy.

**B. Standardized Testing**

1. The School shall use standardized achievement tests, at appropriate grade levels, to provide consistent and dependable information in assessing student progress and to ensure and maintain high quality instructional programs.
2. It is the Head of School's responsibility to determine guidelines and processes by which this administrative procedure will be carried out, monitored, and evaluated periodically.
3. The CFIS will participate in the Provincial Achievement Testing Program.
4. Individualized records graphs of student achievement in standardized tests and student record sheets will be completed, maintained and added to the student's cumulative record folder yearly by respective teachers.
5. Class record sheets are to be kept in a cumulative central file.
6. Test scores will be examined as a means to inform the Administration with respect to strengths and weaknesses of CFIS instructional programs.
7. Parents may review the results of their child's progress on standardized tests subject to Administrative Procedures relating to student records.
8. The Head of School shall inform the Board of standardized test results and assist in the understanding of the implications of the results for CFIS instructional programs.
9. Teachers shall compile results, and complete score sheets, individual graphs and class averages. Final approval of results shall be the responsibility of the Head of School.
10. It is imperative that all students complete standardized tests. When students are absent of a scheduled testing date, depending on the type of test, the testing session may be re-scheduled.
11. The CFIS will follow the ministry of education directives with regard to the Provincial Achievement Testing Program.

Last Review Date	June 2010
Reference(s)	• Alberta Education, Alberta Assessment Consortium
Related Forms	

# Administrative Procedure

## 357 Reporting on Student Achievement

### Background:

At CFIS, we believe that parents have the right to receive a report card that clearly outlines their child's progress during the preceding reporting period.

Student report cards should provide parents with sufficient information for them to understand:

1. The grade level at which the student is working.
2. The extent to which the student is meeting expectations for that grade level.
3. Whether or not the student is reaching attainment targets regardless of grade level expectations if applicable to the program.
4. The performance of the student in relationship to the student's estimated ability.

### Procedures:

#### A. Progress Reports

1. Academic achievement and effort, work and study habits, interpersonal, physical, social, emotional and creative growth will be reported for each individual student.
2. Reports on student progress shall be made:
  - a. Three times a year for elementary students (November, March and June).
  - b. Four times a year for junior and senior high students (November, January, April, June).
3. Teachers will work together to strive for consistency in evaluation procedures under the supervision of their respective Directors. The following criteria shall guide the evaluation procedures:
  - a. Marks in given subjects should be based on extensive and comprehensive measurements, having due regard for time span and multiple dimensions.
  - b. Marks must symbolize a comparison between pupil performance and fair standards for age and grade level.
  - c. Any marking system should be diagnostic to some extent.
  - d. Marks and reports must help the pupils assess their own accomplishments realistically.
  - e. The symbols and the reports must be intelligible to students as well as parents.
4. Student results for all standardized tests and provincial achievement tests shall be reported to the parents, interpreted and discussed when requested.
5. A duplicate copy of the final report card shall be maintained in the student cumulative file.
6. Report cards are to be signed by a parent/guardian and promptly returned to the child's teacher.
7. At the elementary levels, student assignments and tests shall be included with each progress report.
8. Objectives or work covered according to long-range plans shall be communicated to parents.
9. Student progress reports shall be submitted to the respective Directors for review at least one week prior to the date of issue or as requested by the Director.
10. The guidelines for the preparation of student progress reports shall be periodically reviewed and updated to meet Alberta Education guidelines. Amendments may be made, in cooperation with Directors and teachers, which will require the approval of the Head of School.

#### B. Parent-teacher interviews

1. Parents are encouraged to:
  - a. Discuss their child's learning with the classroom teacher at any time they have serious or urgent concerns regarding their child's progress.
  - b. Discuss all matters of school operation with the appropriate Director or with the Head of School.
2. Opportunities for parent-teacher interviews shall be scheduled for every reporting period. Parents shall be advised of the interview dates through the school calendar.
3. Teachers may request and arrange an interview at any other time during the school year.
4. Special conferences of parents with all the teachers involved with their child may be arranged where necessary.

5. Any parent who is unable to resolve a concern with the classroom teacher may request to review the matter with the appropriate Director and ultimately with the Head of School if necessary.

Last Review Date	June 2010
Reference(s)	
Related Forms	

# Administrative Procedure

## 359 Promotion and Retention of Students



### Background:

At CFIS, we believe that students have the right to achieve success in a French Immersion environment and, therefore expect that everything will be done to give each student the opportunity to achieve success while attending CFIS.

The basic guideline is whether the student has sufficient fundamental skills in one grade to receive benefit from instruction at the next level. Other factors such as maturity may be considered. The long-range welfare of the student should determine promotion or rate of progress. Objective information should determine the rate of progress of individual students; to this end, teachers are required to keep accurate, up-to-date records of student achievement and progress, and must at all times be able to justify a recommendation for promotion or retention.

Collective, rather than individual decisions shall be the basic rule in deciding promotion or non-promotion. The decision to retain a student in any grade or course must be approved by the Head of School.

### Procedures:

1. At the beginning of each school term, teachers shall make explicit to parents and students the course expectations as well as the evaluation procedures for that particular course.
2. Regardless of the program a student is taking, promotion should largely be determined by:
  - a. The extent to which the fundamentals have been mastered.
  - b. In the case of students failing to apply themselves in a reasonable manner, steps should be taken to:
    - i. Counsel them with regard to their academic performance, attitude, behaviour, etc.
    - ii. Ensure that instruction is differentiated as necessary and desirable, to meet their abilities.
    - iii. Ideally, students should progress through the elementary school years at a rate commensurate with their abilities. However, some students may require seven years to complete the six-year elementary program.
3. In instances where it becomes apparent that a student's promotion may be at risk:
  - a. The teacher shall advise the appropriate Director prior to any discussion with the parents.
  - b. The program Director is responsible for reviewing the student's progress in consultation with appropriate teachers and arranging timely conferences with the parents to discuss the student's progress and program.
  - c. Whenever possible, parents/guardians shall be advised in writing by the end of March.
4. The Director in charge of the program is responsible for attempting, in consultation with appropriate staff, to determine the cause of students difficult. If outside consultants or specialists are recommended, parents must agree in writing and accept to assume the cost of said services.
5. Only the Head of School, after consultation with appropriate staff, shall advise the parents of the final determination that their child must repeat a grade or a subject of a grade (at secondary levels).
6. In matters where retention of students is necessary, the Head of School's decision is final.

Last Review Date	June 2010
Reference(s)	
Related Forms	

### Background:

Student dances are generally perceived as being part of school life. The CFIS Board and Administration have the responsibility to ensure student safety. This responsibility extends to activities conducted outside the hours of instruction. When it comes to school dance our objective is to maintain an equilibrium that will result in positive and pleasant experiences for our students.

### Procedures:

We, at CFIS high, take pride in the conduct of our students at all school events. The following are the standards that shall apply to the organization of school dances:

#### 1. General

- a. All dances will be organized under the responsibility of the Student Union Coordinator who is a member of the CFIS staff.
  - i. The Student Union Coordinator will ensure that an adequate number of chaperones are selected. The number of chaperones will be determined for each dance based on perceived need.
  - ii. The Student Union Coordinator should meet with chaperones and explain assignments and guidelines before the dance.
- b. Dances at CFIS will be held in the gymnasium. Dances will begin at 7:00 p.m. and conclude at 11:00 p.m.
- c. No students will be admitted after 8:30 p.m. unless prior arrangements have been made with the Student Union Coordinator.
- d. Food will be on sale. Drinks and snacks will be available. Students are expected to keep the food consumption area clean by throwing their garbage in the appropriate containers.
- e. Students are to remain in the gym or the cafeteria areas during the dance. All other areas of the school are out of bounds.
- f. No food or drink will be allowed in the gym.
- g. Students are to treat all teacher and parent chaperones courteously and follow the instructions they are given.
- h. Students are to stay in the building until they are ready to leave the dance. They may not leave and re-enter the building.
- i. Parents are responsible for picking up their students within 15 minutes after the dance ends.
- j. Alcohol, smoking and all illegal substances are prohibited.
- k. Students and guests should avoid bringing valuables to dances. No safe storage will be provided.

#### 2. Rules for Dancing:

- a. Lights may be adjusted during the dance (in designated areas). At any point, if there is inappropriate dancing, and students fail to change the dancing, the lights will be turned on and will remain on for the rest of the dance.
- b. There shall be no provocative or lewd dancing.
- c. Students who are in violation of these rules will receive one warning from a chaperone, teacher, or administrator. Students who continue to misbehave may be instructed to sit for a short time, asked to call a parent/guardian to pick them up, or told they are not allowed to attend the next dance. Some inappropriate behaviours may result in a referral to administration for disciplinary measures.

#### 3. Guests

- a. The Administration of the school will determine if there will be admission of guests to a dance. If it is determined that guests are permitted, all guests must be signed in. There will be a maximum of three (3) guests per sponsor and the sponsor must accompany their guest to the dance.
- b. If it is determined that guests are permitted:
  - i. The dance is open only to CFIS registered students and their guests.
  - ii. If a CFIS student brings guests to the dance, that student is to see that the guests know and obey all CFIS school and dance rules.
  - iii. Guests must be signed in at the time of entry.
  - iv. CFIS students should only sponsor individuals they know and can trust to behave appropriately.
- c. CFIS Administration reserves the right to refuse entry or remove any individual whose behaviour is considered disruptive. This includes anyone found in a restricted area of the school.

#### 4. Coat Check

- a. There will be a mandatory coat check, at an area designated for that purpose, for all students and guests. All coats, jackets, bags, etc. must be left at the coat check. All items will be left at the owner's risk. While making every effort to protect checked items, CFIS accepts no responsibility for personal property damaged, lost or stolen.
- b. Only small (ladies) handbags will be permitted in the dance area.

#### 5. Dress Code

- a. Dress code will be as for any non-uniform day - appropriate and modest.
- b. Dresses/skirts must not be shorter than 10cm above the knees.
- c. Dresses/skirts must modestly and completely cover all private areas.
- d. Dresses with plunging necklines or bare midriffs are not appropriate.
- e. Undergarments are not to be seen.
- f. Attire with lettering or drawings which depict sexually suggestive expressions/actions, profanity, drugs, alcohol, or which degrade the integrity of the individual or others is prohibited.
- g. Dance attendees and chaperones are to dress at a minimum of casual at all dances. Casual is defined as: jeans, khakis, t-shirts, sneakers. The following dress is not permitted:
  - i. Short shorts
  - ii. Boxer shorts
  - iii. Cut-off shorts
  - iv. Worn jeans with holes
  - v. Dresses, skirts, and blouses that expose the midriff, the back or cleavage
  - vi. Halter tops
  - vii. See-through or muscle shirts
  - viii. Items of clothing advertising alcoholic beverages, tobacco products or drugs, or that have vulgar, obscene, or offensive messages.

#### 6. Appropriate Behaviour

- a. Student behaviour is of the utmost importance if dances are to be successful. Students should be aware that appropriate behaviour in the gym is crucial. The success of any given dance event may determine if and how future dances will be organized.
- b. Any individual in the possession (or perceived to be under the influence) of an illegal substance may:
  - i. Be detained until a parent or guardian arrives
  - ii. Be subject to a suspension
  - iii. Face legal charges.
- c. Students must
  - i. Dress according to the Dress Code
  - ii. Behave courteously, act responsibly, and possess good manners
  - iii. Use controlled and appropriate language and gestures
  - iv. Not smoke or use tobacco products
  - v. Not use alcohol, drugs, or be associated with or remain in the presence of others when they are being used
  - vi. Not carry or threaten another person with a weapon, bodily force, or threatening verbal or non-verbal language
  - vii. Avoid roughness to room furnishings, furniture, equipment, etc.
  - viii. Respect the rights of those attending the dance
  - ix. Avoid congregating or spending unreasonable time in the rest rooms
  - x. Avoid loitering on the school before, during, or after dances
  - xi. Cooperate and obey the directions of the chaperones during the dance.

7. Music

- a. Music played at CFIS dances should be consistent with the values and teaching of CFIS.
- b. Music must not promote rowdy or aggressive behaviour.
- c. Music must not contain lyrics, themes or innuendo that are violent, sexual, lewd, profane or otherwise offensive.
- d. Music styles that promote freak dancing, bump and grind, or other sexualized dances are not acceptable.
- e. All AVLA (Audio Video Licensing Agency) DJ guidelines must be respected and followed in compliance with CFIS' AVLA DJ licence.
- f. No music or videos obtained from unauthorized sources may be played at any public school function by CFIS deejays. (Note: iTunes is considered by AVLA to be an acceptable source.)
- g. In any situation where a "radio edit," "non-explicit," or "clean" version of a song is available for download or purchase, the "clean" version must be played. In addition, at no time may a version of a song listed on iTunes as "explicit" be played.
- h. SPL (sound pressure levels) should not exceed a reasonable volume and the deejay must constantly monitor these levels in order to prevent permanent hearing damage in any students, supervisors, or attendees.
- i. A speaker system with a maximum net wattage rating of 3,200W should suffice for any indoor school event. (In most instances – even large dances in the gym – less power should be sufficient.)
- j. Laser-based lights may not be positioned in a way that they can shine directly into the eyes of a person throughout their moving coverage pattern.
- k. The planned usage of the American DJ Galaxian Laser and strobe lights, and any similar products, must be announced prior to the event out of respect for individuals with medical conditions such as epilepsy and any other similar issue.
- l. Deejays shall stop the music immediately if:
  - i. Disruption in the crowd develops
  - ii. Asked to by an administrator of the school
  - iii. There is fighting, or throwing objects
  - iv. If anything that could injure someone is occurring.
- m. Deejays must respond to directions from administrators.

8. Consequences of Misconduct

- a. Any dance attendee who disobeys the set rules may be removed from the dance by a chaperone. The offender will be closely supervised while a parent or guardian is contacted. The offender will then be escorted off the premises into the charge of parent or guardian. If criminal offenses are detected, the Calgary City Police will be notified and handle the violation(s).
- b. Any dance attendee who disobeys the Code of Conduct may be banned for further attendance at any future dance events. In these circumstances, a letter will be sent to the violator's home and a copy will be maintained by the CFIS Head of School.

Last Review Date	June 2011
Reference(s)	
Related Forms	



# Administrative Procedure

## 361 Year-end Closing Exercises

### Background:

The CFIS recognizes the significance and importance of officially recognizing student achievement and effort at secondary levels through ceremonies in which students, parents, teachers and the school community participate with great pride.

### Procedures:

At CFIS, official year-end closing exercises shall consist of two events held annually:

- a. The Gala Méritas
- b. The Grade 12 Graduation Ceremony.

### Gala Méritas

1. Responsibility for the Gala Méritas, including its planning, is with the Director of Junior High Education who will consult students, parents and staff.
2. Invitations to attend shall be extended to Junior and Senior High students, teachers, School officials and CFIS Society Board members, CFIS Advancement Society members.
3. Speakers will normally include the CFIS Board Chair, the Head of School, Directors of Junior and Senior High Education. Other speakers may be added to the list depending on circumstances.
4. In Gala Méritas, the following areas of student recognition may be included:
  - a. Academic awards for compulsory subjects including: Math, Science, French, Physical Education, Social Studies, Spanish and English.
  - b. Academic awards for optional subjects which may include: Food Studies, Debate, Music, Drama, Visual Arts and Multimedia. The list of options to be included will be subject to yearly review.
    - i. Criteria for selection of the recipients of awards for compulsory and optional courses may be reviewed yearly and include:
      - Excellence in performance.
      - Commitment to the course objectives.
      - Quality of work.
      - Consistent effort.
  - c. Sports awards for participation as well as performance in sports, which may include awards for:
    - i. Performance in various sports.
    - ii. Athletics.
    - iii. Bronze, silver and gold certificates for participation in varying numbers of sports teams.
    - iv. Male and female athletes of the year.
    - v. Medals of excellence.
  - d. The awarding of certificates to students on the **CFIS Honor Roll** (*Tableau d'honneur*).

Four categories of certificates have been identified for distribution in the Honor Roll category:

    - i. The Certificate of Honor for students who maintain an overall average of 80-84.99% in 5 core subjects (Math, Science, English, French, and Social Studies) with no grade below 70%.
    - ii. The Certificate of Excellence for students who maintain an overall average of 85% or higher in 5 core subjects, with no grade below 70%.
    - iii. Highest overall average.
    - iv. Highest overall effort.
  - e. Distribution of CFIS Advancement Society's Awards and Scholarships

The grade focus, the value, the number of awards and the eligibility criteria for this category of awards is reviewed annually and determined by the CFIS Advancement Society. Information on these and about the application procedures for the grade 12 scholarships shall be posted on the school website.

    - i. The Pioneer Award.
    - ii. The Extra Mile Award.

- iii. The Lester B. Pearson Award.
- iv. The Donna S. Finley Student Award for Excellence and Leadership.
- v. The Louise Moore Award.
- vi. The CFIS Grade 12 Scholarships.

## Graduation Ceremony

The CFIS encourages and supports the planning of an annual official graduation ceremony for grade 12 students. We regard graduation exercises as fulfilling the need to recognize and celebrate accomplishment in a fitting and memorable manner.

1. Decisions on the precise form such exercises take is delegated to the Director of Senior High Education who will plan in consultation with students, parents and staff.
2. The grade 12 graduation ceremony shall be a cap and gown event.
3. Invitations to attend shall be extended to Junior as well as Senior High students, teachers, School officials, CFIS Society Board members and CFIS Advancement Society members.
4. Parent of graduating students will be sent a formal invitation to attend.
5. Speakers will normally include the CFIS Board Chair, the Head of School, the Director of Senior High Education, the Student Council President and Valedictorian. Other speakers may be added to the list depending on circumstances.

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 372 Supervision of Students

### Background:

At CFIS, we consider the safety of students to be paramount while under the jurisdiction of the School, and we endeavor to create and maintain a safe environment for students, staff, parents and visitors.

### Procedures:

1. School staff should be constant and thorough in their attention to equipment and to the building and grounds so that unsafe equipment is not used and unsafe conditions are immediately reported to the appropriate member of the Administration.
2. The correction of unsafe conditions in the building or on the grounds shall be given immediate priority by the responsible member of the Administration.
3. Directors and teachers shall see that students in the school and on the grounds are adequately supervised at all times while under the authority of the School.
4. At every opportunity, the Head of School and Directors will stress the importance of safety precautions to all staff and the importance of proper supervision of children.
5. At least two qualified adults shall supervise the grounds during the following time periods:
  - a. Fifteen minutes before the first morning bell.
  - b. During morning and afternoon recesses.
  - c. During the lunch hour recess.
  - d. Fifteen minutes after the final afternoon bell.
6. All sidewalks, other walks and entries shall be kept free of snow and ice.
7. The Head of School shall remind parents, if deemed necessary, of their responsibilities with respect to safety in the parking areas and other school approaches as they are transporting the children to and from the school.
8. The school will co-operate with residents of neighboring communities in ensuring that their safety is respected.
9. Preschool and daycare parents must sign in and sign out their child(ren) daily.

Last Review Date	June 2010
Reference(s)	• CFIS Policy 18, Health and Safety
Related Forms	

# Administrative Procedure

## 376 Emergency Plans

### Background:

The safety and well being of everyone concerned with the CFIS is of utmost importance. Although the nature and magnitude of an emergency may not be predetermined, there should be standard procedures for CFIS personnel and parents to follow in the event of an emergency.

The CFIS will develop and maintain emergency plans in the event of fire, explosion, bomb threats, civil emergencies, national emergencies, and natural disasters requiring school closure. The Head of School is empowered to close the school in the event of an emergency rendering the building unsafe or inhabitable.

### Procedures:

#### 1. Parent Guidelines

The school administration wishes to remind parents that provisions should be made for the supervision of their children in case of an emergency where students may not attend (or remain in) school. Plans for such supervision will be useful either in case of illness, or in cases of local or national emergencies.

In any emergency situation requiring school closure children may have to be sent home from school. If there is the slightest possibility that no adult will be at home to supervise children returning home during the day, parents should have an established arrangement with other responsible adults to supervise their children until the parents are able to assume the responsibility themselves.

Students who attend CFIS get to school in a variety of ways. Some walk to school, others take the CFIS school bus or use the city bus system. Most are driven to school by their parents. Families must make contingency plans for their children to return home during the school day in exceptional circumstances. Such a plan should be made available to the school administration in September of each year and updated accordingly.

In the case of a civil, national, or natural emergency, the CFIS will ensure that critical information is broadcast in local media.

Administrative Procedure 376 (Emergency Plans) shall be posted in evidence on the CFIS website and distributed to families at the beginning of each school year.

#### 2. School Guidelines

In recognizing the responsibility for the safety of its employees and pupils, the following statements are set forth in regard to procedures in the event of disaster:

- a. It is imperative that students, staff, and the public be protected in case of emergency and that the educational process of the school be carried out with the least amount of disruption.
- b. Common sense should dictate the reaction of the school staff to emergency situations. All situations cannot be neatly defined into a category for which hard and fast guidelines can be drawn.
- c. Emergency procedures, as outlined in the Emergency Procedures Manual, have been designed to give guidance to those having responsibility for the safety of pupils, school staff, and other users of school facilities.
- d. The Head of School has the prime responsibility for ensuring the development of a building evacuation plan, and for the dissemination of emergency procedures to school staff. The evacuation plan will contain evacuation procedures and define roles and responsibilities of staff during an evacuation. In addition, the plan will describe arrangements in the case where students are required to be moved from the school site to temporary shelter. This plan must be consistent with the requirement of this Administrative Procedure. In addition, the Head of School will set up a designated chain of command so that safety procedures are carried out in event of his/her absence from the building.
- e. Fire drills shall be held regularly in accordance with the regulations of the Provincial Fire Marshall.
- f. All employees are to become familiar with the procedures set forth in the Emergency Procedures Manual.
- g. The Head of School will provide to the CFIS Board a written status report on the emergency planning procedures for the school, on or before September 30 of each year.
- h. Emergencies during non-school hours, which necessitate school closure, will be broadcast via local media. This communication will be initiated after consultation between the Head of School and the Board Chairperson.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"><li>• CFIS Policy 18, Health and Safety</li><li>• School Act, Section 28(1)(d), 57(1)</li></ul>
Related Forms	

## Background:

Emergency evacuations are required by law, in accordance with the Alberta Fire Code (1997), and must be performed at specific intervals.

It is the responsibility of the school administration to have an accepted evacuation plan in place that allows for two means of exit via corridors and not through classroom windows.

## Definition(s):

### **Emergency evacuation:**

This expression is used in this document in reference to evacuation of the building by all occupants in response to an emergency or crisis including, but not limited to: fire and bomb threat.

## Procedures:

### **A. Fire Safety**

1. The Head of School (or designate) must ensure that all persons within the school building are made aware that the purpose of an emergency evacuation exercise is to prepare students and staff to evacuate a building in a prompt and orderly fashion in the event of an emergency.
2. All visitors (adults or students) entering the building must report to the office and enter their name in the register kept in the office for that purpose.
  - a. Groups visiting from other schools should provide a list containing the name of all members of that group.
3. When emergency evacuations are called, all building occupants without exception must participate and evacuate the building.
4. Teachers shall ensure that students wear proper footwear while in the school.
5. There shall be unrestricted egress to outdoors during school hours.
6. No exit door shall be locked, bolted, or otherwise fastened so that the door cannot be opened from the inside by the use of the ordinary door latch or knob or by pressure on the door or on a panic release device.
7. Litter shall not be allowed to accumulate in storage rooms or other places.
8. Custodial staff shall not store or permit anyone else to store any materials or furniture in boiler rooms, fan rooms, or main electrical rooms.
9. All walls, ceilings, in boiler rooms and surrounding areas, shall be kept in a good state of repair to prevent the spread of fires.
10. Flammable fluids must not be kept in classrooms and shall be kept in a designated area, in accordance with fire regulations.
11. Cloths and rags used in conjunction with oil, turpentine, solvents, linseed oil, or other flammable liquids shall be stored in a metal container with a tight-fitting, self-closing lid and shall not be allowed to accumulate.
12. Christmas trees brought into the school must comply with Fire Department guidelines and that streamers and other free-hanging decorations or decorative construction must be flame proofed.
13. The school shall immediately rectify any problems identified during an inspection by the Fire Marshall.
14. The school administration will develop and maintain an Emergency Procedure Manual that will be distributed to all users of the building.
15. Specific evacuation instructions shall be posted in each instructional area, at fire alarm stations, and in other areas where students and staff meet or gather.
16. Students must be given instruction on evacuation procedures at the beginning of each school term.
17. The Building Manager (or designate) shall develop a detailed evacuation plan that is appropriate to the school building and that includes alternate evacuation routes.

### **B. Emergency Evacuation Exercises**

1. Emergency evacuations exercise must be held at least six times per year, while students are in school, according to the following schedule:
  - a. One emergency evacuation must be held within one month of the school opening, or before September 30, whichever date comes earlier.
  - b. Two emergency evacuations must be held between September 30 and December 31.
  - c. Three emergency evacuations must be held between January 1 and the end of the school year.
2. Each emergency evacuation exercise will be initiated using different pull stations to activate the fire alarm.
3. Fire monitoring company must be advised before and after each fire drill.

4. The fire department must be notified before each fire drill.
5. A member of the custodial staff will be made available to provide information to the fire department on their arrival.
6. Meeting areas will be selected for students and staff to meet in a safe area outside the building.
7. An accounting of all students, staff members and visitors must be completed as soon as possible and the information provided to the fire department on arrival.
8. Missing students must immediately be reported to the administration.
9. No person should re-enter the building after evacuation prior to receiving clearance from the Fire Authorities.
10. If building re-entry is not possible due to extensive damage, the Head of School may direct that students be escorted to the Waldorf School (515 Cougar Ridge Dr. SW) to await further instructions.
  - a. In this circumstance, the Head of School (or designate) will make arrangements for student transportation or for students to be picked up by parents (guardians).
    - i. Staff members are to remain with their group of students until released by a member of the administration.
    - ii. Staff members must ensure that students do not leave unaccompanied by parents (or guardians)
11. The Director of Business Operations shall maintain and make available to the Fire Department a written record (AP 377F Fire Drill Report) of all fire exercises showing:
  - a. The date of the exercise.
  - b. The evacuation time.
  - c. The evacuation time including the accounting of occupants.
  - d. Comments and recommendations.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• CFIS Policy 18, Health and Safety</li> <li>• School Act 28(1)d) and 57(1)</li> <li>• Alberta Fire Code (1997)</li> </ul>
Related Forms	<ul style="list-style-type: none"> <li>• AP 377F Fire Drill Report</li> </ul>

# Administrative Procedure

## 378 Bomb Threats

### Background:

Every telephone call, letter or email indicating that a bomb or other “threat to life” has been received must be taken seriously.

It is understood that the safety of the students and staff is the prime and ultimate concern of the moment.

### Procedures:

1. Administration will review Bomb Threat Procedures and the usage of the Bomb Threat Checklist at the first staff meeting each year. Copies of the checklist should be placed in the school office for quick access.
2. The person receiving a bomb threat by telephone will try to hold the caller on the line and signal someone else to notify the Head of School.
3. After considering the seriousness of the threat, the Head of School may decide to alert the authorities.
4. The recipient of the bomb threat should obtain as much precise information as possible, using the Threat Call Checklist as a guide. This information will be made available to the authorities upon their arrival.
5. The Head of School or his designate will decide immediately, on the basis of the nature of the threat and the supposed location of the bomb, whether a full or partial evacuation is necessary. If an evacuation is contemplated, a search of the evacuation routes and holding areas may be necessary prior to ordering the evacuation.
6. The emergency procedure developed for evacuating the school (Fire Drill) should be followed. However, the announcement of the evacuation will be accomplished using the school public address system.
7. USE OF TWO-WAY RADIOS AND CELL PHONES MUST BE AVOIDED DURING A BOMB THREAT SEARCH, OR THE RESULTING EVACUATION.
8. Staff and students should evacuate to at least 100 metres from the building. Attendance will be taken when the students are assembled away from the school.
9. During inclement weather or a prolonged search of the building, staff and students should proceed to the school's alternate location.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"><li>• CFIS Policy 18, Health and Safety</li><li>• US Department of Justice - Bomb Threats in Schools, Graeme R. Newman,</li></ul>
Related Forms	<ul style="list-style-type: none"><li>• AP 378F Bomb Threat Report Form</li></ul>

# Administrative Procedure

## 379 Accidents and Accident Reports

### Background:

Every reasonable step shall be taken to prevent accidents in school and to ensure that the CFIS and its employees are not guilty of negligence. Administrators and teachers shall see that students in the school and on the grounds are adequately supervised at all times while they are the care of the CFIS.

### Definitions:

#### Accidents:

Include incidents, resulting in injuries to students, which occurred:

- On school property and in the course of normal, routine activities.
- Off school property during activities, such as field trips, that were supervised by CFIS staff.
- On school buses.

The most important consideration should be that any incident resulting in injuries to students while in the care of the CFIS is subject to this administrative procedure.

### Procedures:

1. All incidents causing injuries to students must be documented by an Accident Report (AP 379F Accident Report).
2. Members of the administration responsible for the student's age group (elementary, secondary) will decide if the accident warrants calling parents immediately.
3. The Head of School will be informed immediately for all injuries, occurring while students are in the care of the CFIS, that require the use of first aid or the intervention of Emergency Medical Services.
4. The staff member in charge of an activity where a student was injured will forward a written report of the student's injuries to the Head of School with a copy to the Director of Business Operations (when necessary for insurance purposes) before the end of the day during which the accident occurred. Where accidents occur after school hours, the Head of School may be reached by phone immediately for serious mishaps, and provided with the report the next morning.
5. The Head of School shall forward a written report of a student's injury to the CFIS Board Chairperson within 24 hours of serious injury to a student.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"><li>• School Act, Sections 18, 20</li><li>• CFIS Policy 18, Health and Safety</li></ul>
Related Forms	<ul style="list-style-type: none"><li>• AP 379F Accident Report Form</li></ul>



# Administrative Procedure

## 380 Administration of Medication

### Background:

The CFIS Board recognizes that situations may arise where the health needs of ill or injured students may require the administration of medication to students. It should be understood that:

- Determining the need for, and the correct means of, administering medication is beyond the knowledge and competency of CFIS staff.
- The school may be required, on occasion, to provide for the administration of prescribed medication in order to permit the attendance of a student in the school.

### Procedures:

1. The administration of medication to students is primarily the responsibility of the parent and the student's physician.
2. Students are expected to take needed medications at home.
3. Medication of a non-prescription nature, for example, aspirin, shall neither be purchased for, nor administered to students.
4. Notwithstanding sections 1 and 2 above, medications may be taken by a student at school provided that:
  - a. The student's attendance depends upon taking medication at school.
  - b. A properly completed and signed Request for Administration of Medication (AP 380F Request for Administration of Medication) has been received from the parent and approved by the Head of School (or designate).
5. Notwithstanding sections 1 and 2 above, medications may be administered to a student by staff provided that:
  - a. The student's attendance depends upon receiving medication from staff at school.
  - b. The Head of School and designated staff member accept responsibility for the assistance which the parent has requested.
  - c. A properly completed and signed Request for Administration of Medication (AP 380F Request for Administration of Medication) is received from the parent and approved by the Head of School (or designate).
  - d. The student's physician affirms that administration of medication to the student as requested by the parent is within the competence of an adult untrained in medical procedures.
6. A Request for Administration of Medication Form is valid only for medication for which it was drawn up and is to be updated by the parent during the school year to reflect any change in the student's medication.

Last Review Date	June 2010
Reference(s)	• CFIS Policy 18, Health and Safety
Related Forms	• AP 380F Request for Administration of Medication

# Administrative Procedure

## 381 Consent to Medical Treatment

### Background:

The common law doctrine of “in loco parentis” requires all employees to act as a reasonable and prudent parent would act in similar circumstances. However, the doctrine does not grant employees the right to authorize medical treatment. This right is granted only to the parent or legal guardian.

### Procedures:

The CFIS administration directs its employees to refrain from offering consent for medical treatment of students.

When an accident or medical emergency occurs, staff is expected to take reasonable action to meet the student’s immediate needs and to obtain medical care.

1. When a student suffers a minor injury or becomes ill at school, treatment should be administered within the parameters of first aid training and resources available to staff members.
2. When a student suffers an accident, is injured or sick, and is judged to require immediate medical attention, staff is expected to act as follows:
  - a. If a student is seriously injured or if there is uncertainty about the seriousness of an accident, the administration is informed immediately and calls Emergency Medical Services.
  - b. Parents are to be called as soon as possible.
  - c. Adult supervision is to be provided until the arrival of a parent or medical personnel.
  - d. If time does not permit, or a parent cannot be contacted, immediate action should take place to provide medical attention. Efforts to contact and advise parents should continue until successful.
  - e. If any reason is judged to exist for not moving the student (e.g., doubt regarding the nature of injuries suffered in an accident), the student should not be moved until Emergency Medical Services arrives.
  - f. An Accident Report (AP 379F Accident Report) should be completed promptly.
3. If a student is taken to a medical facility without contact having been made with a parent:
  - a. The administration will arrange for the student to be accompanied by an adult until one of the following occurs:
    - i. Parent arrives.
    - ii. Medical staff assumes supervision.
    - iii. Student is discharged by medical staff.
  - b. All decisions regarding treatment must be left to medical staff, the parent or the student.
4. When medical care is arranged by administrative staff other than the Head of School, the Head of School is to be informed as soon as possible of the action taken.
5. The following guidelines apply when a student becomes ill during the day:
  - a. Contact will be made with a parent (or emergency contact person) to arrange for the student to be picked up and driven home.
  - b. For the purpose of this procedure, elementary and secondary students will be subject to the same precautions.
  - c. Students are not to be dismissed without supervision unless directed to do so by a parent/guardian.
  - d. If a student is placed in the school infirmary, monitoring by an adult will be arranged.
6. Emergency treatment of specific conditions, such as diabetes, is to be handled in accordance with directions provided by the parent or physician or in accordance with the emergency provisions stated above and contact with the parent made as soon as possible.

Last Review Date	June 2010
Reference(s)	• CFIS Policy 18, Health and Safety
Related Forms	

### Background:

An influenza pandemic is a widespread outbreak of disease that occurs when a new influenza virus appears to which people have not been exposed before.

Seasonal influenza outbreaks are caused by viruses that people have already been exposed to: flu shots are available to prevent widespread illness, and impacts on society are less severe.

Pandemics are different from seasonal outbreaks of influenza.

**Avian Influenza** is a group of influenza viruses that cause sickness and death in birds. Sometimes these bird viruses infect other species such as pigs and humans. The avian influenza strain circulating and killing poultry in Asia since 2004 has health officials around the world concerned because of the virus's deadly effect in poultry and its ability to cause illness in humans. At the present time, this virus does not spread easily from person-to-person but this influenza virus can change (mutate) to the point that a completely new strain can evolve.

**Pandemic Influenza** would be this new strain that people would have no protection against. The disease would spread easily from person-to-person and an effective vaccine would not be immediately available.

The following are commonly held assumptions about pandemics:

1. They are associated with a higher incidence and severity of illness and risk of death. Between 25-35 percent of the population may be affected.
2. All age groups will be at risk for infection.
3. A vaccine may not be available or will be in short supply.
4. Public and private employers, including schools, may experience significant disruption in staffing and operations.
5. Basic services including transportation, power, sanitation and health care may be interrupted.

The potential effects for the community and the school:

1. Large percentages of the population may be unable to work for days to weeks.
2. Diminished numbers of people and expertise available.
3. Diminished emergency and essential services.
4. Potential for school closures.
5. Large numbers of staff absent, difficult to maintain school operations.
6. Loss of services from suppliers.
7. Large numbers of student absenteeism.

### Goal:

The purpose of the CFIS plan is to assist in managing the impact of an influenza pandemic on the school, based on two main objectives:

1. Reduce the spread of the virus within the school.
2. Sustain the education function of the CFIS programs as long as the safety of students and staff allows.

During a pandemic, the CFIS will follow the advice and guidance of provincial and local public health officials who have the expertise to assess the level of health risk posed by a specific situation.

Our priority during a pandemic is to keep the school open as long as it is safe to do so, or until otherwise advised by the Alberta Health Services authorities. If the health and safety of staff and students become concerns, the Head of School will consider the closure of educational programs, or if deemed necessary, a full site closure.

### Procedures:

#### A. Pandemic Preparedness

The Head of School (or designate) shall have the authority to partially suspend the delivery of services as required, based on the resources available to deliver those services, and to redeploy staff as necessary.

## B. Succession

It is possible in the event of a pandemic, that administrators may not be capable of functioning in their normal positions. If a person is not available the person in the position listed immediately below that person in the following list, will assume that responsibility.

1. Head of School
2. Assistant Head of School Elementary
3. Assistant Head of School Secondary
4. Director of Business Operations

All communications with respect to the implementation of the Pandemic Response Plan to parents, to media, to staff members, to tenants and to service partners will have to be approved by the Head of School. The Head of School may delegate some of these responsibilities to other members of the administrative staff.

- I. When a risk of pandemic has been identified and communicated by Alberta Health Services:
  - a. The Head of School will:
    - i. notify the CFIS Society Chairperson;
    - ii. notify staff and parents that the CFIS is henceforth in pandemic preparedness mode;
    - iii. identify volunteers that can assist the district in the event of a shortage of trained staff.
  - b. The Director of Business Operations (or designate) will:
    - i. prepare a list of all relevant agencies and stakeholders and their contact information;
    - ii. create linkage with primary pandemic contacts at Alberta Education, Calgary Health Services and the City of Calgary to ensure coordination with their pandemic plans as they are developed;
    - iii. identify (in consultation with the Head of School) essential functions, operations, inputs (e.g. contracts, outside services, products, etc) and employees required to maintain school's operations during a pandemic and a staff absentee rate of 25-30 percent;
    - iv. develop a continuity of operations plan for essential office functions, including payroll and communications with students and parents;
    - v. identify and prepare ancillary workforce to cover off sick or absent employees;
    - vi. identify alternatives for possible shortage of bus drivers.
  - c. The office staff will review and test protocols (e.g.: email, websites, local radio or TV stations) for communicating status of school (open, reduced, closed) and recommended actions to school staff, students, and families.
  - d. Designated administrative, office and custodial staff will:
    - i. identify and stockpile as necessary sufficient and accessible infection prevention supplies (e.g. masks, soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal);
    - ii. identify/stockpile recommended cleaning supplies and procedures.
2. When the first case(s) of birds sick with Avian Influenza virus are reported by official sources in Canada, the Head of School may decide to send a letter notifying the parents of the increased risk.

## C. Pandemic Response Plan

The Public Health Agency of Canada (PHAC) and Alberta Health Services will declare when a pandemic period has begun in Canada and Alberta, respectively.

When cases of influenza are confirmed in the city of Calgary by the Alberta Health Services, the Head of School will activate the school Pandemic Response Plan.

1. The school will remain open and operational until closure is deemed necessary by Public Health Authorities or until the number of sick and absent students or staff dictates otherwise.
2. The Head of School will notify the CFIS Society Chairperson.
3. At the request of the Head of School the appropriate form letter will be sent to families of students, to the building tenants and all other users of the CFIS facility, informing them that the CFIS is now in Pandemic Response mode.

4. To avoid transmission of the influenza virus, all school activities that bring people in close proximity (such as staff meetings, student assemblies, parent meetings) will be avoided unless absolutely necessary.
5. All school field trips will be re-assessed in the context of their potential for virus transmission.
  - a. Activities requiring the use of public transportation will be re-assessed.
6. The Head of School will notify all staff (by email or memo, rather than by holding a staff meeting) to inform them of the current status of the school and to review the pertinent sections of the Emergency Procedure Manual.
7. To minimize the risk of spreading the virus throughout the school population, a vacant room will be selected and readied to isolate students who are showing symptoms of influenza while at school. This space should be used to hold individuals until their parents arrive to take them home. The following characteristics should guide the choice of the space selected:
  - Large enough for the size of the school (to accommodate up to 10% of students population).
  - Water and/or washroom should be easily accessible.
  - Room surfaces should be easily cleanable (not carpeted).
  - Should be isolated from other parts of the school wherever possible.
  - Near an exit.
  - Room shall have communication capability with school office.
  - Several Room attendants will be sought for this room.

### **Room Attendant(s):**

- must wear protective clothing;
- may be assigned to the room for extended period of time during school operations;
- assists in cleaning messes;
- transfers infected students to parents;
- should be in good physical health;
- is recommended to have influenza vaccination.

### **D. When cases of influenza are confirmed in the school:**

1. The Head of School will notify the CFIS Society Chairperson.
2. The Head of School will send a letter notifying the parents of the increasing risk.
3. The administration will continue to monitor available information and communications from key public health and education officials, and use the information to provide regular updates as the influenza pandemic unfolds.
4. Students who are showing symptoms of influenza will immediately be sent to the office and their parents will be called to take them home.
5. To minimize the risk of spreading the virus throughout the school population, the holding area will be used to isolate students who become sick while at school until their parents arrive to take them home.
  - a. Students of all ages and grade levels who are showing symptoms of influenza, will be kept in school until picked up by a parent (or guardian).
  - b. Students who normally take school transportation will be kept at school until picked up by a parent.
  - c. No student should be sent home on their own regardless of how they get to and from school on a daily basis. Students who drive their own vehicle will be allowed to leave without carpooling with other students.
6. The office staff will identify the number of staff and students absent with pandemic flu (daily) and report the numbers of absences to Health Authorities requesting the information.
7. To avoid transmission of the influenza virus, all school activities that bring people in close proximity (such as staff meetings, student assemblies, parent meetings) will be avoided.
8. All school field trips may be cancelled. Activities requiring the use of public transportation will be avoided.
9. The administration will ensure that a contingency plan is in place to replace classroom staff members who become ill during the school day.

10. Staff members who are showing symptoms of influenza will report to the administration and be allowed to leave the school immediately.
11. The Head of School will delegate the responsibility of documenting all critical actions taken while the school is in Pandemic Response mode.

**E. When school closure is necessary due to student or staff absenteeism or when Health Authorities has ordered school closures:**

1. The Head of School will notify the CFIS Society Chairperson.
2. The Head of School will send a letter notifying the parents, staff, tenants, and other users of the building of the school closure.
3. The Director of Business Operations (or delegate) will notify all service partners of the school closure.

**F. When school is scheduled for re-opening because the risk of contamination has been lowered or the Health Authorities declare it safe to re-open schools.**

1. The Head of School will notify the CFIS Society Chairperson.
2. The Head of School will send a letter notifying the parents of the school re-opening.
3. The Director of Business Operations (or delegate) will:
  - a. Notify all service partners.
  - b. Notify all staff members.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• CFIS Policy 18, Health and Safety</li> <li>• Alberta Public Health Act, Section 26</li> <li>• Alberta Education – Pandemic Planning Guide for Alberta School Authorities</li> <li>• Alberta Health Services: <a href="http://www.capitalhealth.ca/EspeciallyFor/PandemicInfluenza/default.htm">http://www.capitalhealth.ca/EspeciallyFor/PandemicInfluenza/default.htm</a></li> <li>• Alberta Health and Wellness <a href="http://www.health.gov.ab.ca">www.health.gov.ab.ca</a></li> <li>• Canadian Centre for Occupational Health and Safety <a href="http://www.ccohs.ca/pandemic/subject/schools.html">http://www.ccohs.ca/pandemic/subject/schools.html</a></li> <li>• Capital Health- Pandemic Planning <a href="http://www.capitalhealth.ca/EspeciallyFor/PandemicInfluenza/default.htm">http://www.capitalhealth.ca/EspeciallyFor/PandemicInfluenza/default.htm</a></li> <li>• Centers for Disease Control and Prevention <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• Government of Canada-Public Health Agency <a href="http://www.phac-aspc.gc.ca">www.phac-aspc.gc.ca</a></li> <li>• World Health Organization <a href="http://www.who.int/csr">www.who.int/csr</a></li> </ul>
Related Forms	<ul style="list-style-type: none"> <li>• AP 382F Letter 1 Pandemic</li> <li>• AP 382F Letter 2 Pandemic</li> <li>• AP 382F Letter 3 Pandemic</li> <li>• AP 382F Letter 4 Pandemic</li> <li>• AP 382F Letter 5a School Closure</li> <li>• AP 382F Letter 5b School Closure</li> <li>• AP 382F Letter 6 School Re-opening</li> <li>• AP 382F Memo to staff 1 Pandemic</li> </ul>

# Administrative Procedure

## 383 Anaphylaxis

### Background:

Anaphylaxis, defined as a severe allergic reaction that can involve several body systems and lead to death if untreated, is a growing public health issue.

The CFIS administration recognizes the dangers faced by students and staff with severe reactions to certain allergens. While the CFIS can not guarantee an allergen-free environment, the school will take reasonable steps to ensure a safe environment for students with life-threatening allergies further to the goal of maintaining an appropriate learning environment for all students.

### Procedures:

#### A. Responsibility of Office Support Staff

Upon registration, parents, guardians and pupils shall be asked to supply information on life-threatening allergies,

Staff members responsible for student registration shall:

1. provide parents of students with severe allergies a copy of this regulation,
2. ensure that the student allergy is red flagged in SIS (computerized student information system),
3. ask parents to sign the authorization to administer medication (AP 380F Request for School Assistance with Administration of Medication),
4. request the consent of the parent to post the student's picture and display the emergency care plan,
5. ensure that staff members (including bus drivers) are notified as soon as possible of students who have potentially life threatening allergies.

#### B. Responsibility of Parents

It is the responsibility of parents, with children at risk of anaphylaxis, to identify their children to the CFIS administration at the beginning of each school year and to:

1. provide information regarding the foods that trigger an anaphylactic reaction,
2. provide and keep emergency information current,
3. assist the school by asking the student's medical doctor to complete the AP 383F Severe Allergy Alert Form when the student is first registered or re-registered with the CFIS, or when the student's severe allergies change,
4. provide the school with a recent photo (if the student is new to the school) and give permission to post photographs and medical information in key locations,
5. provide the school, and the student where appropriate an unexpired injector or other medication as prescribed by a physician and ensure that the student has the injector or medication readily available, while at school, on off-campus programs, off-site activities or at other school events and activities,
6. check expiry dates of medication and injectors and replace them as necessary,
7. provide appropriate snacks and lunches for the student.

#### C. Responsibility of Students

It is the responsibility of students with severe allergies to:

1. eat only foods brought from home unless authorized by the parents in writing,
2. wash their hands before eating,
3. learn to recognize symptoms of a severe allergic reaction,
4. promptly inform a teacher or an adult as soon as accidental ingestion or exposure to an allergen occurs or symptoms of a severe allergic reaction appear,
5. keep an injector or medication handy at all times,
6. when age appropriate, know how to use an injector or take medication.

#### D. Responsibility of Head of School (or designate)

When the school receives information that one or more students registered at the school are at risk of anaphylactic shock, the Head of School (or designate) will:

1. arrange for information and training session for staff who deal with the student, including the bus driver,

2. develop a medical response plan, with parents and staff,
3. ensure that all members of the school community including substitute teachers, student teachers and volunteers have appropriate information about severe allergies including background information on allergies, anaphylaxis and safety procedures; and that all off-site activity service providers are notified of the student's severe allergy, if necessary.

With the consent of the parent or guardian, the Head of School (or designate) may post a photograph of the student with severe allergies with a description of the allergy and the student's emergency response protocol in a central but not a public location at the school.

With the consent of the parent, the Head of School (or designate) and the classroom teacher will ensure that:

1. the student's classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the students,
2. strategies to reduce teasing and bullying are incorporated in this information.

In anticipation of the registration of students who are at risk of anaphylactic shock the Head of School (or designate) will ensure that:

1. a school severe allergies emergency response protocol is developed including provision for the collection and storage of injectors, education of all parties, procedures to be followed, location of the medication, photographs of students, and off campus, off-site, and lunch programme procedures,
2. any injectors provided by parents and which are not in the student's possession are stored in a covered, secure and accessible location at the school,
3. all teaching staff, including substitute teachers, non-teaching staff and lunch programme supervisors are aware of the location of the injectors.

#### **E. Responsibility of the Teacher**

The classroom teacher of a student with severe allergies must:

1. discuss anaphylaxis with the class, in age-appropriate terms,
2. avoid allergenic foods and substances for classroom events,
3. facilitate communication with other parents,
4. leave information about students with severe allergies in an organized, prominent and accessible format for substitute teachers,
5. discuss anaphylaxis in appropriate terms with student teachers, guest speakers and volunteers who are in the classroom, and explain the school rules and the school's emergency response protocol,
6. ensure that the emergency response protocol and appropriate medication is taken on off-site activities ,
7. ensure that appropriate and knowledgeable adults accompany off-site activities.

#### **F. Responsibility of cafeteria and lunch programme supervisor**

Cafeteria and lunch programme supervisor of a student with severe allergies must:

1. know the school's emergency response protocol,
2. encourage students not to share or trade food,
3. encourage the student with severe allergies to eat only what they bring from home,
4. reinforce hand-washing before and after eating,
5. follow school policies for reducing risk in classrooms and common areas,
6. encourage an empathetic understanding of severe allergies and the seriousness of the consequences.

The Canadian Society of Allergy and Clinical Immunology *Consensus Statement* recommends the following avoidance strategies:

- Adult supervision of young children while eating is strongly recommended.
- Individuals with food allergy should not trade or share food, food utensils, or food containers.
- Parents should work closely with foodservice staff to ensure that food being served during lunch and snack programs is appropriate.
- The use of food in crafts and cooking classes may need to be modified or restricted depending on the allergies of the children.
- Ingredients of food brought in for special events by the school community, served in school cafeterias, or provided by catering companies should be clearly identified.



- All children should be encouraged to comply with a 'no eating' rule during daily travel on school buses.
- All children should wash their hands before and after eating.
- Surfaces such as tables, toys, etc. should be carefully cleaned of contaminating foods.

With regard to insect stings, the Canadian Society of Allergy and Clinical Immunology Consensus Statement (2005) recommends the following as avoidance strategies:

- Keep garbage cans covered with tightly fitted lids in outdoor play areas. Consider restricting eating areas to designated locations inside the school building during daily routines. This allows for closer supervision, avoids school yard cleanup, and helps reduce the prevalence of insect stings.
- Have insect nests professionally relocated or destroyed, as appropriate.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• CFIS Policy 60, Health and Safety</li> <li>• ASBA Policy Advisory: Anaphylaxis</li> <li>• Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association</li> </ul>
Related Forms	<ul style="list-style-type: none"> <li>• AP 383F Severe allergy Alert Report</li> </ul>

# Administrative Procedure

## 384 Human Immuno-deficiency Virus



### Background:

The CFIS is aware that HIV / AIDS is covered under the Communicable Diseases Regulation of the Alberta Public Health Act. The CFIS administration realises that there is no legal basis on which to prevent children infected with HIV from attending school

The medical record of the child cannot be divulged without the permission of the parent or unless this is required for protection of the child or the public, as considered necessary by the local Medical Officer of Health. Similarly, there is no basis on which to exclude HIV infected teachers or other school staff from the performance of normal teaching duties provided they are well enough to accomplish those duties in a satisfactory manner.

### Procedures:

1. The following will apply to HIV infected children:
  - a. HIV infected children will be allowed to attend CFIS school and ECS programs in an unrestricted setting unless, in the opinion of the Medical Officer of Health and the child's physician, in consultation with the Director of Communicable Disease Control, there are special circumstances which necessitate some restrictions.
  - b. There is no obligation to inform school authorities that a child is HIV infected except in instances where it is required for the protection of the child or the public. Therefore, in the unlikely event that notification is necessary; the number of personnel who are made aware of the child's condition will be kept to an absolute minimum.
  - c. When the presence of an HIV infected child is known, decisions regarding the type of educational and care setting for HIV infected children will be based on:
    - i. the behaviour, neurological development, and physical condition of the child, and
    - ii. the expected type of interaction with others in that setting.

These decisions will be made in consultation with the child's physician, the child's parent/guardian, and staff directly associated with the child.

In each case, risks and benefits to both the infected child and to others in the setting will be weighed.
  - d. Should persons involved in the care and education of such students become aware of the HIV infection, the child's right to privacy will be respected. Confidentiality of information is required by the Public Health Act. Personnel will be informed on a "need to know" basis. All records will be strictly confidential.
2. The following will apply regarding HIV infected staff members:
  - a. Potential employees or staff members are under no obligation to inform the school administration of their condition except in instances where it is required for the protection of the child or the public.
  - b. When the presence of an HIV infected staff member is known, decisions regarding the assignment of responsibilities will be based on:
    - i. the physical condition of the individual, and
    - ii. the type of interaction the staff member is expected to have with student and with the public.
3. The Head of School (or designate) will review with school staff the procedures regarding the HIV. This review will be carried out at the beginning of each school year.
4. An employee who becomes aware of a person within his/her school who is infected with the HIV shall report the case to the Head of School immediately.
5. The Head of School will consult with the Medical Officer of Health regarding each identified HIV case within the school system.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• CFIS Policy 60 Health and Safety</li> <li>• Public Health Act, Communicable Diseases Regulation</li> <li>• Government of Alberta, HIV / AIDS in Educational Settings Directive</li> <li>• Alberta Education, Occupational Health and Safety SchoolKit for Alberta School Authorities K-12</li> <li>• Guide to Education: ECS to Grade 12</li> </ul>
Related Forms	

# Administrative Procedure

## 385 Communicable Diseases: Exclusions

### Procedures:

All students who are infected with infectious communicable diseases described by the communicable disease chart of the Calgary Health Region shall be required to continue their studies from home until the conditions outlined by the chart are fulfilled. Further, the Head of School (or designate) shall consult with the local Health Unit authorities with regard to communicable disease and parasitic infestations. Students affected by this Administrative Procedure shall not resume attendance at school until they obtain a clearance from the Health Authority or a medical practitioner.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"><li>• CFIS Policy 60 Health and Safety</li><li>• Calgary Health Region, HealthLink Alberta, Infectious Communicable Diseases,</li><li>• <a href="http://www.healthlinkalberta.ca/Categories.asp?GUID={9B0B0B03-7DCF-441B-A0EE-C877BEBC343E}">http://www.healthlinkalberta.ca/Categories.asp?GUID={9B0B0B03-7DCF-441B-A0EE-C877BEBC343E}</a></li><li>• Public Health Act, Communicable Diseases Regulation</li><li>• Public Health Agency of Canada, Notifiable Diseases On-Line, <a href="http://dsol-smed.phac-aspc.gc.ca/dsol-smed/ndis/list_e.html">http://dsol-smed.phac-aspc.gc.ca/dsol-smed/ndis/list_e.html</a></li></ul>
Related Forms	

# Personnel and Employee Relations 400

## **Personnel and Employee Relations 400**

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# Administrative Procedure 400 Professional Staff Hiring



## Background:

The CFIS recognizes that one of its prime functions is the recruiting of competent professional personnel. To accomplish this task, the Head of School shall determine, in consultation with senior staff, the number of positions required and the level of training and experience required to staff those positions. Further, the CFIS desires to hire the best-qualified person for every position and, in the event that there exists a familial relationship between two or more staff, the appointment shall be made only if there is no immediate implicit or explicit supervision responsibility.

## Procedures:

1. Vacancies which occur in respect to established positions shall be filled at the earliest possible date unless there is an administrative recommendation to delete the position.
2. Teaching vacancies shall be filled immediately by use of a temporary assignment until the selection of a replacement can be made.
3. Vacancies in administrative positions may be filled immediately by means of an acting appointment until such time as a replacement is named.
4. The appointment of Directors and Coordinators shall be the prerogative of the Head of School who shall be responsible for arranging the selection procedures.
5. The authority to appoint teachers and other professional staff to established positions shall reside with the Head of School who is authorized to act on behalf of the Board.
6. The hiring of an applicant in a professional capacity will be finalized only after the following documentation has been received:
  - a. A criminal record check.
  - b. All post-secondary transcripts
  - c. Evidence of Teacher Qualification Services assessment.
  - d. A summary of all previous teaching and/or administrative experiences.
  - e. Recent references.

Last Review Date	June 2010
Reference(s)	
Related Forms	

# Administrative Procedure

## 405 Role and Responsibilities of Teachers

### Background:

The CFIS believes it is the responsibility of teachers to provide each student with excellent learning opportunities. We view teaching duties to be all those professional tasks encountered by teachers in the course of their activities related to the instruction of students. While these are the primary concerns of the teacher, other duties relevant to the welfare of students and the maintenance of a positive educational climate are also considered to be an integral part of the teacher's task.

### Procedures:

1. Teachers, ECS through high school grades must hold valid Alberta Teaching Certificates and must meet the requirements of Alberta Education in maintaining these certificates.
2. French immersion teachers are expected to possess:
  - a. Superior levels of proficiency in French and should have proficiency in both official languages. An exception may be made with approval of the Head of School for special circumstances.
  - b. Appropriate knowledge and skills in second language acquisition and second language pedagogy.
  - c. Appropriate knowledge and skills in the content areas they are instructing.
3. Teachers responsible for English instruction must be knowledgeable about the principles and characteristics of language acquisition in the immersion setting.
4. Teaching Duties
  - a. To provide instruction competently to students.
  - b. To prepare adequately for daily teaching assignments, and to plan work in each subject in a manner consistent with Administrative Procedure 406?
  - c. To conduct classes and instruct students in accordance with Provincial, and school curricula, guidelines, policies and procedures.
  - d. To maintain such good order and discipline as is necessary to establish a positive learning climate.
  - e. To undertake systematic, objective and continuous evaluation of the progress being made by each student, having in mind each student's abilities, the goals of education, and the specific objectives for each course.
  - f. To keep accurate and systematic records of student achievement and issue reports to parents periodically in a manner consistent with CFIS practices.
  - g. To assist with the co-curricular and extra-curricular programs of the school as time, workload, skills, and health permit.
  - h. To cooperate with school administrative personnel and colleagues in fostering harmonious staff relations, and acting as an enthusiastic member of the school's educational team.
  - i. To treat students with dignity and respect.
  - j. To maintain high standards of housekeeping in the classroom, and demand similar standards of students.
  - k. To carry out such supervisory duties as are assigned by the Administration, designed to maintain the safety of students and to prevent damage to school property.
  - l. To report student injuries on the approved accident form, and to administer first aid where necessary.
5. Other Duties of Teachers

The CFIS also considers the following to be part of a teacher's duties:

- a. To be acquainted with sections of the School Act, pertaining to the rights and duties of teachers.
- b. To be familiar with, and adhere to all policies and procedures of the School affecting teachers and students.
- c. To maintain a high standard of personal grooming and conduct.
- d. To assist the Administration upon request with regard to any matters of professional concern.
- e. To actively participate in school or system-wide curriculum development when requested to do so.
- f. To complete such forms and records as are required to facilitate the smooth operation of the school or school system.
- g. To maintain records of student attendance as required by the School.
- h. To attend all meetings convened by the Administration unless prior permission to be absent or to leave has been obtained.

- i. To arrive at school at a reasonable period of time before school opening for the morning session and the afternoon session; and, following the afternoon session, to remain on the premises as long as students are present or until a responsible person arrives.
- j. To notify the School at the earliest opportunity in case of absence.
- k. To prepare and maintain a Substitute Teacher’s Reference Handbook which shall include School information, classroom procedures and relevant School policies and procedures, seating plan(s) and any other information susceptible to increase the effectiveness of substitute teachers.
- l. To prepare, submit and implement a professional growth plan as specified in the School’s Administrative Procedures.

Last Review Date	June 2010
Reference(s)	• AB School Act, Section 18
Related Forms	

# Administrative Procedure

## 406 Development of Daily Plans and Long Term Instructional Units

### Background:

The School supports long and short-range planning as an essential component in the teachers' preparation for the instruction of each assigned subject. The long-range plan for each subject taught by a teacher reflects the interpretation of the curriculum outlining how, when, and why the learning activities proposed fit into the school year. Short-range daily planning allows the teacher, and potentially substitute teacher, to keep track of instructional progression and daily lesson structure.

### Procedures:

1. While primary responsibility for the preparation of long-range plans rests with the teacher, joint planning of programs, by staff teaching the same subjects, promotes equality of educational opportunity and a consistent standard of instruction throughout the School. Consequently, teachers' subject specific plans will be reviewed for continuity, scope and sequence of instructional objectives across grade levels.
2. Teachers are responsible to prepare adequately for daily teaching assignments, and to plan work, in each subject, in such a way that orderly development and progress is promoted. All teachers shall adopt three levels of educational planning:
  - a. Long range (one year) planning.
  - b. Unit planning (where appropriate).
  - c. Daily lesson planning.
3. In consultation with Directors of Education and the Curriculum Coordinator, long-range plans for each subject shall be prepared and submitted, in the form and manner required, to Directors, by the first day of classes in September each year. Plans should include specific reference to:
  - a. What is being taught, giving specific learning outcomes to be achieved.
  - b. When concepts will be taught, ensuring the proper sequencing of concepts being included on the plan.
  - c. What resources and strategies will be used to achieve stated goals.
  - d. How student progress will be assessed using systematic, objective and continuous evaluation, bearing in mind each student's abilities, the goals of education, and the specific objectives for each course.
4. Teachers retaining the same grade and subject responsibilities a second year will receive their previous year's long-range plans for review and possible revision prior to re-submission.
5. Daily Lesson planning shall include:
  - a. Pertinent details of what is being taught that day in each subject area.
  - b. Expected outcomes for each lesson.
  - c. A daily lesson plan should be available at all times when a teacher is at work with students.
  - d. The maintenance of a Substitute Teacher's Reference Handbook which shall include School information, classroom procedures and relevant School policies and procedures, seating plan(s) and any other information susceptible to increase the effectiveness of substitute teachers.

Last Review Date	June 2011
Reference(s)	
Related Forms	



# Administrative Procedure

## 407 Part-Time Teachers

### Background:

From time to time, the employment of part-time teachers may be necessary to fulfill program delivery at any level of schooling.

When the CFIS employs a teacher under a part-time contract of employment, the School may, unless that teacher's contract provides otherwise, vary the amount of time that the teacher is required to teach in the subsequent semester or school year.

### Procedures:

1. The Head of School, in consultation with the administrative team, shall determine, from year to year, the number of part-time teachers that will be employed for program delivery.
2. Depending on the nature of their assignment, part-time teachers have the same general duties and responsibilities as their full-time counterpart with respect to:
  - a. Providing instruction competently to students.
  - b. Treating students with dignity and respect.
  - c. Preparing adequately for daily teaching assignments.
  - d. Preparing and submitting long range plans.
  - e. Respecting School and Provincial curricula.
  - f. Maintenance of good order and discipline.
  - g. Undertaking systematic, objective and continuous evaluation of the progress being made by each student.
  - h. Keeping accurate and systematic records of student achievement.
  - i. Assisting with the co-curricular and extra-curricular programs of the school to an extent proportionate with their assignment.
  - j. Cooperating, to an extent proportionate with their assignment, with school administrative personnel and colleagues in fostering harmonious staff relations, and acting as an enthusiastic member of the school's educational team.
  - k. Maintaining high standards of housekeeping in the classroom.
  - l. Notifying the School at the earliest opportunity in case of absence.
3. Part-time teachers:
  - a. Will have full access, as any other staff, to the professional development funds and activities provided by the School for professional development.
  - b. Will not be compensated for the additional time committed to professional development, if professional development activities take time in excess of that time normally taught by the teacher.
  - c. Will be compensated for additional time when required to provide service during a period of a school day that they would normally not be required under the terms of their assignment.
  - d. Will be expected to:
    - i. Participate in parent/teacher interviews and other activities voluntarily done by all professional and support staff.
    - ii. Participate in all supervisory functions at a rate equivalent to their teaching load.
    - iii. Attend monthly staff meetings and all meetings called by their respective Director.

Last Review Date	June 2010
Reference(s)	
Related Forms	

# Administrative Procedure 417 Acting-Head of School

## Background:

A school environment is generally characterized by well established routine and procedures followed by trained personnel who have the authorization to use judgement under developing and exceptional circumstances. However, the presence of an administrator in a position of authority is critical to ensure that unforeseen circumstances are handled by a person with the authority of the Head of School. Hence, the need for the creation of an Acting-Head of School position.

## Procedures:

1. At the discretion of the Head of School, a staff member may be selected to hold the position of Acting-Head of School during an absence of the Head of School from the school.
2. The position of Acting-Head of School is temporary in nature and will continue for the duration of the Head of School's absence.
3. An individual who is identified as Acting-Head of School shall have the authority and powers of the Head of School for the duration of the absence in question, but may not substantially alter the functioning of the School unless required by emerging exigent circumstances.
4. Staff will be notified in every instance where an individual has been assigned the responsibility of Acting-Head of School.
5. The assignment will terminate automatically upon the return of the Head of School to the school.
6. In the case of lengthy absences, at the discretion of the Head of School, alternating staff members may succeed each other in holding the responsibility.

Last Review Date	June 2010
Reference(s)	
Related Forms	

# Administrative Procedure

## 418 Role and Responsibilities of Directors of Education



### Background:

This document refers to the role and responsibilities of persons holding the positions of Director of Primary Education, Director of Elementary Education, Director of Junior High School Education and Director of Senior High School Education hereafter referred to as Directors.

Directors are regarded as the educational leaders of their respective programs. They are directly responsible to the Head of School for the implementation of their program, for fostering conditions which will maximize learning, for the efficient use of human, physical and financial resources, and for the effective performance of personnel under their supervision.

Through careful management of their program, its resources and personnel, Directors may build on the strengths of the institution, and seek constantly to enhance teaching, learning and improve the educational climate.

### Procedures:

Responsibilities directly related to respective programs.

1. Program Supervision and Development
  - a. To determine present and future educational needs of the program and develop short and long range plans for meeting these needs.
  - b. To constantly monitor the application of school philosophy and administrative procedures.
  - c. To cooperate with the Head of School in scheduling and timetabling both curricular and extra-curricular activities in conjunction with other school activities.
  - d. To interpret Board strategic plans and CFIS Administrative Procedures as well as program objectives to teachers.
  - e. To acquaint teachers with instructional programs.
  - f. To monitor programs through such means as reviewing teachers' long range plans, classroom visitations, and discussions with staff and students.
  - g. To assist teachers with development of long range planning.
  - h. To evaluate on-going programs.
  - i. To arrange for diagnostic testing of students with special problems.
  - j. To share overall responsibility for student supervision with other Directors.
  - k. To maintain direct contact with the teaching process by periodically assuming responsibility for teaching a class.
2. Supervision of Teaching Personnel
  - a. To make recommendations with respect to deployment and orientation of teaching staff.
  - b. To consult with teachers on matters of mutual concern or interest.
  - c. To evaluate the teaching staff, with a view to improving professional competence.
  - d. To promote the professional growth of the staff.
  - e. To encourage the development of positive staff morale.
3. Supervision of Students
  - a. To assume a shared responsibility for the general discipline of the school.
  - b. To ensure appropriate preparation and maintenance of student records.
  - c. To promote student welfare.
  - d. To provide guidance for students.
4. Business Operations
  - a. To interpret policies and procedures regarding business operations to staff.
  - b. To establish program budget priorities.

Last Review Date	June 2010
Reference(s)	
Related Forms	

### **Background:**

At CFIS we believe that a systematic, on-going administration evaluation program for all Directors will foster growth in administrative functions, provide recognition for exceptional performance, and ultimately, bring continued improvement in the quality of educational programs.

It is recognized that Directors are professionals who should demonstrate excellence and establish the essential standards for other staff to follow. For this reason the evaluation of Directors should include consideration of performance, leadership and supervisory effectiveness.

It is also recognized that the relationship that exists between the Head of School, Directors, staff, the Board and the community is critical to the successful operation of the school and should also be considered in the administrative evaluation.

Accordingly, the Head of School shall assess the performance and effectiveness of all Directors in relation to the degree to which expectations are met or exceeded.

A cooperative evaluation process where the Directors are actively involved, and where there is an atmosphere of mutual respect and confidence, will ensure the benefits of all parties concerned.

### **Guidelines for evaluation:**

1. Wherever possible, the evaluation of a Director must be conducted in an atmosphere of trust, confidence and support.
2. A Director participating in an administrative evaluation shall be made aware of the process and criteria for evaluation.
3. The criteria for the evaluation of a Director shall encompass expectations established by the Director and Head of School, in addition to the minimum responsibilities as outlined in the Role Description.
4. An administrative evaluation shall be completed in written form with a copy given to the Director.
5. A Director shall be given the opportunity to discuss the written report.
6. Administrative performance provides the basis for making decisions regarding tenure, or termination of designation.

### **Procedures:**

1. Directors shall participate in their evaluation.
  - a. Directors holding term designations shall participate in their evaluation prior to the end of their designation.
  - b. Each Director shall be subject to an evaluation every year.
  - c. At any time, the Head of School may choose to initiate an administrative evaluation of a Director if deemed necessary.
2. An administrative evaluation of a Director shall be conducted by the Head of School.
3. A Director who is about to be evaluated shall be notified in writing.
4. An administrative evaluation will begin with an initial conference between the Director and the Head of School.
  - a. The Head of School will review the evaluation process and the criteria on which the Director will be evaluated.
  - b. Expectations and responsibilities of the Director will be outlined.
  - c. A time line for completion of the evaluation process will be established.
5. An evaluation shall include interim conferences with the Director to discuss the progress or direction of the evaluation.
6. An evaluation may include: by way of observation, interview and document analysis, an assessment of, but not limited to, the following:
  - a. The degree to which expectations of the Director and Head of School are met or exceeded.
  - b. Administrative skills in relation to the Job Description.
  - c. Staff Relations.
7. The Head of School will review overall performance with the Director in a final conference.
8. The Head of School will present the Director with a written report that focuses on the extent to which responsibilities and expectations have been met.
  - a. The report shall detail performance in respect of criteria.
  - b. The report shall include any recommendations for improvement identified by the Head of School.
  - c. The report shall include an evaluative statement reflective of the Head of School's opinion on the Director's performance.

The statement shall describe performance as follows:

- i. Exceed Expectations.
- ii. Meet Expectations.
- iii. Needs Improvement.
- iv. Less than Satisfactory.

d. A copy of the report will be placed in the Director's personnel file.

9. When a Director participates in an evaluation and receives an assessment which meets or exceeds expectations, the Director's designation shall be confirmed.

10. When the results of the evaluation conclude the Director's performance is less than satisfactory, the Head of School may consider termination of designation.

Last Review Date	June 2010
Reference(s)	
Related Forms	

## Procedures:

### I. Role

The key role is to provide support to the Head of School in the administration, development and evaluation of the business operations of the School, the Foundation and Advancement including:

- a. Uniform shop
- b. Information systems;
- c. Admin. Support Staff
- d. Food services
- e. Bussing
- f. Accounting
- g. Volunteer and Programme Coordinator Activities and Events
- h. Childcare Centre
- i. Maintenance Personnel
- j. Fundraising Events
- k. Oversees the physical facilities, and assets of the school and foundation assets
- l. Procurement of Capital Expenditures and Goods and Services.
- m. Budget Preparation, Presentation and Monitoring including all fee recommendations.
- n. Banking

### 2. Key duties

- a. Performs and/or organize activities to support the daily operations of the School, Foundation and Advancement by ensuring that accounting administration functions are carried out in accordance with established goals and objectives.
- b. Executes policies as required for the Head of School and Board's approval with respect to the operations and maintenance of the school and foundation assets.
- c. Prepares budget and oversees the budget for the school's business units and overall school budget. Provides information to the controller for variance reports, financial statements and the annual report. Co-ordinates the purchases of capital equipment and asset maintenance.
- d. Interpret information received and select the most appropriate procedure for performing effective operations management and administration activities.
- e. Implements and maintains site plans, landscaping plans, signage plans. Obtains appropriate municipal and community approvals for any buildings or development.
- f. Assists with technology plan and recommends changes and improvement to the Head of School.
- g. Ensures operations policies meet all safety codes, legislative and regulatory requirements. Ensure emergency preparedness plans are current, recommends changes to the Head of School for approval.
- h. Inform and trains staff in change to operational policies, administrative procedures and emergency preparedness.
- i. Verifies documents for completeness and compliance with all government and regulatory agencies' regulations.
- j. Ensure compliance with Federal and Provincial reporting guidelines and restrictions in particular Revenue Canada reporting guidelines for non-profits.
- k. Approves for financial expenditures of business units, ensures delegated financial authorities are not exceeded, and transactions are properly coded.
- l. Supervise and evaluates support staff with administrative and operation functions.
- m. Creates and manages personnel files, records, employment contracts, attendance and leave records and participates in employment negotiations as required.
- n. Chair and coordinates the annual Family Fair and is an active role playing member of the annual Advancement Society Fundraisers including planning, budgeting and implementation.

- o. Uses a variety of software applications such as Excel, Simply Accounting, Word and other, related programs for financial reporting, statistical or other applications in order to compile, manipulate, process, and/or format data and reports.
- p. Negotiates mortgage renewals, Line of Credits, with the Bank for Board recommendation.
- q. Oversees the annual audit and bank reviews.
- r. Communicate and maintains a strong relationship with the Bank's relationship manager.

Last Review Date	June 2010
Reference(s)	
Related Forms	

# Administrative Procedure

## 423 Role and Responsibilities of Non-Instructional Directors



### Background:

This document refers to the role and responsibilities of persons holding positions of Director in non-instructional areas of responsibilities, hereafter referred to as Directors.

Directors are regarded as the leaders of their respective area of responsibilities. They are directly responsible to the Head of School for the competent administration program, for the efficient use of human, physical and financial resources, and for the effective performance of personnel under their supervision.

Through careful management of their program, its resources and personnel, Directors may build on the strengths of the institution, and seek constantly to enhance the quality of services offered through their department.

### Procedures:

Responsibilities directly related to respective programs.

1. Departmental Supervision
  - a. To determine present and future needs in their area of responsibilities and develop short and long range plans for meeting these needs.
  - b. To constantly monitor the application of school philosophy and administrative procedures.
  - c. To interpret Board strategic plans and CFIS Administrative Procedures as well as program objectives to personnel under their supervision.
2. Supervision of Personnel
  - a. To make recommendations with respect to deployment of staff in their area of responsibilities.
  - b. To consult with colleagues on matters of mutual concern or interest.
  - c. To evaluate the staff under their supervision, with a view to improving performance.
  - d. To encourage the development of positive staff morale.
3. Business Operations
  - a. To interpret policies and procedures regarding business operations to staff.
  - b. To establish budget priorities for their area of responsibilities.

Last Review Date	June 2010
Reference(s)	
Related Forms	



# Administrative Procedure

## 425 Support Staff Assignment

### Background:

The assignment of support staff within the School is done with one major objective in mind; the enhancement of the quality of services to students, their parents and the CFIS Board and Society.

### Definitions:

#### Support Staff

In this document, support staff includes all non-certificated personnel engaged in instructional support positions and administrative support positions.

#### Non-Certificated Personnel

Personnel not holding a Teaching Certificate valid for the province of Alberta.

### Procedures:

#### A. Assignment of Support Staff.

1. When contemplating the assignment of support staff, the following criteria will be considered in order of priority as follows:
  - a. Student and School needs as perceived by the Head of School
  - b. Experience, interest and/or training of staff members
  - c. Requests for a change of assignment from individual staff members
  - d. Other considerations deemed relevant by the Head of School.
2. Staff, whose responsibilities relate directly to the instructional process, wishing to express a desire to be re-assigned to different responsibilities or to take leave of absence, should communicate their intentions before the end of the second week of March.
3. The assignment of support staff to their respective responsibilities for each school year will normally be completed by June 30 of the preceding school year.
  - a. Exceptions may occur under unusual enrollment circumstances.
  - b. Re-assignment of support staff may occur, at the Head of School's discretion when unexpected enrollment requires it.
4. The approval of support staff assignment will normally be completed in consultation with the Directors responsible for the program. The Head of School has final authority for the approval of staff assignment.

#### B. Declaration of Support Staff Surplus to School Needs

1. When making organizational plans for a school year, the Head of School, based on projected School needs, and after consultation with the Directors, will make decisions regarding:
  - a. The programs and services to be offered to meet the needs of the school.
  - b. The way in which the school will be organized to best provide the programs and services.
  - c. The distribution of assignments among support staff.
2. As soon as a staff reduction appears evident for the following year, the Head of School will advise staff members of that possibility.
3. If the projected needs of the school are not sufficient to provide assignments to all support staff members, the Head of School is responsible for identifying support staff members who will be declared surplus to School need.
4. The major consideration shall be to retain the staff deemed to best meet the needs of the School. The Head of School shall also consider the following points in the following order:
  - a. The need to retain staff with the expertise necessary for the maintenance of the quality of school services.
  - b. The availability of positions in the school within individual staff member's area of experience and/or training.
  - c. The length of service with the CFIS.
5. The Head of School shall provide, as soon as practicable, to affected staff members in excess of school needs, a written notification to that effect.

Last Review Date	June 2010
Reference(s)	
Related Forms	

# Administrative Procedure

## 427 Staff and Volunteers Criminal Record Check



### Background:

The CFIS believes that it has a duty to establish a safe and secure learning environment for all children. In order to facilitate this goal, the School believes that all staff and volunteers working with students must themselves be above reproach.

Accordingly, the CFIS requires employees and volunteers of the School to meet the highest standards of public service. Employees and volunteers are expected to:

1. Provide a high standard of professional and personal performance.
2. Behave in a manner which recognizes they are role models for students.
3. Respect the confidential nature of sensitive information their roles expose them to in relation to staff, students, and their families.
4. Be free of conflict of interest in the provision of good and services to the Division.

### Procedures:

1. Employment will be confirmed upon receipt of the following documents from the new employee:
  - a. An Employment Medical indicating the employee is medically fit for the position.
  - b. A Tuberculin test indicating the employee is free from tuberculosis.
  - c. Satisfactory proof, at the CFIS's discretion, that the employee has not been the subject of a charge or conviction under the Criminal Code, Narcotic Control Act, Food and Drug Act.
2. Employees have a duty to report to their employer, any matter that may arise in relation with those items set forth in item (1) above.
3. Prior to being assigned unsupervised duties with children in the school, volunteers will be subject to Clause 1.
4. Volunteers may be asked to submit references.

Last Review Date	June 2010
Reference(s)	
Related Forms	

# Administrative Procedure

## 428 Personnel Records

### Background:

The operation of the CFIS requires the establishment and maintenance of employee records for all School personnel. The CFIS is responsible for maintaining and protecting employee records/ files/ information to meet all operational, legal, tax and audit requirements and for physically destroying records no longer needed for any business reason.

### Procedures:

- I. Such records should contain:
  - a. updated forms required by Statute such as:
    - i. hours of work of employees daily,
    - ii. wage and overtime rates,
    - iii. wage and overtime pay,
    - iv. vacation and general holiday payments,
    - v. deductions from employee earnings;
  - b. statements signed by the employee, acknowledging inclusion or exclusion from benefit plans offered by the CFIS;
  - c. time sheets/cards as required of the employee by their employment conditions;
  - d. all evaluations and correspondence between the School and the employee;
  - e. details of annual vacations, sick leave and years of service accruing to or used by the employee;
  - f. a copy of the employee's employment contract (when applicable).
2. Employee records are agreed to be confidential information between the CFIS, its Administrators and the employees. Employee records are not available for the scrutiny of other persons without express written consent of the concerned individual or as required or allowed by law.
3. The Head of School (or designate) will be responsible for maintenance and access to employee personal information. This includes data from the School's Human Resource Management System and employee benefit documentation.
4. All employees may view their personnel records. The Head of School must approve any inclusion or deletion that results from this review.

Last Review Date	June 2011
Reference(s)	<ul style="list-style-type: none"> <li>• Employment Standards Code</li> <li>• Employment Standards Regulation</li> <li>• Personal Information Protection Act</li> </ul>
Related Forms	

# Administrative Procedure

## 430 Staff Meetings



### Background

It is generally recognized and accepted that a timely, well-organized and properly conducted staff meeting is one of the best instruments at the disposal of a school administrator for building good professional relations with staff.

### Procedures:

1. The Head of School will conduct staff meetings monthly or as required when emergent matters make it necessary.
2. Directors may conduct meeting of the staff under their supervision.
3. Every effort shall be made to give staff at least 5 days notice of staff meeting dates and times.
4. A copy of the proposed agenda shall accompany the notice of meeting.
5. At the beginning of each meeting, a secretary shall be identified who will be responsible for:
  - a. the recording of important actions, assignments and due dates;
  - b. the distribution of minutes of the meeting to all attendees at the next staff meeting.

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 431 Staff Involvement in Decision-making



### Background

The CFIS recognizes that all in-school personnel have a responsibility to the effective and efficient operation of the school.

### Procedures:

1. The Head of School and Directors have an open-door policy with respect to the participation of staff in all aspects of school operation. Contributions that are consistent with the School's strategic plan and legislative requirements are welcome.
2. It shall be the responsibility of the administrative staff to provide the opportunity, at regular staff and departmental meetings, for staff members to express and/or submit their opinions and recommendations on school procedures, regulations and curriculum.
3. Directors shall be open to discuss and to implement ideas which appear to be in the best interest of the school clientele, program and staff.

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 435 Certificated Staff Assignment



### Background:

The assignment of certificated staff within the School is done with one major objective in mind; the enhancement of the quality of services to students.

### Procedures:

#### A. Assignment of Teaching Staff.

1. When contemplating the assignment of certificated staff, the following criteria will be considered in order of priority as follows:
  - a. Student and program needs as perceived by the Head of School
  - b. Experience, interest and training of staff members
  - c. Requests for a change of assignment from individual staff members
  - d. Other considerations deemed relevant by the Head of School.
2. Staff wishing to express a desire to be re-assigned to different responsibilities or to take leave of absence, should communicate their intentions before the end of the second week of March.
3. Official notifications of resignations or leaves must be received by the School on or before the last day of May.
4. The assignment of staff to their respective responsibilities for each school year will normally be completed by June 30 of the preceding school year.
  - a. Exceptions may occur under unusual enrollment circumstances.
  - b. Re-assignment of teaching staff may occur, at the Head of School's discretion when unexpected enrollment requires it.
5. The approval of staff assignment will normally be completed in consultation with the Directors responsible for the program. The Head of School has final authority for the approval of staff assignment.

#### B. Declaration of Teaching Staff Surplus to School Needs

1. When making organizational plans for a school year, the Head of School, based on enrollment projections, and after consultation with the Directors, will make decisions regarding:
  - a. The programs to be offered to meet the needs of the school population.
  - b. The way in which the school will be organized to best provide the programs.
  - c. The distribution of the teaching assignments among the teachers.
2. As soon as a staff reduction appears evident for the following year, the Head of School will advise the teaching staff of that possibility.
3. If the total instructional needs for the projected school population are not sufficient to provide assignments to all the teachers, the Head of School is responsible for identifying teacher(s) to be declared surplus to need.
4. The major consideration shall be to retain the staff deemed to best meet the educational needs of the students. The Head of School shall also consider the following points in the following order:
  - a. The need to retain staff with the teaching expertise necessary for the maintenance of the quality of school programs.
  - b. The availability of teaching positions in the school within the teacher's area of training.
  - c. The past teaching assignments of the teacher.
  - d. The length of service with the CFIS.
5. The Head of School shall provide, as soon as possible, to teacher(s) in excess of school needs, a written notification to that effect.

Last Review Date	June 2010
Reference(s)	
Related Forms	

## Background

The CFIS values its relationship with its employees and recognizes that clear guidelines in respect to employment conditions are at the foundation of good personnel management.

## Procedures:

### A. General

1. Employment for all staff and teachers at CFIS is governed by their contract, which stipulates the term of employment. The Head of School of the school determines contract renewal and salaries.
2. A Teacher's Salary Grid shall be published and made available annually.
3. A satisfactory medical examination, or a medical certificate of good health, may be requested by the School of the employee as a condition of employment.
4. A current, valid police check is required by all employees of the Calgary French & International School.

### B. Personnel Placement

1. The Head of School is responsible for the hiring, and termination of employment of teachers and staff, as well as disciplinary matters.
2. The needs of the School and School programs have priority in all staffing matters, over the seniority of the employee.
3. The Head of School may reassign the duties, or teaching assignments, of a staff member at any time.

### C. Personnel Leaves

#### 1. Sick Leave

- a. During a teacher's first year of employment with the School, the teacher shall be entitled to draw salary for illness at the rate of two (2) days per month for each month employed to a maximum of twenty (20) days per school year. In any subsequent year of employment, a teacher shall be entitled to draw salary for illness to a maximum of twenty (20) days.
- b. A certificate of illness from a qualified medical or dental practitioner is required to support a request for sick leave with pay for a period of three (3) or more consecutive teaching days. Failure to observe this regulation shall result in the loss to the teacher of 1/200th of his/her salary for each day of leave beyond the initial three (3) days.
- c. Teachers shall not be entitled to carry over unused sick days from year to year.
- d. Sick leave is to be taken for the illness of the teacher only and for no other purpose.

#### 2. Compassionate Leave

- a. Leave may be granted with respect to major surgery, critical illness or death of a near relative. For the purpose of this Article, the term "near relative" shall be defined as the spouse of the teacher, and the grandparents, parents, brothers, sisters, children, and grandchildren (and their respective spouses) of the teacher and of the teacher's spouse and such other persons as the Head of School shall in his/her discretion designate. A spouse is defined as the lawfully wedded spouse or a person, although not legally married, has continuously cohabited with the teacher or "near relative" for a period of not less than one full year.
- b. In the event of major surgery or critical illness of a near relative or other family emergency, a teacher may be granted a maximum of five (5) days leave of absence with pay. Additional leave may be granted when, at the discretion of the Head of School, circumstances warrant it.
- c. Teachers attending the funeral of a near relative in the City shall be allowed three (3) days' leave and if outside the City, five (5) days' leave with pay. Where the teacher does not attend the said funeral, reasonable leave may be allowed at the discretion of the Head of School.

#### 3. Maternity, Parental and Adoption Leaves

- a. A pregnant employee who has been employed by the School for a continuous period of at least 10 months is entitled to maternity leave without pay as per legislation.
- b. An employee who has been in continuous employment by the School for at least ten (10) continuous months is eligible to adoption leave without pay as per legislation.
- c. Employees who take maternity, parental and/or adoption leaves shall be reinstated in the position occupied at the time leave commenced, or be provided with alternative work of a comparable nature, at not less than the salary and other benefits that were applicable at the time adoption leave commenced.
- d. A teacher who wishes to resume working on the expiration of maternity, parental or adoption leave, shall give the employer a four weeks notice in writing of the day on which the teacher intends to resume working for the School.

#### 4. Temporary Leaves

- a. Subject to the approval of the Head of School, up to three (3) days temporary leave with pay may be taken by a teacher in any school year for the following:
  - i. Family emergency (e.g. sudden illness of a spouse, or a dependent parent, or a dependent child of the teacher or the teacher's spouse). A spouse is defined as the lawfully wedded spouse of the teacher, or a person who, although not legally married, has continuously cohabited with the teacher for a period of not less than one full year.
  - ii. Situations in which a person is stranded in a location and is unable to report to work due to circumstances beyond control of the teacher:
    - Snow storm extreme enough to prevent the employee from reporting to work all day - effort needs to be made to overcome conditions
    - Travel complications - e.g. airline; requires supporting documents
  - iii. Special occasions:
    - Personal Court appearances for divorce or as parent of a Young Offender (does not include actions in which teacher is a party)
    - Attendance at funeral of other than a "near relative" - one day or less, as needed
    - Major religious holidays
    - Weddings
  - iv. For all other approved temporary leaves of absence, the school shall deduct 1/200th of the teacher's annual salary.

#### D. Medical Exams:

A satisfactory medical examination, or a medical certificate of good health, may be requested by the School of the employee as a condition of employment.

#### E. Benefits and Pensions:

##### 1. Teachers

All accredited teaching staff must enroll in the group benefits and ATRF pension plan within 30 days from commencement of employment. Teachers should see the school Comptroller or Business Manager for assistance.

##### 2. Support Staff

All Support Staff must enroll in the group benefits package and RSP (if eligible as per your contract), immediately following the 3 month probation period which begins at commencement of employment. Support staff members should see the school Comptroller or Business Manager for assistance.

#### F. Supervision Duties:

1. It is vital that all support staff and teachers assigned supervision duty recognize this assignment, not only as a condition of their employment, but as a vital component to the safety and security of our children and students.
2. Support staff and Teachers may be assigned a specific supervision either before classes start, at lunch and after-school. Effective supervision entails:
  - a. Constant observation of the children and supervision
  - b. Communication with other colleagues on duty
  - c. Effective distribution of supervisors in a large area like our play area
  - d. Awareness of appropriate first-aid
  - e. Awareness of appropriate safety and security measures

Staff members assigned supervision, must make sure that they are at their supervision post on time and for the full duration of the supervision assignment. When calling in for a substitution due to illness, supervision duties occurring during the absence should be mentioned.

Last Review Date	June 2011
Reference(s)	<ul style="list-style-type: none"> <li>• - Alberta Employment Standards Code</li> <li>• - Alberta Human Rights Code</li> <li>• - Alberta Occupational Health and Safety Act</li> <li>• - Alberta Employment and Immigration</li> </ul>
Related Forms	



## Definitions:

In this Administrative Procedure:

### **Hostile environment:**

means a learning or working environment in which the actions of one or more people in this environment may contribute to an atmosphere which directly or indirectly affects a person's ability to work or learn effectively, and the actions do not need to be directed at any person in particular;

### **Learning and working environment:**

means the immediate school or school jurisdiction work site and may also include

- the playground,
- school bus,
- school or work related social activities,
- school or work related travel and field trips, or
- also includes various electronic media such as telephone, fax, e-mail, networked computers and internet communications;

### **Personal harassment :**

means any behaviour either intentional or unintentional that disparages, humiliates or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person including but is not limited to, references related to

- age,
- race,
- national or ethnic origin,
- religion,
- gender,
- sexual orientation,
- disability or impairment,
- sources of income, or
- family status,

It also includes behaviour which supports a hostile environment. Examples of personal harassment may include, but are not limited to, intimidation, threats, ostracism, offensive gestures, offensive remarks or jokes related to the characteristics listed, and bullying.

### **Sexual harassment:**

means any unwelcome behaviour either intentional or unintentional which is sexual in nature, and includes but is not limited to:

- unwelcome physical contact;
- unwelcome remarks or compromising invitations or requests;
- display of suggestive pictures;
- leering, whistling, innuendoes, jokes or other behaviours or gestures of a sexual nature;
- demands for sexual favors;
- stalking;
- embarrassing, suggestive or threatening language;
- displays of pornographic materials; and
- hostile behaviours.

### **Child abuse:**

means any form of physical harm, emotional deprivation, sexual mistreatment or neglect, which can result in injury or psychological damage to a child. It can be active (i.e. hitting) or passive (i.e. withdrawal of affection or failure to provide reasonable protection for physical harm). In other words, when children are made to suffer pain, either emotional or physical, they are being abused.

### **Retaliation:**

means any action taken against an individual for

- invoking this administrative procedure whether on behalf of oneself or another individual;
- participating or cooperating in any investigation under this administrative procedure; or
- associating with a person who has invoked this administrative procedure or participated in procedures under this administrative procedure.

**Parent:**

means parents of a student, or guardian of a student, or anyone delegated by the parent of the student or guardian of the student to care for the student.

**Volunteer:**

means anyone, not only a parent, who acts in any capacity so as to assist a school process or school controlled activity and who is required by the school as other than a third party agent, or employee acting under instructions, and for remuneration, of the school.

## Identification of Abuse or Neglect

1. Under the provisions of the Child Welfare Act any person who has reasonable and probable grounds to believe that a child is in need of protective services shall report the matter to Child Welfare Services.
2. The Child Welfare Act states “For the purposes of this Act, a child is in need of protective services if there are reasonable and probable grounds to believe that the survival, security or development of the child is endangered because of the following:
  - a. the child has been abandoned or lost;
  - b. the guardian of the child is dead and the child has no other guardian
  - c. the guardian of the child is unable to unwilling to provide the child with the necessities of life, including failing to obtain for the child or permit the child to receive essential surgical or other remedial treatment that has been recommended by a physician;
  - d. the child has been or there is substantial risk that the child will be physically injured or sexually abused by the guardian of the child;
  - e. the guardian of the child is unable or unwilling to protect the child from physical injury or sexual abuse;
  - f. the child has been emotionally injured by the guardian of the child
  - g. the guardian of the child is unable to unwilling to protect the child from the emotional injury;
  - h. the guardian of the child has subjected the child to or is unable to unwilling to protect the child from cruel and unusual punishment;
  - i. the conditions or behavior of the child prevents the guardian of the child from providing the child with adequate care appropriate to meet the child’s needs.

## Indicators of Child Abuse

There are four types of child abuse: Neglect, Physical Abuse, Sexual Abuse, and Emotional Abuse.

1. Neglect is the failure to provide a child with the necessities of life, including failure to obtain needed medical, surgical or other treatment. Not always obvious, neglect can affect the child’s maturation process and can have serious, long-term psychological effects.

**Indicators of Neglect:**

The child may:

- Be underweight, dehydrated, emaciated or have a distended stomach
- Show improvement of developmental delays following proper stimulation and care
- Demonstrate signs of deprivation: cradle cap, severe diaper rash, diarrhea, vomiting, anemia, recurring respiratory problems
- Be consistently dirty or dressed inappropriately for the weather, or wear torn clothing
- Often be hungry or thirsty
- Often be tired or listless
- Demand much physical contact and attention
- Assume the role of parent or adult in the family
- Lack proper medical and dental care
- Have poor hygiene
- Have unattended medical or dental problems such as infected sore, decayed teeth, lack of needed glasses

**The adult may:**

- Maintain a chaotic home life with little evidence of personal care routines
- Not supervise child for long periods of time or supervise when child is involved in potentially dangerous activity
- Leave child in care of inappropriate persons
- Give child inappropriate food, drink, medicine

- Consistently bring child early and pick-up late
- Be apathetic towards child's progress, hard to reach by phone and fail to keep appointments to discuss child and concerns
- Overwork or exploit child
- Show evidence of apathy, feeling of futility.

2. Physical Abuse is the intentional, substantial and observable injury to a child. Children often explain injuries by attributing them to accidents in play or sibling conflict. If you have any doubt, call Child Welfare Services for assistance in deciding whether to make a report. Physical signs may include unexplained bruises and welts, a number of scars in a regular pattern, bruises of varying colours in the shape of an object (cord, rope, belt, buckle, clothes hanger), human bite marks, unexplained burns, fractures, sprains, dislocations or heard injuries, inflamed tissue suggesting scalding, or having consumed a poisonous, corrosive or non-medical, mind altering substance.

**Indicators of Physical Abuse:**

The child may:

- Be wary of physical contact with adults
- Seem afraid of parent or other person
- Be frightened in the face of adult disapproval
- Be apprehensive when other children cry
- Show extremes of behavior – aggressive/withdrawn
- Be over-anxious to please
- Approach any adult including strangers
- Be defensive about injuries
- Have low self-esteem
- Wear clothing that covers body even though the weather is warm
- Not tolerate physical contact or touch
- Run away often
- Be unable to form good peer relationships
- Be reluctant to undress when others are around

The adult may:

- Be angry, impatient, frequently lose or almost lose control;
- Appear unconcerned about the child's condition
- View child as bad or as the cause of life's problems
- Resist discussion of child's condition or family situation
- View questions with suspicion
- Use discipline inappropriate to child's age, condition, and situation
- Offer illogical, contradictory, unconvincing or no explanation of injuries
- Show poor understanding or normal development.

3. Sexual Abuse is the inappropriate exposure or subjection to sexual contact, activity or behaviour. Sexual abuse might show itself in a broad range of indicators. Although these indicators might reveal sexual abuse, they might also reveal other psychological or physical trauma.

The single most important indicator is a child telling someone about the abuse. The disclosure might be direct or indirect. Children commonly delay telling anyone about the chronic or even acute sexual abuse. All disclosures should be taken seriously.

**Indicators of Sexual Abuse:**

The child may:

- Use language and make drawings that are sexually explicit
- Fantasize excessively
- Show fear of closed spaces
- Resist undressing or diaper changes
- Masturbate excessively
- Exhibit seductive behaviour
- Express premature or inappropriate understanding of sexual behaviour
- Display inappropriate, unusual or aggressive sexual behaviour with peers or toys

- Be excessively curious about sexual matters or genitalia of others or self
- Wet pants (in a previously trained child)
- Soil pants
- Have eating disturbances (over or under eating)
- Have fears/compulsive behaviour
- Have school problems or significant changes in school performance
- Display age-inappropriate behaviour, pseudo-maturity or regressive behaviour, such as bed-wetting and thumb-sucking
- Unable to concentrate
- Have sleep disturbances, such as nightmares, fear of falling asleep and sleeping long hours.

The adult may:

- Often become domineering but emotionally weak
- Suggest or indicate marital or relationship difficulties with adults
- Indicate own social isolation, loneliness, especially as a single parent
- Cling to child, both physically and emotionally, hold and touch the child in an inappropriate way
- Tend to blame others for life's problems and child's sexual behaviour – may even accuse child of causing sexual abuse.

4. Emotional abuse occurs when there is a substantial and observable impairment of the child's mental or emotional functioning that is evidenced by a mental or behavioural disorder, including anxiety, depression, withdrawal, aggression or delayed development, and if there is reasonable and probable grounds to believe that the emotional injury is the result of rejection, deprivation of affection or cognitive stimulation, exposure to domestic violence or severe domestic harmony, inappropriate criticism, threats, humiliation, accusations or expectations of or towards the child, or the mental or emotional condition of the guardian of the child or chronic alcohol or drug abuse by anyone living in the same residence of the child.

The child's appearance may include persistent hunger, malnutrition, underweight, or dehydration, poor hygiene, dirtiness, skin disorders associated with bad hygiene, persistent fatigue and listlessness, inappropriate clothing for the weather or unattended sores or cuts or other medical needs.

#### **Indicators of Emotional Abuse:**

The child may:

- Be overly compliant, passive or shy
- Show episodes of very aggressive, demanding angry behaviour
- Fear failure, have trouble concentrating or learning and give up easily
- Be either boastful or negative about self
- Constantly apologize
- Cry without provocation
- Be excessively demanding of adult attention.

The adult may:

- Blame or belittle child in public and at home
- Withhold comfort when child is frightened or distressed
- Treat other children in the family differently and better, showing more acceptance of love, and less criticism
- Tend to describe child in negative ways
- Hold child responsible for parents difficulties and disappointments
- Identify child with disliked relatives.

#### **Procedures:**

The Calgary French & International School will maintain a working and learning environment free of personal or sexual harassment.

1. Personal or sexual harassment by any employee, parent, or volunteer against an employee, student, parent, or volunteer is strictly prohibited and will not be tolerated. If warranted, any abuse that may constitute a criminal offense will result in the immediate notification to the proper authorities (Calgary Police Service, Child Welfare Services).
2. Employees, parents, and volunteers, must conduct themselves in a manner that promotes and protects the best interests and well-being of students, staff, co-workers, parents, and volunteers.

3. An employee, parent, or volunteer who subjects a student, staff member, parent, volunteer, or other member of the public to personal or sexual harassment may be subject to disciplinary action including dismissal from employment or expulsion from school.
4. This administrative procedure does not affect an individual's right to file a complaint, to respond to a complaint with the Human Rights Commission, or to seek such other redress as may be provided by law.
5. Individuals, who are employees, volunteers, or parents, who believe they have been the subject of personal or sexual harassment by a Calgary French & International School employee, parent, or volunteer should make their objection known clearly to the offender and the Head of School. However, while it is preferable that objections to harassment be voiced to the offender, it is not a prerequisite to filing a complaint. In the case of a child disclosing abuse, the accused and the accuser should have no direct contact at any time until the issue is resolved.
6. The Calgary French & International School reserves the right not to deal with any complaint which is based on facts which occurred more than one (1) year prior to the date of the complaint.
7. Concerns or complaints regarding harassment must be kept confidential except:
  - a. as necessary to investigate and respond to the complaint, and
  - b. to advise the respondent of the identity of the complainant and the specifics of the allegations.
8. Any unauthorized disclosure of confidential information may result in disciplinary action.
9. Where the alleged offender is an employee, all records of the investigation must be kept separate from the employee's record of service file, except where the allegations are determined to be true.
10. If the allegation is determined to be true, the record of the investigation and final disposition will be kept in the employee's file.
11. If the investigation fails to disclose evidence to support the complaint, no record of the complaint will be retained in the employee's file and the Head of School will provide a formal letter to the employee confirming dismissal of the complaint.
12. If an investigation determines that the complainant falsely accused another of objectionable conduct knowingly or in a malicious manner, the complainant will be subject to disciplinary action, dismissal or legal action as the case may be.
13. In situations involving personal and sexual harassment complaints, it is the responsibility of all Calgary French & International School personnel to take immediate and appropriate corrective action, including referral of the complaint to the Head of School.
14. In the event of personal and sexual harassment, an employee, parent, volunteer, or student may pursue either an informal resolution or formal recourse. This decision may be made by the individual who considers herself or himself the target of harassment, or by the Head of School, in consultation with the individual's parents, in the case of students.
15. An individual may pursue an informal resolution.
  - a. The individual may choose to initiate action to resolve a harassment situation including:
    - i. informing the alleged offender that the actions are unwelcome and must stop immediately;
    - ii. requesting the involvement of a colleague or supervisor to provide informal intervention towards an acceptable resolution of the situation, or
    - iii. keeping a record of incidents including dates, times, locations, possible witnesses, description of incidents, personal response, and the resulting outcome.
  - b. After consultation with the complainant and the alleged offender, the Head of School will make a recommendation to the complainant within thirty (30) working days from the date of meeting with the complainant.
  - c. If this process does not resolve the complaint, the parties may move to formal recourse.
16. The formal process of complaint resolution may be pursued in the event that the informal process does not resolve the situation or that the complainant or the Head of School believes the formal process to be more appropriate.
  - a. If at any point in the formal process, consensus is reached between the parties that the informal approach is more appropriate, the formal process may be suspended.
  - b. Formal complaints must be submitted in writing by the complainant to the Head of School.
  - c. If the Head of School is named as the alleged harasser, the entire matter shall be directed to the Chair of the Board of Directors.
  - d. If an investigation is deemed necessary, the Head of School must
    - i. advise the alleged offender, in writing, of the nature and specifics of the allegations and inform that employee of their rights to representation and of the investigation, and
    - ii. advise the complainant of the investigation,

- e. As part of the investigation, the Head of School must interview the complainant, the alleged offender, and others who may have knowledge of the incidents or circumstances that led to the complaint.
- f. The investigation shall be completed with a written report of the findings and appropriate recommendations within thirty (30) working days of meeting with the complainant.
- g. Based on the evidence and findings including a finding of “hostile work environment” contained in the report, the Head of School must take action within thirty (30) working days. The action must be consistent with policies and practices relating to employee discipline, up to and including dismissal.

## Guidelines for Child Abuse

It is the responsibility of all to ensure the protection of children. If there is any reason to suspect the child may be abused, neglected, or maltreated it must be reported to the Head of School identifying the basis of the suspicion. There is no responsibility to prove the abuse, only for identifying and reporting suspected child abuse.

## Disclosure

Should you be approached by a child disclosing abuse, please follow the following guidelines:

1. Believe the child
2. Listen openly and calmly
3. Reassure the child
4. Write down the facts
5. Report **immediately** to the Head of School, who will continue the reporting process.

It is important to remember to set aside your own personal feelings and not to be judgmental. Ensure that you do not make comments that might lead the child's responses. Be honest; let the child know that there are other people who need to know. Should the child ask you to keep it a secret, explore their reasoning for asking. Explain that you understand their reason for asking, but that you also have responsibilities.

Try not to ask questions or make interpretations as this may interfere with further investigations by Child Welfare Services or other authorities. You are not required to determine the immediacy or the danger to the child; Child Welfare Services will do this.

Write down the facts including the child's name, address, telephone number, date and place of your conversation. Write down the child's words without interpretation. If the child has named an individual, record the identity of that individual as described by the child. It is important to understand that children often recant or deny having been abused, even after disclosing the abuse. They do so because they feel guilty about causing trouble for the offender or because they have been threatened and are afraid of the consequences. Sometimes children recant to protect others in the family. As such, your recording of the information at the time of disclosure will be extremely important in the investigative process.

You must report the disclosure immediately to the Head of School who will follow the Reporting Procedures for Incidents.

## Reporting Procedures

Staff must report any situation where their behaviour or actions with a child could be deemed inappropriate. The behaviour/actions must be documented and reported to the Head of School.

Any suspected child abuse which involves a volunteer or staff, must be documented and reported to the Head of School immediately for further investigation.

Any suspected child abuse which involves the Head of School, must be documented and reported immediately to the Calgary French & International School Society's Chairperson.

Any and all disclosures or suspicions of child abuse must be reported to Child Welfare Services.

All incidents of disclosures or suspicions will be reported to the Head of School. If the incident has direct impact to the Society, it will then be reported to the Board Chairperson (e.g. involves an employee or volunteer or if the abuse took place on School property).

The reporting staff must complete a report. The information will be that of the disclosure as revealed by the child. In the event of a suspicion of staff of abuse the details that lead to the suspicion will be documented in the report. The report will be reviewed by the Head of School.

Prior to Child Welfare Services being notified, the Head of School will likely notify the Business Manager.

The Head of School, along with the direct support of the reporting staff (must be present), will contact Child Welfare Services and report the incident. The phone call and the conversation with Child Welfare Services will then be documented for the file. Both the Head of School and reporting staff will sign this record.

It is the responsibility of the Head of School to report the disclosure or suspicion of abuse; the follow up is the responsibility of Child Welfare Services. Unless we are contacted and instructed by Child Welfare Services for further follow up, the position remains neutral.

The name of the person reporting the incident to the Head of School and Child Welfare Services shall not be disclosed or communicated to any person without the consent in writing of the Minister of Family and Social Services. In addition, the guardian(s) of the child will only be notified at the request of Child Welfare Services.

All media request will be referred to the Board Chairperson.

### **Alleged Staff Involvement**

In the event that the individual suspected of committing the abuse is a volunteer or staff person, the above reporting procedures will still be followed in addition to the following:

- The Head of School or Director of Business Operations may suspend the accused individual from their position until the investigation is complete.
- The investigation will be lead by the Head of School in consultation with that of the Board Chairperson.
- The Head of School or designate will notify the parents/guardians of any child involved in any incident where a volunteer or staff is involved in the allegation. Caution must be exercised here as not to impede any investigation by Child Welfare Services or the Calgary Police Service.
- Reinstatement of the volunteer or staff will occur only after all allegations have been cleared to the satisfaction of the Head of School and Board.

### **Alleged Home Incidents**

When the abuse is expected to be perpetrated by the parent/guardian, the above reporting procedures will be followed. Child Welfare Services will assist the Head of School to determine whether or not the parent/guardian should be notified. This is done to protect the child upon return to their home environment.

Last Review Date	June 2011
Reference(s)	
Related Forms	• AP 441F Acknowledgement of Procedures.doc

# Administrative Procedure

## 445 Recognition of Staff



### Background:

At CFIS we believe that dedicated and experienced staff is important in meeting the educational objectives of the School. As such, the CFIS wishes to officially recognize the extraordinary accomplishments and the service of employees.

### Procedures:

1. The CFIS supports ongoing, informal recognition of its employees by their immediate supervisors.
2. Upon notification that an employee has been recognized by an outside body, the Head of School (or delegate) will:
  - a. prepare a congratulatory announcement for the school newsletter;
  - b. extend personal written congratulations.
3. Special events in the life of employees may be recognized at an appropriate moment during the month of May or June. A list of events and individuals to be recognized shall be drafted and approved by the Head of School (or delegate) a priori.
4. Recognition will be given to employees who have served 5, 10, 15, 20, 25 and 30 years with Calgary French & International School. This recognition will take place at a function selected by the administration every year during the month of May or June.
  - a. A suitable memento shall be presented for service to the CFIS for all employees who are celebrated for years of continuous service. The value of the memento shall be determined by the Head of School.
  - b. A suitable memento shall be presented to any employee who resigns after 10 years of service. The value of the memento shall be determined by the Head of School.

Last Review Date	June 2011
Reference(s)	
Related Forms	



# Administrative Procedure

## 460 Teacher Growth Supervision and Evaluation

### Background:

This document aims to ensure that each teacher's actions, judgement and decisions are in the best interest of students and support optimum learning. The Board, Head of School and Directors are responsible for facilitating quality improvement through each teacher's career-long professional growth.

### Definitions:

#### **Director:**

In this document, all references to Directors are intended to mean the Director who is directly responsible for the supervision of a teacher.

#### **Teaching Quality Standard:**

The teaching quality standard means the authorized standard and descriptors of knowledge, skills and attributes as defined in Alberta Education, Teaching Quality Standard Ministerial Order.

#### **Evaluation:**

Evaluation means the formal process of gathering and recording information over a period of time and the application of professional judgement by the evaluator in determining whether any aspect of teaching meets or does not meet the teaching quality standard.

#### **Notice of Remediation:**

A notice of remediation is a written statement issued by an evaluator to a teacher where it is determined that the teacher's teaching does not meet the teaching quality standard.

### Procedures:

#### **A. General**

1. Teachers should actively participate in planning, evaluating, and enhancing or improving their performance on a continuous basis.
2. Teachers are expected to meet the Teaching Quality Standard.
3. Directors shall be responsible for the supervision of the staff member's performance on an on-going basis.
4. On-going supervision shall:
  - a. Provide support and guidance to staff members.
  - b. Include observing and receiving information from any source about the quality of performance.
  - c. Identify the behaviours or practices that, for any reason, may require an evaluation.
5. Written evaluations of a teacher's performance as related to the responsibilities and performance standard of the position, shall be completed:
  - a. Upon the written request of the teacher.
  - b. For the purpose of gathering information related to a specific employment decision.
  - c. For the purpose of assessing growth in specific areas of practice.
  - d. When, on the basis of information received through supervision, the Head of School or the Director has reason to believe that the teacher's performance may not be meeting the Teaching Quality Standard.
6. Directors shall be responsible for ensuring that the teacher receives a copy of all evaluation reports and for placing the original evaluation reports on the staff member's personnel file.
7. Written evaluations shall be treated in confidence and as such, access shall be in accordance with the requirements of the Personal Information Protection Act.
8. A teacher may request a review of an evaluation process no later than 30 calendar days after the receipt of an evaluation report.
  - a. Such a request shall be made in writing to the Head of School.
  - b. The Head of School shall review the evaluation to determine if the process of evaluation by the Director was conducted in accordance with provisions of this Administrative Procedure.
  - c. The results of the review shall be reported to the teacher in writing, no more than 30 calendar days from the time the request for the review is received. There is no appeal from a review.

## **B. Annual Professional Growth Plans**

1. Teachers are responsible for developing and implementing an annual professional growth plan.
2. Unless the teacher agrees, the content of the annual professional growth plan shall not be used as part of an evaluation process.
3. The annual professional growth plan shall be designed to improve practice. The plan should be meaningful and related to the teacher's current assignment and or career goals. As such, the plan shall:
  - a. Reflect goals and objectives based on an assessment of learning needs by the individual teacher.
  - b. Show a demonstrable relationship to the Teaching Quality Standard.
  - c. Take into account the education plans of the School.
4. The annual professional growth plan shall be submitted in writing for review within 30 days of commencement of the school year to the supervising Director.
5. The annual professional growth plan:
  - a. May be a component of a long-term, multi-year plan.
  - b. May also include a planned program of supervising a student teacher or mentoring a teacher.
6. Each annual professional growth plan shall include:
  - a. A goal/objective statement(s).
  - b. Strategies for achieving the goal/objective.
  - c. Indicators and or measures of the achievement of the goal/objective.
  - d. An estimated timeline for completion of the goal/objective.
7. Each year, at a time specified by the Director, the teacher shall provide the Director with a summary reflection on:
  - a. The degree of success in achieving the goal/objective.
  - b. How the teacher's professional practice has improved.
  - c. How student learning has improved.
8. The Director shall determine whether the staff member has completed the annual professional growth plan in compliance with Alberta Education and CFIS Administrative Procedures.
9. A Director may identify behaviours or practices that may require an evaluation provided that the information identified is based on a source other than information in the teacher's annual professional growth plan.

## **C. Teacher Supervision**

1. Supervision of teachers by the Head of School (or designate) is intended to assist teachers in meeting their professional responsibilities and to enhance teaching knowledge, skills and attributes that maximize student learning. It should be ongoing, supportive and collegial in nature.
2. The supervision process shall:
  - a. Provide support and guidance to teachers.
  - b. Include observations and information from any source about the quality of teaching a teacher provides.
  - c. Identify behaviours that for any reason may require an evaluation.
3. If as a result of information gathered through supervision, an ongoing concern about the teacher's behaviour or practices arises, the supervising Director shall work with the teacher to redress the concern in a prompt manner.

## **D. Teacher Evaluation**

1. I) Evaluation of a teacher by a principal/certificated supervisor may be conducted:
  - a. Upon the written request of a teacher.
  - b. For the purposes of gathering information related to a specific employment decision.
  - c. For the purposes of assessing growth in specific areas of practice.
  - d. When, on the basis of information received through supervision, the supervising Director has reason to believe that the teaching of the teacher may not meet the Teaching Quality Standard.

2. A recommendation by the supervising Director, regarding whether or not a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract shall be supported by the findings of two or more written evaluations.
3. On initiating an evaluation, the Director shall:
  - a. Meet with the teacher and communicate explicitly:
    - i. The reasons for and the purposes of the evaluation.
    - ii. The process, criteria and standard to be used.
    - iii. The timelines to be applied.
    - iv. The possible outcomes of the evaluation.
4. Upon the completion of a written evaluation, the Director shall meet with the teacher to discuss the results of the evaluation.

**E. Notice of Remediation**

1. Where, as the result of an evaluation, a Director determines that a change in the behaviour or practice of a teacher is required, the Director shall provide to the teacher a notice of remediation that:
  - a. Describes all behaviours and practices that do not meet the Teaching Quality Standard.
  - b. Describes the expectations for acceptable performance.
  - c. Indicates the remediation strategies the teacher is advised to pursue.
  - d. Describes the supervision, monitoring and evaluation strategies the Director shall employ to determine whether changes in practice have taken place.
  - e. Describes an applicable timeline including a date of evaluation.
  - f. Indicates the consequences of not achieving the required changes including, but not limited to the termination of a teacher’s contract of employment.
  - g. Replaces the obligation of the teacher to develop or implement an annual professional growth plan, until such time that the teacher’s behaviour or practices are deemed acceptable by the Director.
2. The evaluation report shall include a determination that the teacher’s teaching meets or does not meet the Teaching Quality Standard.
3. The Director shall meet with the teacher to discuss the outcome of the evaluation.
4. If the Director determines that the teacher’s teaching is meeting the Teaching Quality Standard, evaluation will cease.
5. If the Director determines that the teacher’s teaching does not meet the Teaching Quality Standard, then the Director shall either:
  - a. Provide the teacher with a revised remediation plan.
  - b. Consider other options in accordance with School practices.
  - c. Recommend to the Head of School the termination of the teacher’s contract of employment.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• Alberta Education, Teacher Growth, Supervision and Evaluation Policy</li> <li>• Alberta Education, Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta Ministerial Order (#016/97)</li> </ul>
Related Forms	

### Background:

CFIS supports initiatives that provide employees with professional development (Pro D) experiences that will assist them in carrying out the duties of their assignments.

The CFIS also supports the provisions of professional development funds to assist teachers in upgrading their curriculum knowledge and teaching skills. These funds should be used to meet the goals of the individual teacher's growth plans directly related to his/her teaching assignment, identified Ministry as well as school needs and goals.

### Procedures:

1. An amount, to be determined yearly, will be budgeted for each school year. This funding will also be used to pay all costs associated with the school wide professional development days set aside in the school calendar; Pro D activities including in-service training approved by the Head of School.
2. A Pro D Committee composed of the Head of School, Directors of Education (Primary, Elementary, Junior and Senior), and other participants as determined by the Head of School, shall be established to review guiding principles for the approval of funding requests and for the distribution of the professional development budget.
3. Current Guiding Principles:

The following principles will guide the investment of available funds toward professional development activities at CFIS.

- a. Recognize that CFIS, as an organization, has goals and expectations.
  - b. Recognize that each individual staff member has his or her own professional development needs.
  - c. Recognize that CFIS has internal expertise that must be called upon before going to external sources.
  - d. Recognize that there are excellent professional development opportunities offered off campus.
  - e. Recognize that where possible, anyone receiving financial aid to pursue a professional development activity (especially off campus) may be asked to share the findings with colleagues.
  - f. Recognize that there is external funding available for professional development and that CFIS will only fund requests once all these external sources have been maximized.
  - g. Recognize that CFIS offers a French immersion program and that professional development activities that look at the implicit pedagogy will be given priority.
  - h. Recognize that all requests to access professional development funding will be brought to the regular Directors' Meeting for a decision.
4. Approved Pro D requests will be consistent with:
    - a. CFIS Pro D guiding principles;
    - b. needs identified in professional growth plans;
    - c. the CFIS strategic plan;
    - d. Changing or new programs of study from Alberta Education.
  5. Any employee, under contract, with the CFIS may apply for professional development. The expectation is that employees remain current.
  6. Substitute teachers are not eligible under this Administrative Procedure.
  7. Employees applying for Pro D funding must submit a preliminary budget for each request at the time of initial submission. The budget should include costs for:
    - a. registration,
    - b. out of town travel,
    - c. per diem,
    - d. substitute (number of days required),
    - e. accommodation (if necessary),
    - f. materials.
  8. Employees must submit all receipts for reimbursement within one month after the funded activities or prior to the end of the school year, whichever comes first, or risk not to be reimbursed.

- 9. The Head of School and Directors shall be responsible for ensuring that individuals in all phases of employment are given equal opportunity to attend requested Pro D activities that meet CFIS guiding principles.
- 10. Pro D approvals will not normally be granted to support absences of individuals from their duties, for more than five [5] days in each school year.
- 11. The Head of School is the final approving authority.
- 12. The budget allocated for Pro D shall not be exceeded.

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 470 Arrangements for Professional Staff Substitutes



### Background:

In the absence of a regular classroom teacher, a substitute teacher must be employed by the CFIS to instruct classes. Whenever possible, such substitute teachers should be certified and have registered all pertinent data with the Head of School. The substitute teacher should carry out lessons planned for their term of employment.

### Procedures:

1. Teachers needing the services of a substitute teacher for scheduled absences shall:
  - a. Complete the form (AP 470F) prepared for that purpose and available at the office.
  - b. Ensure that adequate preparation is left for the substitute teacher including lesson plans and information about additional duties such as supervision.
2. Teachers needing the services of a substitute teacher for emergency or unforeseen circumstances shall follow the procedures outlined for teachers at the beginning of each school year including:
  - a. Making every effort to contact the school employee identified for that purpose between 6h30 and 6h50 in the morning of the absence and providing:
    - i. a reason for the absence;
    - ii. information about supervision or any other duties for which coverage is needed;
    - iii. a reasonable assessment of the duration of the absence.
  - b. If at all possible providing, via email, a day plan for the substitute teacher before 7h30 that morning.
3. Substitute teachers shall:
  - a. Reach the school, if at all possible, at least 15 minutes before the commencement of morning or afternoon sessions.
  - b. Report immediately to the office that will direct them to their proper class and will provide specific instruction.
  - c. Report to the office again before leaving the school at the end of their day's employment session.
  - d. Leave a written statement, at the school office or in the day plan of the teacher, of the work accomplished while in charge of the classroom.
  - e. Perform all duties assigned by the teacher, and other general duties as may be assigned to them by the Head of School (or delegate), to the best of their ability.
  - f. Make every effort to attend meetings of the staff in the Division in which they substitute in order to become familiar with the philosophy, rules and regulations of the School.
4. The Head of School (or delegate) shall:
  - a. Ensure that, whenever possible, substitute teachers hold valid certification.
  - b. Provide necessary details to the Accounting Department to facilitate personnel and payroll procedures for substitute teachers.

Last Review Date	June 2011
Reference(s)	• Alberta School Act, Section 100
Related Forms	• AP 470F Substitute Teacher Request Form

# Administrative Procedure

## 476 Non-Certificated Staff Evaluation



### Background:

At CFIS, we believe that the development of a competent non-certificated staff is essential to the growth of individuals and the success of the school. A program of regular staff evaluation will foster development in staff functions, establish a standard of performance for all staff and provide for recognition of exceptional service.

An annual evaluation program will benefit both the employee and the school.

### Definitions:

#### Employee:

In this Administrative Procedure the term will be used to designate non-certificated employees.

### Procedures:

1. All non-certificated staff shall have their performance evaluated.
  - a. Probationary employees shall receive an evaluation of their performance at the end of their probationary period, as a condition for achieving permanency.
    - i. The results of this evaluation will be used to either confirm the appointment of the employee or to let the term lapse.
  - b. Permanent employees shall be evaluated annually.
2. Employee performance provides one of the basis for making decisions regarding permanency, promotion or termination.
3. To the greatest extent possible, the evaluation of an employee's performance shall be conducted in an atmosphere of trust, confidence and support.
4. Each employee shall be informed of the expectations for their position and be given guidance and support in performing them satisfactorily.
  - a. Directors shall provide new employees under their supervision with a copy of the job description for their position.
5. All evaluations are to be completed in written form and considered confidential.
6. Areas to be considered in the evaluation of a support staff employee's performance will include:
  - a. Productivity and Job Performance
  - b. Communications
  - c. Leadership
  - d. Work Habits
  - e. Work Relationships
  - f. General Qualities
7. Each employee being evaluated shall receive a copy of the evaluation report and have the opportunity to discuss the report with the Supervisor responsible for the evaluation.
8. Employees have the right to appeal an evaluation to the Head of School through established procedures.

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 478 Employment Contracts and Compensation Plans

### Background:

The CFIS believes that compensation for all employees should be based on principles of fiscal responsibility, sound management practices and fairness to employees regardless of their responsibilities.

Accordingly, the CFIS shall consider the compensation and employment standards applicable to public school district employees when recruiting and retaining the services of certificated and non-certificated staff.

### Procedures:

#### A. General

1. Employment conditions and compensation of all employees shall be in accordance with applicable legislation for the province of Alberta.
2. All full-time and part-time employees, with few exceptions, shall be covered by an employment contract. In some circumstances, the Business Operations Manager may determine that some casual or temporary employees, getting hourly remuneration, will be hired without the formality of an employment contract.

#### B. Contracts

1. Employment contracts will generally be developed in a manner such that they need not be re-negotiated every year, but remain in force as long as the individual :
  - a. continues to be a CFIS employee, and
  - b. remains in the same position.

Depending on the area of responsibility, some employees may be employed on a 10 month contract while others will be under a 12 month contract.

In some cases, 10 month contracts may not survive past the end of the school year. The decision to award a non-renewable contract, or a 10 month contract shall rest with the Head of School. That responsibility is delegated to the Director of Business Operations. The decision may be based on:

- a. the temporary nature of a position,
  - b. expected, confirmed or unconfirmed enrollment.
2. CFIS hires a substantial number of employees who have responsibilities that vary greatly. Hence the need for three different categories of employment contracts reflecting the employees' area of endeavour.

Categories of employee contracts shall include:

- a. Administrative support employee contracts.

Employees in this category will generally have responsibilities relating to the administration of the school in areas not relating directly with instruction to students.

These include:

- i. Management support employees
  - Head of School
  - Accountant
  - Director of Admissions
  - Director of Business Operations
  - Director of Technology
  - Office Administrative Support
  - Executive assistant to the Head of School
  - Receptionist
  - Supervisors of non-certificated positions
- ii. Buildings and grounds maintenance employees
- iii. School Bus Drivers
- iv. Cafeteria Managers
- v. Artist in Residence employee



- vi. Any other as determined by the Director of Business Operations

Employees in this category will have responsibilities that do not require a teaching certificate.

Their remuneration will be a flat monthly or yearly salary with health benefits. With the exception of the Head of School's salary and benefits, which are determined by the CFIS Board of Directors, employee salaries are determined by the Head of School in consultation with the Director of Business Operations.

b. Instructional support employee contracts

- i. Employees with instructional support contracts include:
  - Preschool Instructors
  - Preschool Aids
  - Teacher's Aids
  - Library Attendant
  - Library Aids
- ii. Employees in this category will generally have non-teaching responsibilities relating directly or indirectly with instruction to students or student care.
- iii. These positions do not require a teaching certificate and shall be paid hourly wages.
- iv. Wages of instructional support employees shall be based on a salary grid developed for that purpose and reviewed periodically by the Business Operations Manager.
- v. Placement on the salary grid will depend on qualification and years of experience. In the case of Preschool Instructors, qualification level will be tied to ECS qualifications.
- vi. New employees shall be assessed by the appropriate Director to determine their starting level on the salary grid.
- vii. Instructional support employee contracts may vary depending on the responsibilities of the employee.
- viii. Supervisory staff may have a different employment contract that reflects their responsibilities.

c. Teacher Contracts

- i. Employees with this category of contract includes:
  - Primary, Elementary and Secondary classroom or subject area teachers
  - Certificated Specialists
  - Teacher-librarian
  - Teachers with administrative and supervisory responsibilities
- ii. Alberta certification shall be a requirement for employees with teaching contracts.
- iii. Employees with teaching contracts will generally have teaching responsibilities at the Primary, Elementary Junior or Senior High level.
- iv. Wages for teachers shall be based on a yearly salary grid developed for that purpose and reviewed periodically by the Business Operations Manager.
- v. Efforts will be made to maintain a teacher salary grid and benefits which are competitive with public sector salaries and benefits.
- vi. Contributing to the Alberta Teacher Retirement Fund is a condition of employment for employees in this group.

**C. Content of contracts**

- I. I. Typically, employee contracts will contain clauses relating to the following topics:
  - a. Duration of contract
  - b. Job description
  - c. Hours of work
  - d. Working conditions
  - e. Compensation provisions
  - f. Extended Health Benefit provisions

- g. Pension Plan participation and contributions (where applicable)
  - h. Leave and vacations description/ limitations (where applicable)
  - i. Severance Termination provisions.
2. In those areas of employment that tie employees to an incremental grid, the administration shall assign a starting position for new employees which recognizes experience and/or training applicable to the position.
  3. For all positions not using a grid placement, a designated administrator shall make determination and recommendation to the Director of Business Operations regarding salary. Final approval with respect to all compensation plans rests with the Head of School.

**D. Health Benefits**

1. Participation in a Health Benefit Plan is a requirement for all employees working, on a full-time basis, under the terms of a 10 or 12 month contract unless they can demonstrate that they are covered under another plan. Non-teaching employees join the Health Benefit Plan after the initial three months of employment. The CFIS contributes a portion of the cost of this plan which includes:
  - a. Dental insurance
  - b. Life and accidental death or dismemberment insurance
  - c. Supplementary health insurance
  - d. Long-term disability insurance.
2. Health Benefits for employees with a part-time contract:

For employees who have a contract for part-time work of 0.6 FTE (60%) or greater, the CFIS offers to contribute a pro-rated portion of the employer's contribution to the Health Benefit Plan. Employees may participate fully in the Health Benefit Plan if they are prepared to "top up" both the employer and employee contribution of the Health Benefit Plan.

**E. RRSP Contributions**

1. For non-teaching employees wishing to contribute to a retirement fund, the CFIS in cooperation with a financial establishment facilitates their participation. Employees may contribute 5% of their gross salary which is matched by a 9.78% employer contribution to the employees' retirement account.
2. Certificated personnel contribute to the Alberta Teachers' Retirement Fund and do not have access to the above.

**F. Holidays**

1. Employees who are on contract with monthly or yearly salary are entitled to Winter Break and Spring Break without salary deduction.
2. Employees with hourly salaries will not receive remuneration for Winter Break, Spring Break or other periods of time when their services are not required.

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 484 Communications Coordinator



### Background:

A Communications Coordinator performs an important function. It is the individual who coordinates the School's communication efforts internally and externally. This occupation plays a key role in the maintenance of the School's reputation with its employees and stakeholders.

### Procedures:

1. The Communications Coordinator is responsible to provide support in coordination and implementation of the School's internal and external communications initiatives to staff and stakeholders.
2. At CFIS, the role of Communications Coordinator is delegated to an administrative support employee who is responsible for:
  - a. Initiating, promoting and encouraging effective internal and external communications strategies and practices at all levels of the CFIS.
  - b. Assisting in planning, implementing and evaluating communications strategies and plans aligned with the CFIS strategic plan.
  - c. Providing communications support for CFIS marketing and fundraising initiatives.
  - d. Contributing to research, writing, proofreading, and producing publications, as needed by senior administration.
  - e. Developing materials to meet the communication needs of CFIS departments.
  - f. Editing and providing recommendations on articles, news releases and brochures.
  - g. Coordinating the planning, writing, editing, production and distribution of the School newsletters as well as other information vehicles (*Communiqué, La Pomme, Curriculum News, and Daily Bulletin*).
  - h. Overseeing content management of the CFIS web site.
  - i. Composing and preparing memoranda and correspondence on behalf of the CFIS administration.
  - j. Assisting with preparation of materials for Board of Directors.
  - k. Working as emergency public information coordinator during emergency drills and events. In that capacity the Communication Coordinator will be responsible for:
    - i. Advising in the implementation of the crisis communication plan.
    - ii. Participating on the Emergency Response Team when one is needed.

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 489 School Bus Drivers

### Procedures:

1. The office of the Director of Business Operations shall maintain driver records for each driver.

School bus driver files should contain:

- a. a copy of the completed application form,
  - b. a copy of the driver's abstract from when the driver was hired. This document must be updated annually,
  - c. the driver's employment history for three years immediately preceding hiring,
  - d. a record of all collisions, in any motor vehicle operated by the driver, that are required to be reported to a peace officer,
  - e. a record of all training undertaken by the driver in relation to commercial vehicles,
  - f. a copy of any training certificates,
  - g. a copy of a current medical certificate.
2. The School shall provide each bus driver with a cellular phone for emergency or administrative purposes.
3. School bus drivers are responsible for all fines imposed in relation with driving infractions.
4. Within eight hours preceding the commencement of the shift, a driver shall not consume alcohol or non-prescription drugs that have the potential to impair the driver's ability to operate the bus effectively.
5. If the driver is required to consume prescription drugs within eight hours of the shift, care must be taken to ensure that the ability to operate the bus is not impaired.
6. Each bus driver may, at any time, be required to undergo a medical examination at CFIS expense.
7. Qualifications Guidelines:

Bus drivers employed by the CFIS shall:

- a. Have a valid class 2 license with six or less demerit points.
  - b. Have an "S" Endorsement (School Bus Safety) within one year of their start date. They will update this "S" Endorsement every three years.
  - c. Have successfully completed CPR and St John's Standard First Aid training every three years.
  - d. Demonstrate strong student management skills.
8. Job Description

School bus drivers are responsible to the Director of Business Operations for the safe and efficient operation of their buses and the well being of their passengers.

Specifically, this entails that the driver:

- a. Operates the bus in a safe, sober and efficient manner.
- b. Be responsible for maintaining order during trips and ensure adherence to safety rules.
- c. Exercises due care and caution while loading and unloading passengers.
- d. Ensures that each passenger in grade 6 or lower is received by a parent/guardian before moving the vehicle, unless parents have made alternative arrangements with the school.
- e. Not deviate from the established bus route unless it is directed to do so by safety or traffic enforcement personnel.
- f. Performs pre-trip and post-trip inspection every time the bus is used.
- g. Performs evacuation drills at least three times during the school year.
- h. Stops safely at all railroad crossings.
- i. Adjusts driving speed to prevailing road and weather conditions.
- j. Observes all traffic laws and regulations pertaining to school bus operation:
  - i. Highway Traffic Act
  - ii. Alberta Transportation Regulations
  - iii. WHMIS

- iv. All CFIS Administrative Procedures
  - v. School Bus Safety Program procedures
- k. Notifies the Director of Business Operations (or delegate) of transportation of any of the following:
- i. if an assigned stop is unsafe for any reason
  - ii. any road hazards
  - iii. any accident/incident
  - iv. any mechanical problems

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 490 School Volunteers

### Background:

The CFIS encourages the utilization of volunteers to assist the professional staff when activities do not require education expertise. Suggested areas include clerical assistance, transport of students, field trips, school services, library and classroom activities.

The CFIS encourages parents as well as Community volunteers to assist in the classroom as they are able to contribute in positive and reinforcing ways.

### Procedures:

1. Volunteers are expected to:
  - a. Behave in a manner which recognizes they are role models for students.
  - b. Comply with CFIS Administrative Procedures.
  - c. Respect the confidential nature of sensitive information their roles expose them to in relation to staff, students, and their families.
  - d. Be free of conflict of interest in the provision of good and services to the Division.
2. Parents shall be encouraged to volunteer as members of the Board and its committees.
3. Parents and members of the Community shall be encouraged to volunteer in support of classroom teachers, school events and services.
4. Parents and community volunteers may be engaged as resource people or service volunteers to assist in the classroom.
  - a. Resource volunteers are individuals who have a relevant area of expertise or experience, and who are invited into the classroom to enhance the program. Their visits are under the supervision of the teacher.
  - b. Service volunteers are parents and other individuals who directly or indirectly assist the teacher in achieving educational objectives by providing non-instructional services. Service volunteers are under the supervision of the teacher.
5. All volunteers, parents and community volunteers are considered agents of the School and are insured under the CFIS liability insurance only while they are acting within the scope of their duties as assigned by the Head of School, teacher or other members of the staff assigned to supervise their activities.
6. Volunteers are not insured under any CFIS medical or accident insurance for bodily injuries which they may sustain while volunteering at the CFIS.
7. School volunteers shall not be assigned to a teacher without that teacher's consent.
8. It is the teacher's responsibility to determine:
  - a. The schedule of time when the volunteer will be in the classroom
  - b. The type of activities in which the volunteer will be involved
  - c. The students with whom the volunteer will interact.
9. All applicants for a volunteer driver position must complete the (AP 347F) Volunteer Driver Authorization form.
10. All applicants for service volunteer positions with the CFIS must declare a criminal record.
11. Service volunteers must notify the Head of School of all criminal charges at the time the charge is issued, except for minor traffic violations.
12. Notwithstanding the above section, volunteer drivers must report all criminal charges and traffic violations at the time the charge is issued and must comply with the terms and conditions of the (AP 347F) Volunteer Driver Authorization form.
13. Volunteers charged with an offence under the Criminal Code of Canada may be suspended from their volunteer positions depending on the nature of the offence and its relationship to their duties.
14. Conviction of any criminal offence may result in termination of a volunteer position with the CFIS.

Last Review Date	June 2011
Reference(s)	• CFIS Administrative Procedure #427 Staff and Volunteers Criminal Record Check
Related Forms	

# Business Administration 500

## **Business Administration 500**

502 Strategic Planning, Enrollment Projections and Setting Tuition Fees	5.1
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561 Workplace Hazardous Materials Information System (WHMIS)	5.16
570 Custodial Services	5.18

# Administrative Procedure

## 502 Strategic Planning, Enrollment Projections and Setting Tuition Fees



### Background:

The CFIS budget must address its vision, mission, priorities, key results, and strategies to be achieved in a manner that provides the best quality French Immersion education, and meets the needs of all CFIS students, at the most reasonable cost of tuition.

This Administrative Procedure describes processes that are precursors to the preparation of a budget to be presented for Board approval:

1. Strategic Planning
2. Enrollment Projections
3. Setting Tuition Fees

### Procedures:

Budget planning shall be the responsibility of senior administration and shall be undertaken at a date to conform to Ministry requirements and the budget deadlines as established by the Board of Directors.

#### 1. Enrollment Projections

At the appropriate time of the year, the Manager of Business Operation, in consultation with the Head of School, shall initiate activities that will yield enrollment projections for the following school year. This calculation will take into account:

- a. enrollment for the current school year,
- b. the number of students expected to graduate from the school at the end of the current school year,
- c. what is known about student registrations for the following year, and
- d. any measures or discounts relating to enrollment that may affect revenues from school fees.

#### 2. Strategic Planning

The Head of School, in consultation with the Manager of Business Operations and Directors of Education, shall outline all aspects of the CFIS Strategic Plan and the Three Year Education Plan that will influence budgetary deliberations for the following school year.

The Manager of Business Administration shall, in as much as it is possible, review the current year's expenditures and budgeted amounts in order to determine the adequacy of the current year's budget.

#### 3. Setting Tuition Fees

The setting of tuition fees for the following school year rests on the accuracy of figures provided in the:

- a. Enrollment projections and the amount of revenue potentially generated by fees at the current year's level.
- b. Cost in implementation of strategies outlined in the CFIS Five year Strategic Plan and the Three year Plan submitted to the Ministry of Education.
- c. Expected revenues from sources other than tuition fees:
  - i. Government revenues
  - ii. Business Units
  - iii. Other revenues from school programs.
- d. Estimated expenditures for the following school year in the following areas:
  - i. Teaching salaries and benefits
  - ii. Teaching expenses
  - iii. Business units
  - iv. School operations
  - v. Maintenance
  - vi. Lease
  - vii. Cost of Administration.



Having received the most accurate information possible in the above areas, the Manager of Business Operations, in consultation with the Head of School shall then:

- a. Estimate the amounts required to present a balanced budget to the Board of Directors
- b. Estimate the tuition fee increase necessary to achieve the needed revenues.

Deliberations with respect to the setting of tuition fees for the following school year shall always be guided by the need to:

- a. Be responsive to the prevailing economic conditions
- b. Maintain school fees that are as reasonable as possible
- c. Maintain the School's position in the competitive environment of private school education
- d. Meet the goals set and approved for the CFIS.

Last Review Date	June 2011
Reference(s)	• CFIS Administrative Procedure #427 Staff and Volunteers Criminal Record Check
Related Forms	

## Administrative Procedure 506 Musical Instrument Rentals

### Background:

The CFIS does not buy, stock neither does it maintain a collection of musical instruments for use in its music and band programs. Students participating in the Band program have the option of purchasing or renting their musical instrument.

### Procedures:

Students who do not wish to purchase a musical instrument have two options that are outlined for them in the CFIS Band Handbook. Students may:

- rent a brand new instrument
- rent a previously rented instrument

In either case, students may rent to own the instrument of their choice.

The CFIS Band Handbook shall be kept up to date by the teacher responsible for the Band Program. The handbook will provide necessary details for parents who wish to rent musical instruments including advice on the matter and the location of businesses involved in musical instrument rentals.

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 520 Cash Handling

### Background:

The fundamental purpose of this policy is to ensure that an efficient and effective system is in place for the handling of any and all cash transactions to protect the CFIS Society, its employees, volunteers and students.

### Procedures:

1. The scope of this Administrative Procedure includes and covers:
  - a. Cash collected from parents via the students, teachers, or through the office for bussing, field trips, cafeteria fees, uniform shop, etc.
  - b. Cash collected from all fundraising events
  - c. Tuition
  - d. Contracts and grants
  - e. Cash donations
  - f. Petty cash transactions
  - g. Credit card purchases
  - h. Gifts
  - i. All other sources of revenue and expense reimbursement
2. The CFIS has a responsibility to ensure that all cash handling practices are done to ensure the privacy, honesty, integrity and protection of those involved in cash transactions.
3. All cash handling authorities are delegated to the Office of the Director of Business Operations.
4. The Office of the Director of Business Operations has primary authority for the handling of cash and is charged with responsibility for the following:
  - a. Ensuring that all parties involved with cash transactions will be protected through due diligence.
  - b. Developing procedures consistent with generally accepted cash management practices.
  - c. Notifying applicable parties of cash management process.
  - d. Managing and coordinating all cash transactions.
5. Cash Handling Procedures
  - a. There should be a separation of duties between the person receiving and the person responsible for maintaining accounting records (Controller). Cash receipt activity should be reconciled monthly with the General Ledger by the Office of the Director of Business Operations or someone other than the two aforementioned parties.
  - b. There should be a minimum of two parties in every transaction to sign off on each transaction, in order to protect the integrity of those involved.
  - c. All reasonable effort will be made to keep a minimum amount of cash on the CFIS premises.
  - d. All cash will be kept in a secure location under lock and key, until such time as it is deposited in the bank.
  - e. All cash will be deposited to the appropriate CFIS bank account at the earliest opportunity. The following guidelines should be adhered to whenever possible.

Cumulative Receipts	Minimum Frequency of Deposits
Up to \$100	Within 5 business days
\$101 to \$500	Within 3 business days
\$501 to \$1000	Next day
\$1001 +	Same day
**over \$10,000	Immediately

- f. Deposits shall only be made to CFIS bank accounts. No deposits for CFIS shall be made to any personal bank accounts.
- g. Receipts will be issued for all cash received by individuals acting on behalf of the CFIS.
- h. Receipts are required for all cash transactions, including credit card purchases, made by staff/volunteers on behalf of the CFIS. Failure to provide a receipt could potentially result in the individual's assumption of those costs associated with the purchase.

- i. Cash handling reports will be provided to the Controller to verify collection against deposits.
  - j. Departments are responsible for training designated employees in cash handling policies and procedures.
6. Receipt and Collection of Cash
- a. Incoming cash and cheques must be recorded by each department. The only exception to this is where pre-numbered tickets are sold.
  - b. Cash collected by departments should be balanced on a daily basis or as expeditiously as possible and be transported to the appropriate accounting employee for validating.
7. Cheque Acceptance
- a. Any staff accepting payment by cheque must ensure that the cheque contains adequate information such as name, address and telephone number, the date and amount are correct, and that the signature is complete.
  - b. All cheques are to be stamped on reverse with a “For Deposit Only” stamp indicating the respective bank account. This ensures that cheques cannot be cashed.
  - c. Departments will not refund cash for cheques written that exceed the amount due to the School.
  - d. Cheques issued to the School, in advance, as refundable deposits on tuition, shall be stored in a secure location, until such time as they are deposited or refunded.
8. Returned Cheques Procedures
- a. Any cheques returned by CFIS's depository banks as uncollected shall be sent to the Office of the Director of Business Operations. Examples of returned cheques include; non-sufficient funds (NSF), account closed, payor's signature missing, refer to maker and post dated or stale dated cheques.
  - b. The Office of the Director of Business Operations will contact the payor to arrange for payment to cover NSF payment.
  - c. If after proper due diligence is performed, collection problems remain, the Head of School may be consulted regarding returned items which remain uncollected after 90 days from the date of debit and accounts deemed to be “uncollectible” will be sent to a collection agent.
9. Depositing Cash with the Accounting Department
- a. A CFIS Receipt is to be used by departments to communicate deposit information to the Accounting Office. When accompanied by the correct amount of cheques, currency and charges, the designated Accounting Department employee will validate the CFIS Receipt. The validated CFIS Receipt serves to document the deposit for department and data control purposes. For deposits which include charge transactions, the Accounting Department will provide customized instructions for deposit.
  - b. Any non-standard form for the deposit of cash receipts must be reviewed and approved by the Office of the Director of Business Operations and the Accounting Department to meet their specific criteria prior to printing the forms.
  - c. Reporting Over & Short.  
A daily accounting of cash received from sales or deposits will be balanced against the total amount on the daily ledger or rung on the departmental cash register. Any amount that is over or short is to be reported on the same day and reflected on the CFIS Receipt.
  - d. The designated accounting employee will count the funds in front of the departmental representative. Discrepancies must be reconciled at once.
10. Credit Cards Procedures and Responsibilities
- a. To accommodate customers wanting to pay by charge, credit or debit card, authorized units may, in the future, accept Visa and/or MasterCard payments.
  - b. Charge card transactions are monetary transactions and therefore are subject to the same control and reconciliation policies as cash transactions. A daily accounting of receipts, from sales or deposits, should be balanced against these electronic transactions. They should then be deposited with any currency, coins, and cheques.
  - c. Charge, credit and debit card deposits differ from the deposit requirements for currency or cheques.
11. Foreign Cheques
- a. Any cheque not drawn on a Canadian bank or which does not have a Canadian clearing bank listed on it is considered a foreign cheque.
  - b. All cheques drawn on foreign banks should state clearly that the amount of the cheque is in Canadian currency.

12. Gifts

- a. All charitable gifts to CFIS are processed through the office of the Director of Business Operations. Centralized depositing ensures proper receipting and acknowledgment of donors. Without an official CFIS receipt, the donor may not be able to claim a CRA tax deduction for the gift amount. Donor information is recorded in a data base for historical tracking of the donor's relationship to the School.
- b. All gift cheques sent to the office of the Director of Business Operations by department offices should be endorsed using a FOR DEPOSIT ONLY stamp.

13. Cheque Cashing

- a. The CFIS does not permit cheque cashing privileges to occur at the School, whether it be from parents, donors or employees.

14. Petty Cash

- a. All departments maintaining petty cash funds should exercise controls over their use. A petty cash fund is a small amount of currency issued and held by departments to cover payments of day-to-day miscellaneous purchases. The petty cash fund is not to be used to circumvent the School's procedures and record keeping in regards to purchases and payments.
- b. A custodian for the fund must be appointed and is the party responsible for safekeeping, disbursing, and balancing the fund. The custodian of the fund is fully responsible for the safekeeping of the fund and for its proper usage. The custodian must exercise caution in the administration and protection of the fund in his/her possession.
- c. Any discrepancies in the fund are the responsibility of the custodian and the departmental administration.
- d. It is the responsibility of the custodian to follow current School policies and procedures in maintaining the petty cash fund.

15. Use of the CFIS Credit Card

- a. Use of the School's credit card is strictly prohibited without the expressed permission of the Office of the Director of Business Operations. The user shall sign out (and in) the credit card and assumes any liability for expenses not approved by the Office of the Director of Business Operations. The credit card is to be returned and signed in to the office of the Business Manager as soon as possible after it has been used.

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 540 Student Insurance

### Background:

The CFIS approves the offering through the school of student accident insurance at no cost to the School.

### Procedures:

1. The School shall facilitate the ability for parents to purchase additional student accident insurance packages.
2. The specific plan of insurance to be offered in any school year shall be decided by the Office of Director of Business Operations at least one month before the beginning of that school year.
3. The CFIS recognizes the risk in interscholastic sports and recommends to parents that their children who participate in these contests to be covered by the aforementioned insurance program.
4. It is the responsibility of Departmental Directors and teachers to ensure that student insurance programs (accident and travel) information is made available to parents on a timely basis at the beginning of each school year and as needed during the year.

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 541 Borrowing of School Property or Equipment



### Background:

The CFIS recognizes its responsibility to protect the school inventory which has been purchased with CFIS funds and that it is accountable to the CFIS Board of Directors for the appropriate use of funds and equipment.

### Procedures:

1. Occasional requests come from staff or people of the community who want to borrow various items of furniture, equipment, and instructional equipment. It shall be generally accepted that all school furniture, fixtures, equipment, and all the instructional apparatus be used primarily for school purposes by school personnel on school premises, for the attainment of instructional goals.
2. Requests to borrow school property shall be subject to the approval of the Director of Business Operation. That approval may be granted after consultation with appropriate staff members.
3. A written record of equipment loaned is to be maintained by the Business Office.
4. Requests to borrow school property or equipment shall be processed through a School Equipment Loan Request Form stating:
  - a. The name of the borrower.
  - b. A brief description of the property to be borrowed.
  - c. The expected return date.
  - d. A commitment to indemnify the CFIS for loss or damage.
  - e. Approval of the Director of Business Operations (or designate).
  - f. Signature of the borrower.
5. All users are expected to return items by the stated return date unless having specifically requested an extension.
6. In all cases, the borrower is responsible for lost or damaged items and will be required to replace or pay for the item.
7. In cases of lost or damaged items, the borrower is expected to negotiate restitution with the Director of Business Operations (or designate).
8. Failing this, items not returned, or returned damaged to the CFIS will be automatically billed to the individual or organization.
9. Borrowers will use the equipment at their own risk and covenants to hold the Board harmless from all and any legal liability for loss, cost of damages resulting from bodily injury to, and including the death of any person or persons, or from damage to the property of others, and to indemnify the CFIS for any loss or damage to the owner's property, arising from its use.

Last Review Date	June 2011
Reference(s)	
Related Forms	• AP 541F School Equipment Loan

# Administrative Procedure 542 School Property Disposal

## Background:

The purpose of this Administrative Procedure is to ensure that old, unused, or unwanted assets are removed from CFIS facilities expediently, while providing the best return to the School.

## Procedures:

1. All goods that are purchased or received as donations by a CFIS department are the legal property of the CFIS.
2. The Director of Business Operations (or designate) is the only CFIS employee who has the authority:
  - a. To classify items of equipment, furniture and other assets as obsolete and/or unserviceable when in the opinion of the Director of Business Operations (or designate):
    - i. The items can no longer be kept in service without excessive repair costs.
    - ii. Changing conditions or programs make them unsuitable for further use.
  - b. To make arrangements for the disposal of obsolete or unserviceable items.
3. Departmental supervisors may recommend that equipment, furniture or materials be declared surplus.
4. Surplus equipment must be removed and disposed of quickly so that valuable and limited space is not used to store unwanted items, and to avoid deterioration or damage to equipment left unattended, which would reduce any potential residual value.
5. The method of disposal shall be at the discretion of the Director of Business Operations and may vary depending on the estimated value and the quantity of the item considered.
  - a. Assets may be disposed of by:
    - i. Public sale.
    - ii. Auction -general or on consignment.
    - iii. Trade-in.
    - iv. Private sale.
    - v. Return to original vendor.
    - vi. Donation to stakeholders, staff members or charitable organizations
    - vii. Scrapping.
6. All sales of surplus assets shall be on cash-and-carry basis, with no warranties or guarantees being provided or implied by the school district.
7. Any proceeds received (except from trade-ins) from the sale of surplus equipment will be retained by the Director of Business Operations.
  - a. Funds realized in the sale of assets shall be held in trust and used to purchase equipment for the school.
8. Worn or surplus assets that are small items, (i.e. desks, obsolete or worn computers, AV equipment, etc), with a possible resale value of \$30 or less shall be made available to the school community, staff or non-profit organizations.
9. Notification of availability for sale or donations shall be made through the CFIS Newsletter.
10. Donation of items being discarded shall be on a “first come, first served” and “as is” basis.
11. Record Keeping
  - a. The disposal of surplus assets must be documented to provide quantity, description of disposal, serial number, etc., amount of proceeds from disposal, name of successful bidder (if applicable), reason for disposal and date of acquisition, if known.
12. Nothing in this policy or regulation shall make it mandatory to dispose of surplus assets.
13. Under no circumstance should CFIS property be deemed surplus to need or obsolete and removed from the school without the approval of the Director of Business Operations.

Last Review Date	June 2011
Reference(s)	
Related Forms	



## Background:

The purpose of these procedures is to maintain the security of the CFIS building and its contents, and to establish responsibility for key control within the school, without impeding after-hours access by dedicated staff members to their workplace for work-related matters.

## Procedures:

- I. Issuance of School Keys
  - a. The Director of Business Operations (or designate) shall maintain a current list of names of all school personnel who have been issued keys.
  - b. Each staff member to whom keys have been issued by the administration should be informed of the following:
    - i. Keys are for that staff member's personal use.
    - ii. The lending to others or the duplicating of keys is forbidden under any circumstances.
    - iii. Loss of any school key must be reported immediately to the administration.
  - c. Appropriate action will be taken to ensure that the security of the building is maintained.
  - d. The Director of Business Operations (or designate) will retrieve all keys when an employee terminates employment, or when an employee is on extended leave.
  - e. Employees authorized to enter schools, facilities, and restricted areas after hours will be limited to personnel who have obvious need to enter, that is:
    - i. Administrators
    - ii. Teachers
    - iii. Maintenance personnel
    - iv. Custodians
    - v. Authorized representatives of organizations with whom the CFIS has entered into formal agreement for the use of its facilities.
  - f. Restricted areas are defined as areas that meet any or all of the following conditions:
    - i. Pose a potential safety hazard.
    - ii. House special equipment or information.
    - iii. House confidential information or records, including private offices.
    - iv. Are used to store supplies, equipment, or records.
  - g. Entry into restricted areas is limited to personnel directly involved with the supervision, operation, or maintenance of the equipment or the area. All other personnel are prohibited from entry without the express permission of the departmental administrator or the Director of Business Operations.
2. Security Codes
  - a. A security code will be issued for each staff member authorized to access the school building after business hours.
    - i. Security codes are confidential and should not be communicated to others.
    - ii. Each security code issued to staff members is different from the others and identifies the staff member using it.
  - b. The issuance and use of security codes shall be subject to the procedures reviewed periodically by the Director of Business Operations (or designate).
  - c. A log book shall be maintained and located in the foyer of the school to keep a record of the presence of staff in the building after hours.
  - d. After hours users of the school facility shall enter their name, date and time of entry as well as time of departure in the log book.

### 3. Security System Instructions

The office of the Director of Business Operations shall provide clear and concise instructions to staff with respect to:

- i. The issuance of school keys.
- ii. Proper usage of the school security (alarm) system for after hours access.
- iii. Proper usage of the after hours access log book.
- iv. Telephone contacts who may be alerted in the event problems related to the de-activation or activation of the building security (alarm) system.

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 545 Use of School Facilities

### Procedures:

1. The management and usage of school facilities falls within the responsibilities of the Director of Business Operations.
2. With the exception of school use, during the hours of instruction and prior to 6h30 pm, all users must have specific authorization from the Director of Business Operations for use or rental of school facilities and equipment.
3. Rentals and Leases
  - a. The CFIS believes that school facilities, when not required for instructional use, may be made available for use by the school community.
  - b. Rental rates may apply and are to ensure that no additional cost is passed on to the CFIS budget.
  - c. The CFIS reserves the right to terminate any approved rental agreement.
  - d. Failure to comply with the CFIS Administrative Procedures may result in cancellation of a rental agreement.
4. Responsibilities:
  - a. Renters must comply with all CFIS Administrative Procedures (including those which prohibit use of tobacco or alcohol on CFIS property).
  - b. Renters may be requested to provide booking confirmation to the custodian at the site.
  - c. Access is limited to the area and times identified by the rental agreement.
  - d. Renters may bring into the school their own equipment or props. Such equipment and props must be removed prior to the following school day unless otherwise authorized by the administration. Failure to do so may result in the equipment or props being removed at the renter's expense.
  - e. Renters are responsible for any damage and repairs to the premises and the equipment, furniture, fixtures and chattels.
  - f. Renters must leave the facilities and equipment in the condition and location that they were found.
  - g. The use of equipment and supplies is not included in the rental agreement. Arrangements may be made regarding the use of equipment and supplies at the discretion of the Director of Business Operations (or designate).
  - h. Any access to equipment and/or supplies must be requested at the time the application is made for school use. Equipment will only be available for use if a qualified operator is provided and available. An additional fee may be charged for such use.
5. Supervision
  - a. The custodian in charge is the CFIS representative in monitoring the conduct of users, to ensure that CFIS Administrative Procedures are followed, and that no damage is caused to CFIS property.
  - b. A custodian must be on duty at all times when school buildings are in use after school hours, except when otherwise approved by the Operations & Maintenance Manager (or designate).
6. Insurance and Liability:
  - a. The renter will indemnify the CFIS from all manner of actions, causes of action, suits, debts, loss, costs, claims and demands whatsoever arising either directly or indirectly as a result of the rental agreement.
  - b. The renter shall indemnify and pay to the CFIS forthwith upon demand for any loss or damage occurring to CFIS property, either directly or indirectly as a result of the use of the facilities under the terms of the rental agreement.

Last Review Date	June 2011
Reference(s)	
Related Forms	

# Administrative Procedure

## 550 Student Transportation Services



### Background:

At CFIS we believe it desirable to provide a student transportation system to facilitate the effective operation of the school.

### Procedures:

1. The CFIS transportation system shall fall under the general responsibilities of the Director of Business Operations.
2. The office of the Director of Business Operations shall monitor and evaluate the student transportation system as necessary.
3. The student transportation system shall operate:
  - a. To get a limited number of students to and from school in the morning and the afternoon on school days.
  - b. To provide transportation for groups of students on field trips.
4. The number and types of vehicles that constitute the CFIS transportation fleet is subject to budgetary limitations and CFIS Board approval. At this time the CFIS operates three vehicles, two 72 passenger buses and a 24 passenger mini-bus.
5. Bus route shall be reviewed yearly and established by the office of the Director of Business Operations in consultation with bus drivers.
6. With regard to the coordination and operation of student transportation services, the following shall be considered when planning routes and schedules:
  - a. Student safety
  - b. System efficiency
  - c. Financial limitations
  - d. Student time in transit.
  - e. Due to the large area served by the CFIS transportation system, the planning of routes may not accommodate requests for closer pick-up points.
7. The yearly bus routes and schedules shall be based on applications received up to August 1st for the following school year.
8. Transportation shall not be provided for students to return home at lunch time.
9. Parents should notify the office well in advance if there is to be a change in routine with regards to bussing. If a child will be absent or not taking the bus to go to school or home, the bus driver must be notified in a timely manner.
10. Passenger pick-up points are selected on the basis of the above criteria. Door-to-door service shall not be provided.
11. Inclusion of students in a bus route shall be subject to an application process that will be available to parents:
  - a. At the time of registration
  - b. At the school office at any time.
  - c. On the school website.
12. Transportation will also be available for occasional users through the CFIS reception office. The cost for occasional users shall be published yearly in school documentation and shall be subject to periodical review by the Director of Business Operations. Occasional users may only be picked-up or dropped-off at locations that are part of existing bus routes.

Last Review Date	June 2011
Reference(s)	
Related Forms	

### **Background:**

The CFIS is committed to Health and Safety practices that protect students, staff, property, workers who enter CFIS property, the general public and the environment. The CFIS is committed to safety in accordance with standards outlined in the Alberta Occupational Health and Safety (OHS) legislation.

We are all responsible for preventing incidents within our facilities and are each expected to comply fully with all applicable health and safety laws, rules and regulations.

The information in this Administrative Procedure does not take precedence over OHS legislation. All employees should be familiar with the requirements of the OHS Act, Regulation and Code, all of which can be viewed at the web links in the reference section of this document.

### **Procedures:**

1. All employees should be familiar with the requirements of the Alberta Occupational Health and Safety Legislation as it relates to their work processes.
2. All employees will perform their jobs in compliance with established safe work practices.
3. Employees are responsible for protecting the health and safety of themselves and their fellow employees by working safely, and improving health and safety measures where possible and reasonable.
4. All contractors shall meet the CFIS health and safety requirements and all Workers' Compensation Board and Occupational Health & Safety applicable acts, regulations and codes.
5. In addition, the Occupational Health and Safety Act, Regulation and Code make all employees, including the administrative staff responsible for:
  - a. Following codes of practice and safe work procedures established by the school.
  - b. Recognizing and complying with occupational health and safety regulations.
  - c. Having knowledge of hazards of their job.
  - d. Reporting any hazardous or potentially hazardous situations to their supervisor.
  - e. Reporting any injuries or occupational illness immediately to their supervisor.
  - f. Participating in health and safety training.
  - g. Wearing the required personal protective equipment.
  - h. Making sure all equipment, including personal protective equipment, is in proper working order and appropriate for the level of risk involved.
  - i. Knowing the location, type and the operation of emergency equipment.
  - j. Asking questions if they do not know the proper safe work procedure.
  - k. Identifying work that would cause imminent danger to themselves or others.
6. A school Occupational Health and Safety Advisory Group will be established to provide advice on all matters relating to occupational health and safety, including the development, implementation and monitoring of procedures to ensure healthy and safe work conditions for school employees.
  - a. The group is to include the Director of Business Operations and the Facility Maintenance Manager.
  - b. Any suggestions from employees regarding the school's Occupational Health and Safety Programme are welcome and will be considered by the school Occupational, Health and Safety Advisory Group.

Last Review Date	June 2010
Reference(s)	<ul style="list-style-type: none"> <li>• CFIS Policy 60, Health and Safety</li> <li>• Alberta Occupational Health and Safety Act <a href="http://www.qp.alberta.ca/574.cfm?page=002.cfm&amp;leg_type=Acts&amp;isbncln=0779749200">http://www.qp.alberta.ca/574.cfm?page=002.cfm&amp;leg_type=Acts&amp;isbncln=0779749200</a></li> <li>• Alberta Occupational Health and Safety Regulation <a href="http://www.qp.alberta.ca/574.cfm?page=2003_062.cfm&amp;leg_type=Regs&amp;isbncln=077971752X">http://www.qp.alberta.ca/574.cfm?page=2003_062.cfm&amp;leg_type=Regs&amp;isbncln=077971752X</a></li> <li>• Alberta Occupational Health and Safety Code, <a href="http://employment.alberta.ca/documents/WHS/WHS-LEG_ohsc_2006.pdf">http://employment.alberta.ca/documents/WHS/WHS-LEG_ohsc_2006.pdf</a></li> <li>• Occupational Health and Safety Act - Employer's Guide <a href="http://employment.alberta.ca/documents/WHS/WHS-PUB_li009.pdf">http://employment.alberta.ca/documents/WHS/WHS-PUB_li009.pdf</a></li> <li>• Occupational Health and Safety Act - Worker's Guide <a href="http://employment.alberta.ca/documents/WHS/WHS-PUB_li008.pdf">http://employment.alberta.ca/documents/WHS/WHS-PUB_li008.pdf</a></li> <li>• Alberta, Occupational Health and Safety Schoolkit for Alberta Schools Authorities K-12</li> <li>• Alberta Workers' Compensation Act and Regulation <a href="http://www.qp.alberta.ca/574.cfm?page=2003_062.cfm&amp;leg_type=Regs&amp;isbncln=077971752X">http://www.qp.alberta.ca/574.cfm?page=2003_062.cfm&amp;leg_type=Regs&amp;isbncln=077971752X</a></li> </ul>
Related Forms	

# Administrative Procedure

## 561 Workplace Hazardous Materials Information System (WHMIS)

### Background:

The CFIS is committed to Health and Safety practices that protect students and staff. CFIS will conduct all chemical handling in accordance with the Alberta Occupational Health and Safety Codes, Workplace Hazardous Materials Information Systems (WHMIS), and Transportation of Dangerous Goods (TDG).

### Procedures:

1. This procedure applies to all staff members working with, or in proximity to chemicals including administrators, teachers and custodians.
2. WHMIS was developed to ensure that workers receive adequate information about chemicals that are used at their work site. Suppliers and distributors of controlled products are required to provide specified hazard information to their customers. The CFIS, acting as an employer, must pass that hazard information on to appropriate staff members.
3. The responsibility, for the application of WHMIS measures at CFIS, rests with the Office of the Director of Business Operations.
4. Material Safety Data Sheets (MSDS).
  - a. Every CFIS employee who is called upon to work with chemicals shall have, readily available and current (less than 3 years old), Material Safety Data Sheets (MSDS).
  - b. The office of the director of Business Operations shall maintain a compilation of current MSDS which reflects the actual onsite chemical inventory.
5. Labeling.
  - a. All WHMIS materials shall be properly labelled and properly stored.
  - b. All chemicals must have a legible workplace or supplier label attached to the container.
  - c. The workplace label must contain;
    - i. Product identification.
    - ii. Precautionary statements (safe use and handling precautions).
    - iii. Reference to the Material Safety Data Sheet (MSDS).
  - d. Supplier labels must not be modified or altered in any way, if product remains in the container.
6. Use and Storage of Chemicals.
  - a. Users (staff members or students) shall adhere to WHMIS legislation.
  - b. Students must be instructed in the proper handling of these substances.
  - c. Students must be adequately supervised during their use of these substances.
  - d. Proper safety equipment, appropriate to the hazards present, shall be maintained in the area and used in accordance with the MSDS, when the chemicals are used.
  - e. When a chemical is decanted, or a new solution is made, the new container must have the proper workplace label affixed.
  - f. All chemicals not in their original container must be stored in an equivalent, container.
  - g. All rooms in which chemicals are stored must remain locked at all times and students must not enter these rooms unescorted.
7. WHMIS Training.
  - a. The Director of Business Operations shall, at the beginning of each school year, provide the Head of School with a list of all staff who requires WHMIS training.
  - b. All staff members working with, or in proximity to chemicals shall, every three years or less, enrol in a general WHMIS course provided by the CFIS.
  - c. In addition to the general WHMIS course, all teachers who teach in labs (chemistry, biology, science, etc.), or industrial arts shops and all custodians must take a site-specific WHMIS training session, offered by the CFIS every three years or less.

d. The Director of Business Operations shall, on an annual basis, develop a schedule to offer WHMIS training for:

- i. Teachers responsible for labs.
- ii. Shop Teachers.
- iii. Custodians.

8. Disposal.

- a. When possible chemicals shall be neutralized and disposed of into the garbage or down drains. Safety in the Science Classroom (K-12) 2006, Pg 115 -119, and page 129 describe how to neutralize the chemicals.
- b. When neutralization is not possible the chemicals must be stored with a date and label on the container until disposal is possible.
- c. Chemicals which have not been used in the past two (2) years shall be safely disposed of.

9. General.

- a. All chemicals must be purchased in quantities, not exceeding three years requirements, whenever possible.
- b. Each Department shall maintain a current inventory list.
- c. Current inventory lists must be submitted to the office of the Director of Business Operations every year.
- d. Staff responsible for the labs (chemistry, biology or science) shall maintain a chemical spill kit as identified in the “Safety in the Science Classroom” manual.
- e. The Head of School (or delegate) shall assign a teacher to be responsible for each laboratory, including:
  - i. Conducting and submitting annual inspections.
  - ii. Requesting chemical waste pick-up.
  - iii. Neutralizing all possible chemicals prior to disposal.
  - iv. Reviewing chemical storage practices.
  - v. Reviewing and ensuring all chemicals are labelled in accordance with this procedure.
  - vi. Ensuring that all necessary personal protective equipment is available and in good condition; appropriate to the hazards encountered, and sufficient for the largest class.

Last Review Date	June 2011
Reference(s)	<ul style="list-style-type: none"> <li>• <a href="http://www.ccohs.ca/oshanswers/legisl/billc45.html">http://www.ccohs.ca/oshanswers/legisl/billc45.html</a></li> <li>• CFIS Policy 60, Health and Safety</li> <li>• Alberta Occupational Health and Safety Act <a href="http://www.qp.alberta.ca/574.cfm?page=002.cfm&amp;leg_type=Acts&amp;isbncIn=0779749200">http://www.qp.alberta.ca/574.cfm?page=002.cfm&amp;leg_type=Acts&amp;isbncIn=0779749200</a></li> <li>• Alberta Occupational Health and Safety Regulation <a href="http://www.qp.alberta.ca/574.cfm?page=2003_062.cfm&amp;leg_type=Regs&amp;isbncIn=077971752X">http://www.qp.alberta.ca/574.cfm?page=2003_062.cfm&amp;leg_type=Regs&amp;isbncIn=077971752X</a></li> <li>• Alberta Occupational Health and Safety Code, <a href="http://employment.alberta.ca/documents/WHS/WHS-LEG_ohsc_2006.pdf">http://employment.alberta.ca/documents/WHS/WHS-LEG_ohsc_2006.pdf</a></li> <li>• Occupational Health and Safety Act - Employer’s Guide <a href="http://employment.alberta.ca/documents/WHS/WHS-PUB_li009.pdf">http://employment.alberta.ca/documents/WHS/WHS-PUB_li009.pdf</a></li> <li>• Occupational Health and Safety Act - Worker’s Guide <a href="http://employment.alberta.ca/documents/WHS/WHS-PUB_li008.pdf">http://employment.alberta.ca/documents/WHS/WHS-PUB_li008.pdf</a></li> <li>• Alberta, Occupational Health and Safety Schoolkit for Alberta Schools Authorities K-12</li> <li>• Chemical Hazards Regulations, Alta.</li> <li>• Alberta Education – Safety In the Science Classroom 2006 <a href="http://education.alberta.ca/teachers/program/science/safety.aspx">http://education.alberta.ca/teachers/program/science/safety.aspx</a></li> </ul>
Related Forms	



## Administrative Procedure 570 Custodial Services

### Procedures:

1. At CFIS, custodial services are the subject of a third party contract. As such, custodians are not CFIS employees.
2. Contracts for custodial services are:
  - a. Renewable annually.
  - b. Subject to an annual assessment conducted by the office of the Director of Business Operations to:
    - i. Evaluate the quality of services.
    - ii. Review price competitiveness.
3. While on duty, custodians share equal responsibility with the Head of School and staff for maintaining a high standard of educational opportunity. Although custodians are not responsible for the instructional program, their responsibility for maintaining a clean, healthy school plant contributes to the morale of staff and students.
4. During their hours of work, custodians shall be under the general direction of the Director of Business Operations.
5. Custodians shall be responsible for a clean and orderly condition of the building and grounds.
6. They shall watch for and report immediately to the administration any defective or damaged apparatus and any areas in the buildings requiring maintenance attention.

Last Review Date	June 2011
Reference(s)	
Related Forms	