



BOARD POLICY MANUAL OF BOYLE STREET EDUCATION CENTRE

Revised: 21 November 2019

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BOARD GOVERNANCE

Foundation Statements

BOARD GOVERNANCE

MISSION STATEMENT

The purpose of the Boyle Street Education Centre is to inspire and support the educational success and social development of youth who have previously experienced interruptions in their formal learning.

VISION STATEMENT

Boyle Street Education Centre (BSEC) believes that all students have the capacity to learn. Our vision is to provide an integrated educational program that enables students to be their best selves.

GUIDING PRINCIPLES

Our instructional practices and student support services are rooted in the belief that both well being and learning are necessary components of a healthy student.

Instructional practices and student services are trauma-informed.

Students develop and drive their educational goals within a circle of guidance, information and support from school staff. BSEC students are active in their own learning and will develop a sense of their own voice and how to exercise it.

All components of our educational centre work in collaboration for the benefit of our students.

Students will gain the knowledge, skills and attitudes to be dedicated, self-reliant and responsible people who will be important members of our communities.

Our school will support students to know who they are, where they came from and how they belong in order that they create a strong path forward following their graduation – a sense of self-actualization and self-determination.

Adopted: May 19, 2005

Revised: 15 November 2012

Revised: 21 November 2019

Policy Development

BOARD GOVERNANCE

BACKGROUND

Board policy provides the administration and staff with a framework within which to discharge their responsibilities and duties. Policies also serve as sources of information and guidance to all who may be interested in, or connected with the operation of the school.

POLICY STATEMENT

The Board is responsible for the development of policy, which governs the operations of the school. Written policies shall constitute the basic method by which the Board exercises its leadership in the operation of the school system.

GUIDELINES

The policies of the Board shall be framed and interpreted in a manner consistent with the intent of relevant provincial, federal legislation, Alberta Education regulations and the Boyle Street Education Centre Charter.

Policies will be developed using a common format, comprising:

BACKGROUND:

The background statement outlines the rationale for the accompanying policy, guidelines and procedures.

POLICY:

The policy is a philosophically based statement, which is goal oriented and establishes the direction for future action.

GUIDELINES:

Guidelines further define the framework within which the organization can discharge the policy with positive direction

PROCEDURES:

Procedures are statements of who does what, how and in which sequence. Procedures may be mandatory or discretionary.

Policies are approved by Board resolution. Background and procedures will be included in the policy manual as an administrative guide.

The process for the development and review of policies, guidelines and should allow for the participation of interested and concerned groups and individuals as appropriate to their circumstances.

PROCEDURES

The Board is responsible for establishing new policies and/or initiating reviews or revisions of existing policies. The following steps will be taken in developing new policies or revising existing policies.

1. The Board may initiate suggestions for policy development or review. All proposals for policy change shall be by Board resolution or through the Superintendent to the Board.
2. The Superintendent\Secretary Treasurer reviews suggestions for change and modifications are incorporated into the draft policy.
3. The revised draft is then submitted to the Board for discussion, amendment and approval.
4. The formal adoption of policies shall be recorded in the minutes of the meeting of the Board and a copy thereof shall be appended to the official minutes.
5. Board policies will be reviewed periodically and revised if necessary to meet changing needs.

The Superintendent\Secretary Treasurer, on matters of unusual urgency, may take immediate action even in the absence of policy direction. At the subsequent meeting of the Board the emergency action taken or policy decision made, shall be confirmed, modified or rejected.

6. Policy governed by Provincial statutes, acts, and regulations take
7. Precedence over Board policy.

The Superintendent\Secretary Treasurer shall be responsible for the establishment and maintenance of an orderly plan to ensure that board member's, employees, students and any other interested individuals or groups have access to the current Board policy.

Adopted: May 19, 2005

Revised: 15 November 2012

Revised: 21 November 2019

Absence of Policy

BOARD GOVERNANCE

BACKGROUND

As per Education Act

Emergent issues occasionally necessitate taking prompt action in areas where Board policy does not exist.

POLICY STATEMENT

In situations where, in the judgment of the Superintendent, Secretary Treasure or designate, immediate administrative response is required, the Superintendent, Secretary Treasurer or designate will take the action she/he deems appropriate.

GUIDELINES

1. Subsequent to taking action in the absence of policy, the Superintendent, Secretary Treasurer or designate shall inform the Board at the next regular meeting of the action taken.
2. Subsequent to being briefed on the action taken, the Board may affirm, modify, rescind the decision or recommend policy development to address future issues of a similar nature.

PROCEDURES

If time permits, the Superintendent, Secretary Treasurer or designate may consult with the Board Chair before making a decision.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

Channels of Communication

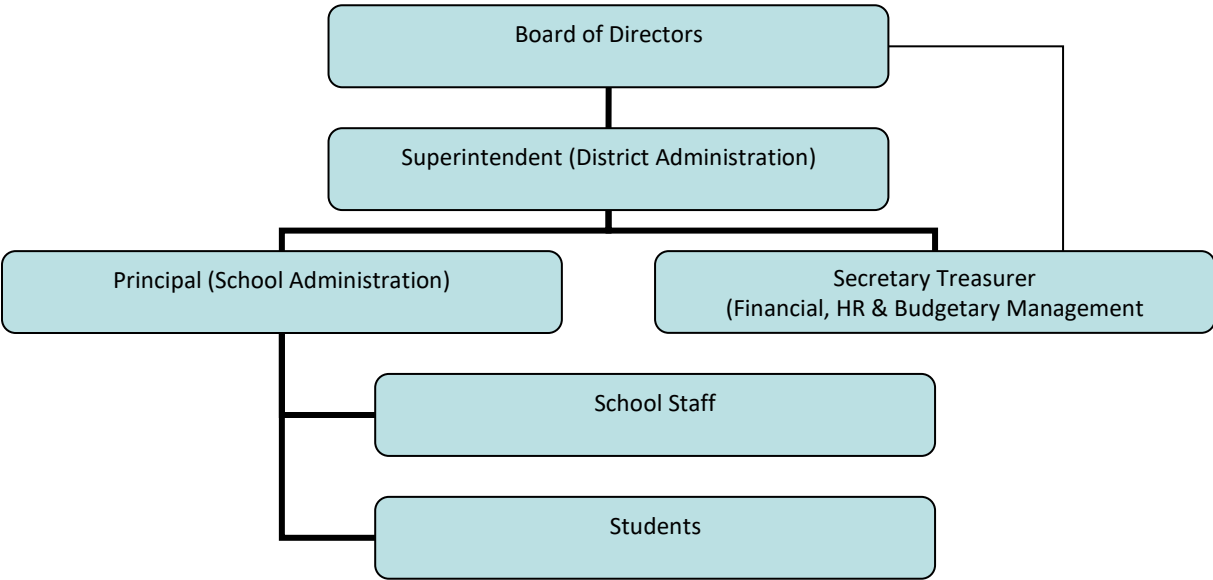
BOARD GOVERNANCE

BACKGROUND

In an organization it is important for board members, administrative staff and stakeholders to understand the formal lines of communication within the organization. This facilitates effective resolution of problems and prevents various levels of the organization from giving "mixed messages or working at "cross purposes."

POLICY STATEMENT

The Board supports the maintenance of a viable communication system that recognizes the following chain of command:



GUIDELINES

1. Staff members wishing to inform Board members about activities and events in the school will normally do so through the principal to the Superintendent.
2. Board members, administrators and staff receiving complaints from parents, groups or community members will respect the preceding lines of communication to the greatest extent reasonable.
3. Board members, administrators and staff will respect the established lines of communication associated with the work of Board-appointed committees as determined in the committees' terms of reference.

PROCEDURES

1. When dealing with complaints the following procedures should normally be followed:
 - 1.1 Encourage the plaintiff to first discuss the complaint directly with the person against whom the complaint is made and advise the principal of the complaint
 - 1.2 If the matter is not resolved to the satisfaction of the plaintiff, the next level of the structure should be contacted, e.g., if the complaint is with a Teacher, the Principal should be the next contact; if the complaint is with a Principal, the Superintendent or the Secretary Treasurer should be contacted:
 - 1.3 Failing resolution by the Superintendent and Secretary Treasurer, the plaintiff should be encouraged to write a letter, explaining their concern to the Board, along with their suggestions for resolution.
2. Failing resolution at the Board level, the plaintiff shall be informed of their rights to appeal Board decisions under Sections 123,124 and 125 of the *School Act*.
3. The Superintendent, Secretary Treasurer and Principal are responsible for ensuring that staff are aware of and follow established channels of communication.
4. The complaints that are not resolved directly with the person against whom the complaint is made will be documented in writing. The resolutions will also be documented in writing and copies will be filed in the personnel files of those affected by the complaint.

Adopted: May 19, 2005

Revised: 15 November 2012

Revised: 21 November 2019

Board Powers and Duties

BOARD GOVERNANCE

BACKGROUND

As per Education Act

The School Act establishes specific powers, duties and responsibilities for elected school boards.

POLICY STATEMENT

The Board provides overall policy direction and leadership for the School.

GUIDELINES

1. The functional responsibilities of the Board are to:
2. Develop policies in accordance with the School Act;
3. Appoint specific academic and administrative duties to the Superintendent, and the Secretary Treasurer.
4. Evaluate the performance of the Superintendent, and the Secretary Treasurer.
5. Furnish the financial means in accordance with the School Act and Alberta Education regulations, to provide the personnel, physical facilities and other resources necessary to achieve School goals;
6. Keep the School's supporters intelligently informed of the purpose, value, conditions, needs and results achieved by the School.

Adopted: May 19, 2005

Revised: 15 November 2012

Revised: 21 November 2019

Board Chair Powers and Duties

BOARD GOVERNANCE

BACKGROUND

As per Education Act

The ability of the Board to discharge its obligations in a responsible and effective manner is significantly influenced by the quality of leadership provided to the Board.

POLICY STATEMENT

The Board entrusts to its Chair primary responsibility for providing leadership to the Board and acting as its primary spokesman.

GUIDELINES

1. The major duties and responsibilities of the Board Chair are to:
2. Preside over all Board meetings and to ensure that such meetings are conducted in accordance with the *Education Act* and the policies and regulations as established by the Board;
3. Keep the Secretary Treasurer, Superintendent and the Board informed on all matters coming to his/her attention that might affect the School;
4. Keep informed of significant developments within the School;
5. Act as ex-officio member, with voting privileges, to all committees appointed by the Board; and
6. Represent the Board, or arrange alternative representation, at official meetings inside or outside the School.

PROCEDURES

1. The Chair will be in regular contact with the Superintendent and Secretary Treasurer to maintain a working knowledge of current issues and events within the School.
2. The Chair shall bring to the Board all matters requiring a corporate decision of the Board.

Adopted: July 19, 1997

Revised: 21 November 2019

Board Member Powers and Duties

BOARD GOVERNANCE

BACKGROUND

As per Education Act

The *Education Act* outlines the legal basis for school board powers and duties. Individual board members are not empowered to take action on behalf of the School unless specifically delegated to do so by the Board.

POLICY STATEMENT

The power to make decisions regarding the School's operations is vested in the Board as a collective whole.

GUIDELINES

1. Individual board members do not have the authority to direct the School's administration and staff or make decisions relating to the School's operations.
2. Notwithstanding the above, the Board may delegate specific responsibilities and related decision-making authority to a board member, a board committee, any of its employees, a school council or a joint committee established as per *Education Act*.

Adopted: May 19, 2005

Revised: 15 November 2012

Revised: 21 November 2019

Board Member Code of Conduct

BOARD GOVERNANCE

BACKGROUND

As per Education Act

The authority of the Boyle Street Education Centre Board is derived from the province and the Board is accountable to Alberta Education. The Board of Directors are elected by members of the Boyle Street Education Centre Society at the Annual General Meeting. In keeping with the *Education Act*, the Board is responsible for governing the school by establishing policies that direct the management of the school and hiring a Superintendent who is responsible for implementing the policies of the Board (Charter) and Alberta Education.

In an organization it is important for board members, administrative staff and stakeholders to understand the formal lines of communication within the organization. This facilitates effective resolution of problems and prevents various levels of the organization from giving "mixed messages" or working at "cross purposes."

Board membership is a significant challenge and responsibility. Decisions made by board members directly affect the quality of educational services provided for students and the overall direction taken by a School. The importance of this role underscores the need for board members to establish and adhere to a code of conduct.

POLICY STATEMENT

The Board supports board member's adherence to a Board members' Code of Conduct.

The role of the Board is to establish policies concerning educational and associated programs and services provided to students enrolled in the

Boyle Street Education Centre. The Board of Directors is responsible for the management of the business and affairs and the operation of the Boyle Street Education Centre. In the exercise of the powers and duties, the Board must comply with the *Societies Act*, *Alberta Education Act* or any successor Act, the *By-laws* and all other laws of Alberta and Canada.

GUIDELINES

Board members Responsibility to the Office

Board member Responsibility to the Office: A Board member should honour the high responsibility, which this membership demands by:

1. Thinking always in terms of "students"
2. Understanding that the basic function of the Board members is "policy making", and not "administrative", and by accepting the responsibility of learning to discriminate intelligently between these two functions;
3. Accepting the responsibility along with his/her fellow Board members of seeing that adequate facilities and resources are provided for the proper functioning of the school;
4. Representing at all times the entire school community;
5. Accepting the responsibility of becoming well-informed concerning the duties of Board members and the proper functions of schools;
6. Recognizing responsibility as a provincial as well as a local official to seek the improvement of education not only in the School but also throughout the Province of Alberta;
7. Having the administrative officers present at regular meetings of the Board;
8. Granting the administrative officer the privilege of discussion at the Board meetings; and
9. Referring complaints to the proper administrative officers and discussing them at the regular meetings if an administrative solution is not achieved.

Board members Responsibility to the Community:

The Board member should meet his/her responsibility to the community attempting to appraise fairly both the present and the future educational needs of the community.

Board members Responsibility to the School

1. Regarding it as a major responsibility of the Board to interpret the aims and the activities of the school (s) to the community;
2. Insisting that all school business transactions be on an open, ethical and above-board basis;
3. Seeking adequate financial support for the schools; and
4. Refusing to use his/her position on the Board for personal gain.

Board members Responsibility to Other Board Members

1. Board members Relationship with Other Board Members: A Board member should respect his/her relationship with other members of the Board by:
2. Recognizing that authority rests only with the Board in official meetings and that the individual member has no legal status to bind the Board outside of such meetings;
3. Recognizing the integrity of his/her predecessors and associates and the merit of their work;
4. Refusing to make promises as to how he/she will vote on any matter which should properly come before the Board as a whole; and
5. Making decisions only after relevant facts bearing on the subject are made known.

PROCEDURES

1. The Board Chair will be responsible for periodically reviewing the Board members Code of Conduct with Board members.
2. The Board Chair will ensure that new board members are familiar with the Board members Code of Conduct as part of the new board members orientation process.

Adopted: May 19, 2005
Revised: 15 November 2012
Revised: 15 March 2018
Revised: 21 November 2019

Board Meetings

BOARD GOVERNANCE

BACKGROUND

As per Education Act

The *Education Act* requires the Board to hold an organizational meeting each year and regular scheduled meetings. The *Education Act* also allows the Board to hold special meetings and meetings In Camera when necessary.

POLICY STATEMENT

All meetings of the Board, with the exception to meetings In Camera, shall be scheduled and held in public.

GUIDELINES

Organizational Meeting:

1. The Secretary Treasurer of the Board shall give notice of the organizational meeting to each Board member as if it were a special meeting.
2. The Board Chair or designate will call the meeting to order and preside.

Regular Meetings:

1. Board meetings will be conducted in a manner consistent with the requirements of the *Education Act* and the memorandum and articles of the Boyle Street Education Centre.
2. The place, dates and times of regular Board meetings will be established at the Board's annual organizational meeting.
3. Generally the meetings of the Board will be held in public unless a majority of the members present at the meeting are of the opinion that it is in the public interest to hold the meeting or part of the meeting in private.
4. The Board does not have the authority to pass by-laws or resolutions at private meetings apart from the resolution necessary to revert to an open meeting.
5. No resolution, act or proceeding at the Board is binding unless adopted at a meeting at which a quorum of the Board is present.
6. Regular meetings of the Board will not normally be held without the Superintendent or designate and Board Secretary Treasurer in attendance.
7. Unless excluded by the *Education Act* all Board members shall vote on all resolutions before the Board.

Special Meetings:

1. Special meetings of the Board will only be called when the Chair, the majority of Board members, the Minister of Education or the Superintendent is of the opinion that an issue must be dealt with before the next regular Board meeting.
2. A written notice of the special meeting including date, time, place and nature of business shall be issued to all Board members by registered mail (at least seven days prior to the date of the meeting) or in person (at least two days prior to the date of the meeting) unless every member agrees to waive the requirements for notice.
3. Unless all Board members are present at the meeting no business other than that stated in the notice may be transacted.
4. No resolution, act or proceeding of the Board is binding unless adopted at an open meeting of the Board at which the majority of members are present.
5. Special meetings of the Board will not normally be held without the Superintendent and Board Secretary Treasurer in attendance.
6. Unless excluded by the *Education Act* all Board members shall vote on all resolutions before the Board.

In Camera Meetings:

Will generally be held to discuss sensitive matters pertaining to:

1. Individual students
2. Individual Board employees
3. Collective bargaining/contract negotiations
4. Acquisition or disposal of real property
5. Litigation brought before or against the Board
6. Other matters that the majority of trustees feel would not be in the public interest to discuss in open meeting.

The Board may convene In Camera only by proper resolution of the Board. Such resolution:

1. Shall be recorded in the minutes of the Board.
2. Specify those individuals eligible to attend.
3. The Board shall, during the In Camera meeting:
 - 3.1 Discuss only the matter which gave rise to the closed meeting; and
 - 3.2 Adopt only such resolution as is required to re-convene the Board in an open, public meeting.
 - 3.3 Board members and other persons attending the In Camera meetings are not to discuss the details of the discussion outside of the meeting.

PROCEDURES

1. The Secretary Treasurer will ensure that the meeting agenda and supporting material for all meetings are issued to Board members at least 48 hours prior to such meetings.
2. The Board Chair or designate will call the meeting to order and preside.

Adopted: 19 July, 1997
Revised: 21 November 2019

Regular Board Meeting Agenda

BOARD GOVERNANCE

BACKGROUND

As per Education Act

A well-planned meeting agenda contributes to the effectiveness of a Board meeting. Similarly, advance notice of the issues to be dealt with at a meeting, along with relevant background information assists members to make informed decisions.

POLICY STATEMENT

The Board supports the use of a standard agenda format for all regular Board meetings.

GUIDELINES

When drafting an agenda for Board meetings items on the agenda will generally be given preference in the following order:

1. Items requiring Board decision (action items).
2. Receiving delegations or presentations.
3. Informational items.

Normally, only the business listed on the agenda will be discussed at the meeting. Additional items may be added to the agenda at the beginning of the meeting with the approval of the Board.

PROCEDURES

The Superintendent, Secretary Treasurer and Board Chair shall be responsible for developing the agenda.

1. The Secretary Treasurer shall ensure that the agenda, along with supporting documentation, is distributed to board members at least 48 hours prior to the meeting.
2. The Secretary Treasurer will generally include an administrative recommendation for all action items included on the agenda.

Adopted: 19 July, 1997

Revised: 21 November 2019

Minutes and Records

BOARD GOVERNANCE

BACKGROUND

As per Education Act

Boards are required to maintain records of all proceedings of Board and Board meetings including agenda and minutes. In addition, the approved budget, by-laws, legal agreements, accounts and financial statements are available to the public.

POLICY STATEMENT

The Board will maintain accurate records of all proceedings of the Board required by the Education Act.

GUIDELINES

The following records and documents will be kept on file at the School office and are also made available on the school website www.bsec.ab.ca:

- Approved minutes of all regular Board meetings.
- Records of the proceedings of all Board committee meetings.
- The annual budget approved by the Board.
- All legal agreements entered into by the Board (exclusive of student or employee records or contracts).
- Records of the status of all Board accounts.
- Audited financial statements for previous year's operations.
- The agenda of any public meeting or Board meeting.

PROCEDURES

1. The Secretary Treasurer is responsible for the maintenance of required minutes and records.
2. The Secretary Treasurer is responsible for establishing and implementing procedures to respond to requests of public documents and records.

Adopted: May 19, 2005

Revised: 15 November 2012

Revised: 15 March 2018

Revised: 21 November 2019

Appointed Board Officials – Superintendent

BOARD GOVERNANCE

BACKGROUND

As per Education Act

The School Act requires school boards, unless exempt by the Minister, to appoint a Superintendent of Schools as the Chief Executive and Chief Education Officer of the Board. Superintendents play a fundamental role in establishing inclusive environments in which diversity is embraced and all the members of the school community are welcomed, safe, cared for and respected. Superintendents must demonstrate a consistent standard of professional practice.

POLICY STATEMENT

In accordance with the requirements of the *Education Act*, the Board of Directors (the Board) will appoint the Superintendent as Chief Executive Officer of the Board. Boyle Street Education Centre recognizes that quality leadership occurs best when the Superintendents ongoing analysis of the context, and the Superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

GUIDELINES

The appointment of the Superintendent will conform to the requirements of the Education Act and Ministerial regulations with respect to notification and minimum qualifications required. In accordance with Board policy, the Superintendent, is responsible for the achievement of these educational goals established for the school:

1. **Building Effective Relationships:** Establishing welcoming, caring, respectful and safe learning environments by building positive and productive relationships with members of the school and local communities.
2. **Modeling Commitment to Professional Learning:** Engaging in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching and learning.
3. **Visionary Leadership:** Engaging with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.
4. **Leading Learning:** Establishing and sustaining a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.
5. **Ensuring First Nations, Metis and Inuit Education for all students:** Establishing the structures and providing the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Metis and Inuit for the benefit of all students.

6. School Authority Operations and Resources: Directing school authority operations and strategically allocating resources in the interests of all students and in alignment with the school authority's goals and priorities.
7. Supporting Effective Governance: Providing the Board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the Superintendent as identified in the Education Act and other provincial legislation.
8. The implementation of Board policies and directives;
9. The selection, deployment, development, evaluation, promotion, retention, transfer, reprimand, demotion and separation of school staff including Teachers and the principal;
10. Other duties and obligations assigned by the Board.
11. The Superintendent works closely with the Secretary Treasurer

PROCEDURES

The Board shall be responsible for initiating procedures to appoint the Superintendent in the event of a vacancy.

The Board shall appoint an individual as Superintendent for a period of not more than five (5) years with prior approval in writing of the Minister of Education.

Adopted: 19 May, 2005
Revised: 15 November 2012
Revised: 24 May 2018
Revised: 28 February 2019
Revised: 21 November 2019

Appointed Board Officials – Secretary Treasurer

BOARD GOVERNANCE

BACKGROUND

As per Education Act

The *Education Act* requires Boards to appoint a Secretary and a Treasurer, or one person to serve as Secretary Treasurer. The Secretary Treasurer is responsible for the management and monitoring of all business services for the School District. The Secretary Treasurer as an Executive Officer of the Board has the delegated authority and responsibility in the specific areas of Finances, Accounting, Business Administration, Purchasing, Human Resources, Transportation, Operations and Maintenance of Facilities.

POLICY STATEMENT

In accordance with the requirements of the *Education Act*, the Board of Directors (the Board) will appoint a Secretary Treasurer. Reporting directly to the Board and the School Superintendent, the Secretary Treasurer is charged primarily with the responsibility of administering business services to and for the Board, in accordance with its approved policies, plans, and guidelines.

GUIDELINES

1. The appointment of the Secretary Treasurer will conform to the requirements of the *Education Act* and Ministerial regulations related to notification and bonding.
2. In accordance with Board policy, the Secretary Treasurer responsible for the maintenance and operation aspects of the school. The Secretary Treasurer is responsible for:
 - 2.1 The development of long range and short range plans to guide the School's operations.
 - 2.2 The condition of the School's physical assets including the safety, security and state of maintenance and repair of buildings, grounds, and furnishings.
 - 2.3 The Secretary Treasurer reports directly to the Superintendent and the Board.
 - 2.4 The safe-keeping of all official records and documents.
3. The Secretary Treasurer is responsible for the administration and supervision of all business affairs of the District, in accordance with the *Education Act*, the requirements of the Alberta Education, Board policies and administrative procedures.
4. The Secretary Treasurer, in consultation with School Administration, is responsible for the hiring of support staff. The Secretary Treasurer is also responsible to carry out contract negotiation with support staff and to develop a payment grid for each position. The Secretary Treasurer is able to make salary decisions based on the aforementioned grid, but any financial decisions which fall outside of this agreement must be referred to the Board for approval.
5. Specific duties shall be outlined in a job description developed for the position of Secretary Treasurer.
6. The planning and control of the expenditure of all funds.
7. The Secretary Treasurer is responsible to act as Chief Electoral Officer for the election of members.
8. The Secretary Treasurer is responsible to act as resource person during employment contract negotiations.

9. The Secretary Treasurer is responsible for the awarding of tendered contracts for the School; and
10. Perform other duties that may be assigned from time to time by the Superintendent or the Board.

PROCEDURES

The Board is responsible for initiating recruitment procedures for a Secretary Treasurer.

The Board is responsible for notifying the Minister of Education of the appointment of the Secretary Treasurer and arranging to have the incumbent bonded.

Adopted: 19 May, 2005

Revised: 15 November 2012

Revised: 24 May 2018

Revised: 21 November 2019

Annual Budget Development

BOARD GOVERNANCE

BACKGROUND

As per Education Act

The annual budget is the financial component of the School's operating plan. The budget is not the plan itself but a mechanism to achieve the goals and objectives of the plan.

POLICY STATEMENT

Each year the Secretary Treasurer shall prepare for Board consideration and adoption, a detailed estimate of the revenues and expenditures required to operate the programs of the school system.

GUIDELINES

1. Input from the Board, school council and school administrators will be sought with respect to school system budget priorities for the upcoming year.
2. The plan will reflect the annual goals and objectives set by the Board.
3. On or before May 31 of each year, the annual budget for the year beginning Sept 1 will be submitted to the Alberta Education.

PROCEDURES

1. The Secretary Treasurer in consultation with the administration will develop a preliminary school budget by April 1, prior to the budget year.
2. The Secretary Treasurer with the concurrence of the Superintendent shall submit a preliminary School annual budget to the Board no later than April 30 prior to the budget year.
3. Following Board review and adoption, a final budget in the form prescribed by the Minister of Education will be submitted to Alberta Education.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

Annual Budget Implementation

BOARD GOVERNANCE

BACKGROUND

As per Education Act

The approved budget provides the school system admin team clear direction from the Board with regard to the allocation and expenditure of funds.

POLICY STATEMENT

The Board believes that the responsibility for budget implementation should rest with the school admin team. School budget implementation is the responsibility of the school Principal.

GUIDELINES

1. The final school system budget plan may not be changed without the prior approval of the Board.
2. The school system budget will be reflective of the provincial funding framework in terms of funds for instruction, support and capital.
3. In the event that a school has a significantly higher/lower enrolment on September 30 than that projected in the budget, the basic allowance schedule will be adjusted as required.
4. Reports will be made to the Board concerning the status of the School's revenues and expenditures.
5. An annual audited financial report to the Minister and the electors will be made. Copies of the audited financial statement will be made available to individual members of the public as requested.

PROCEDURES

1. The Secretary Treasurer is responsible for ensuring the budget is implemented in accordance with Board Policy and guidelines.
2. The Secretary Treasurer is responsible for maintaining a financial monitoring system and generating required financial reports to keep the Board and administration team informed as to the budget status.
3. The Secretary Treasurer is responsible for ensuring acceptable accounting and auditing procedures are utilized for school-based accounts.
4. The school Principal is responsible for ensuring the school budget is implemented considering staff/school council input and in accordance with Board policy and guidelines.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

Investments

BOARD GOVERNANCE

BACKGROUND

As per Education Act

The efficient use of surplus funds is supported by the Board designating the Secretary Treasurer the option of using a variety of investment instruments.

POLICY STATEMENT

The Secretary Treasurer or designate is authorized to invest surplus funds of the Board in investment instruments which are guaranteed by the Government of Canada, the Alberta Government or Level A Chartered Banks.

GUIDELINES

Investments will usually be negotiated with the Institutions that the Board is banking with, but is not restricted to that Institution.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

Staff Reduction

BOARD GOVERNANCE

BACKGROUND

As per Education Act

Reductions in the professional staff complement may be required from time to time to ensure effective and efficient deployment of the resources available to the School.

POLICY STATEMENT

The Board may reduce the numbers of professional staff in accordance with the Collective Bargaining Agreement with the Alberta Teacher's Association.

GUIDELINES

1. Reductions in the number of professional staff may be necessary when the School's ability to provide educational services has been, or will be, affected by:
 - 1.1. Student enrolments (current or projected);
 - 1.2. Financial support for education;
 - 1.3. New and/or revised curricula;
 - 1.4. Changes in the functions of existing physical facilities; and
 - 1.5. Other factors considered relevant by the Board.
2. If normal attrition is not sufficient to accommodate the required staff reductions the teacher(s) or administrator(s) to be released from employment will be determined by any or all of the following criteria:
 - 2.1. The relative assessed competence of Teachers and administrators by their supervisors;
 - 2.2. The professional preparation of teachers and administrators in relation to school and student needs and the length of service to the school.
3. Consideration shall be given to re-assigning staff to other positions, for which they are qualified.
4. The Teachers(s) or administrator(s) to be released shall be given a minimum of thirty (30) days notice of termination by the Board in accordance with the School Act.

PROCEDURES

1. When the Secretary Treasurer is reasonably certain that a reduction in the number of Teachers employed by the Board will be necessary, and that this reduction will not be accommodated by attrition, the instructional and administrative staff of the School shall be informed individually in writing.
2. The Secretary Treasurer is responsible for applying relevant reduction criteria and in consultation with the Superintendent recommending to the Board which contracts should be terminated.
3. After consultation with the Superintendent and Principal, the Secretary Treasurer shall inform appropriate Teacher(s) and/or administrator(s) in writing of:
 - 3.1. The recommendation to terminate the contract of employment, giving reasons for the recommended dismissal;
 - 3.2. The date, time and location of the Board meeting at which the Board will consider the recommendation;
 - 3.3. Her/his right to attend the meeting and make representation to the Board.
4. Consideration shall be given to re-assigning staff to other positions for which they are qualified.
5. The Teachers(s) and/or administrator(s) to be released shall be given a minimum of thirty (30) days notice of termination by the Board, in accordance with the *Education Act*.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

Public Disclosure of Travel and Expenses

BOARD GOVERNANCE

BACKGROUND

As per Education Act

This policy provides a framework for the routine disclosure of expense information of the Board of Directors and senior officials of the school to enhance public confidence by improving accountability and transparency.

POLICY STATEMENT

The Board will provide public, timely and detailed disclosure of the expenses reimbursed to directors and senior officials of the school.

GUIDELINES

1. This purpose of this policy is to:
 - 1.1. Improve accountability and transparency through routine disclosure of information on expenses reimbursed to directors and senior school officials;
 - 1.2. Establish parameters for the proactive and routine disclosure of expense information; and
 - 1.3. Enhance public confidence in the oversight of expenses incurred by directors and senior school officials.
2. Expenses are defined as the following costs and allowances incurred by an individual, in the course of Board or school business, for which reimbursement has been provided by the school such as:
 - 2.1. Travel, including transportation, accommodation, meals and incidentals;
 - 2.2. Working sessions (i.e. food or beverage provided during a meeting held to facilitate school business); and
 - 2.3. Hospitality (i.e. food or beverage served as a courtesy to guests of the school).

PROCEDURES

1. Requirements to disclose expense reports apply to the following individuals and those incurring expenses on these individual's behalf:
 - 1.1. Board members
 - 1.2. Senior Officials (i.e. Superintendent and Secretary Treasurer).
2. Board members and Senior Officials are required to submit an expense claim with pertinent information included.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

Harassment & Bullying

BOARD GOVERNANCE

BACKGROUND

As per Education Act

It is the goal of the school to provide a welcoming, caring, respectful and safe learning and working environment, one which respects diversity, nurtures a sense of belonging and is free from any act of harassment.

Further, the Board affirms the rights, as expressed in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each student enrolled in the school and each staff member employed by Boyle Street Education Centre.

POLICY STATEMENT

Any act of harassment including sexual harassment, or bullying committed against a staff member, student, or parent at the school, on school grounds or at school sponsored activities shall be considered unacceptable conduct. Appropriate disciplinary action will be taken if such behaviour occurs. The investigation process should always follow the principles of natural justice.

GUIDELINES

1. The term “harassment” means “any conduct, comment, gesture, or contact (including virtual contact)” that is likely to cause offence or humiliation to a staff member, a student or parent. The term does not refer to the accepted social banter that occurs in the work and school environment.
2. It is the responsibility of the Principal, teacher, or staff member to ensure that the environment under their jurisdiction is free from harassment or bullying and that complaints of such behaviours are investigated promptly, seriously and in a strictly confidential manner.
3. Appropriate disciplinary action will be taken in substantiated cases. The nature of the disciplinary action will depend on the type of misconduct, any mitigating circumstances, and as well as whether students and/or teachers and/or parents are involved.
4. Should the situation not be satisfactorily resolved, an appeal made be made to the Superintendent.
5. Nothing in the foregoing affects a person’s right to file a complaint with the Alberta Human Rights Commission.

PROCEDURES

Responsibilities of Complainants and Respondents

1. Complainants who believe that they have been the subjects of harassment or bullying have a responsibility to make an objection clearly known to the Respondent.
2. If the Complainants require support or need advice prior to meeting the Respondent they may choose to talk to their principal. In the case of students and parents, they can address their queries to any of the following as appropriate: teacher, principal or superintendent.
 - 2.1. The Complainant should keep a written record of the date(s), time(s), location(s), and nature of the behaviour(s) and name of any witnesses.
 - 2.2. The supervisor should keep a written record of the harassment incident and the action taken.
 - 2.3. If the harassment continues, the Complainant should speak to their teacher, principal.
 - 2.4. If the Complainants are not satisfied with the response, the complaint should be advanced to the next level of management. In the case of parents and students, the complaint should be addressed to any of the following as appropriate: Principal and/or Superintendent.
 - 2.5. Whether or not the complaint is resolved to the complainant's satisfaction, the process does not prejudice an individual's right to file a complaint with the Alberta Human Rights Commission, take civil action or report incidents to the police.
3. Complaints must be filed within six months of the reported incident according to the Alberta Human Rights Commission.

****Note: Complainants will NOT have their career or studies affected in any way as a consequence of their complaints. In fact, their action will contribute to a healthy environment. The only exception to this will be in cases where the complaint is proven to be malicious and without foundation.*

Informal Complaints

1. If possible, the Complainant may resolve the issue with the Respondent.
2. If not resolved by step 1, make a formal complaint to their immediate supervisor of the Respondent.
3. If the decision is not satisfactory, or if the supervisor is the Respondent, the complaint can be forwarded to the next level of management.

Formal Complaints

1. File a formal complaint with the immediate supervisor of the respondent.
2. Within two working days from the receipt of the formal complaint, the Supervisor shall begin the investigation by initiating an interview with the Complainant and the Respondent.
3. As soon as possible, all witness(es) or person(s) who may have knowledge of the circumstances will be interviewed, if appropriate.

Confidentiality

To ensure confidentiality, the names of the individuals involved will only be used with their consent. Individuals will be informed that information could be used or referred to in a tribunal or court of law.

Investigation

The Supervisor must:

1. Document a complaint involving harassment with supporting material.
2. Consider the following in determining whether the complaint constitutes harassment:
 - 2.1. Facts of the case
 - 2.2. Nature of the alleged harassment
 - 2.3. Environment
 - 2.4. Context in which the alleged incident occurred
3. Communicate the decision to the Complainant and the Respondent. Provide information and/or referral for any support or corrective action deemed necessary.
4. The supervisor determines disciplinary or corrective action, if any to be taken. Appropriate action will be taken in substantiated cases. The Respondent should be given an opportunity to change the behaviour when possible and appropriate.

Appeal Process

Should the situation not be resolved, an appeal of the decisions may be made to the Superintendent.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

Whistleblower

BOARD GOVERNANCE

BACKGROUND

As per Education Act

Any employee of Boyle Street Education Centre who has a reasonable basis to believe that wrongdoing has occurred or is occurring within Boyle Street Education Centre is required to disclose the information on which the belief is based.

POLICY STATEMENT

The Board will take action in an objective manner to address reports of wrongdoing within Boyle Street Education Centre without retribution to Boyle Street Education Centre employees who report wrongdoing in good faith.

GUIDELINES

1. This purpose of this policy is to:
 - 1.1. Deter and detect wrongdoing within Boyle Street Education Centre in order to positively impact the reputation, effectiveness and finance of Boyle Street Education Centre, and enhance the working environment for the employees;
 - 1.2. To provide clear guidance for the safe disclosure of any wrongdoing occurring with Boyle Street Education Centre; and
 - 1.3. To protect from retaliatory action and Boyle Street Education Centre employee, or other individual, who in good faith discloses wrongdoing occurring within Boyle Street Education Centre. Protection from retaliation is also known as “whistleblower” protection.

PROCEDURES

1. The Superintendent is designated the Chief Officer for the purpose of the overall administration and reporting required under the Act.
2. The Secretary Treasurer is designated the Designated Officer for the purpose of administering and investigating disclosures under the act.
3. This administrative procedure applies to wrongdoing in or related to Boyle Street Education Centre buildings and/or employees that involve:
 - 3.1. A contravention of an *Act of Alberta* or Canada or the regulations related to those acts, or an act or omission that creates:
 - 3.1.1. Substantial and specific danger to life,
 - 3.1.2. Health and safety of individuals other than a danger that is inherent in the performance of the duties or functions of the employee and/or
 - 3.1.3. Substantial and specific danger to the environment
 - 3.2. Gross mismanagement of public funds or a public asset, and/or
 - 3.3. Knowingly directing or counselling an individual to commit one of the wrongdoings listed above.

4. There will be no reprisals for an employee, who in good faith seeks advice about making a disclosure, makes or made a disclosure, cooperated in an investigation or declined to participate in a wrongdoing. The employee will not be subject to actions or threats of dismissal, layoff, suspension, demotion, discontinuation or elimination of a job, reduction in wages, change in hours of work, or reprimand, or any other measure that adversely affects the employee's employment or working conditions.
5. An employee may make a written complaint to the Public Interest Commissioner if the employee alleges that a reprisal has been taken or directed against the employee. Such a written complaint, must according to the Act be made on the Complaint of Reprisal Form (<https://yourvoiceprotected.ca/for-employees/reprisal-form>).
6. Any BSEC employee who is found to have taken retribution against an individual who has disclosed wrongdoing or knowingly make malicious, misleading or false disclosure are subject to appropriate disciplinary action up to and including termination of contractual relationship, termination of employment and/or loss of privilege/appointment, as would the case with any other disciplinary action.
7. Reasonable decisions made by the Secretary Treasurer in good faith do not constitute a reprisal.
8. Any BSEC employee considering making a disclosure may request information or advice from the employee's supervisor, Chief Officer or office of the Commissioner. The request should be a written request.
9. Disclosures of wrongdoing must be made to the Secretary Treasurer (Designated Officer) in writing. The Whistleblower Protection Act outlines the information required in a disclosure and is provided here in an attachment.
10. Disclosures should be factual rather than speculative and contain as much specific information as possible.
11. In the event that disclosure to the Secretary Treasurer is not appropriate due to conflict of interest with respect to the nature of the disclosure or the person involved, disclosure may be made to the Superintendent (the Chief Officer).
12. Disclosures of matters dealing with "imminent risk" (matters that require immediate attention as they pose a specific risk to public health or safety, or a danger to the environment) must be made directly to the Public Interest Commissioner, who will then communicate with appropriate authorities. The employee must also disclose the wrongdoing to the Secretary Treasurer as soon as possible thereafter.
13. Upon receiving a disclosure, the person receiving the disclosure shall determine whether an investigation is warranted.
14. An investigation may involve both internal and external sources to assist in determining whether an improper activity has occurred and what corrective action may be appropriate.
15. Confidentiality of the discloser of an improper activity shall be maintained to the extent possible consistent with the need to conduct an adequate investigation.
16. Investigations shall be conducted in accordance with the principles of fairness and natural justice.

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

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

SCHOOL OPERATIONS

Instructional Year

SCHOOL OPERATIONS

BACKGROUND

As per Education Act

Subject to the provisions of the Education Act, the Board is responsible for establishing the school instructional year for the School.

POLICY STATEMENT

The Board shall, prior to May 31 in each year, establish the next school instructional year.

GUIDELINES

1. The school instructional year will specify:
 - 1.1. School opening date
 - 1.2. Number of operational days
 - 1.3. Length of the school day
 - 1.4. Number of minutes of instruction and of school operations each day
 - 1.5. Number and length of school breaks
 - 1.6. Vacation periods
2. A holiday declared by a municipality does not apply unless the Board declares it applicable.

PROCEDURES

The School Administration is responsible for monitoring and evaluating the quality of programs in the school and for leading the development of new courses and programs, as they are deemed needed and appropriate.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

Evaluation of the School

SCHOOL OPERATIONS

BACKGROUND

As per Education Act

Due to the process of Charter renewal, Alberta Education evaluates the school during each 5 (five) year Charter. This evaluation is provided to the Board and administration is responsible to act on any of the recommendations. The Annual Education Results Report (AERR) which is conducted yearly, measures and reviews the success of the school and provides this information to the Board.

POLICY STATEMENT

Because of the yearly evaluations by Alberta Education of the AERR, the school's Three Year Plan and evaluation of our charter during each Charter renewal process, there will be no further evaluations of the school unless so directed by the Board.

GUIDELINES

If the school is granted a 15 (fifteen) year Charter, the Superintendent will re-instate an evaluation of the school in year six of the 15 (fifteen) year Charter. Alberta Education will evaluate the school in year 12 (twelve) of the 15 (fifteen) year Charter.

PROCEDURES

In the event that the school is granted a 15 (fifteen) year Charter, the Superintendent will convene an evaluation team in consultation with school administration with at least one external evaluator, regarding the following areas:

- Instructional Leadership
- Adherence to the Charter vision, mission, and guidelines
- Adherence to Alberta Education requirements and regulations
- Instructional strategies
- Data on Students knowledge, skills and attitude
- All areas as defined in the Teacher Quality Standard, Leadership Quality Standard and Superintendent Quality Standard
- Other areas as defined by the Superintendent

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

Student Records

SCHOOL OPERATIONS

BACKGROUND

As per Education Act

The Education Act requires the Board to establish and maintain student records for each student enrolled in its school(s) and make these available to appropriate individuals.

POLICY STATEMENT

The Board requires that a record be maintained for each student, containing such information as directed by Alberta Education regulation.

GUIDELINES

Types of records kept include:

1. Cumulative records as per the Student Record Regulation which would include:
 - 1.1. Student identification;
 - 1.2. Student status;
 - 1.3. Record of academic progress;
 - 1.4. Scores obtained on diagnostic or standardized tests;
 - 1.5. Health information the parent/guardian or independent student wishes to be placed in the record;
 - 1.6. Annual summary of the student's attendance;
 - 1.7. Information regarding suspensions of more than one day or expulsions.
 - 1.8. In this case, information regarding the suspension/expulsion must be kept for at least one year following this date and be removed from the student record not later than 3 years after the date on which the suspension or expulsion began.
2. Record of Specialized Supports
 - 2.1. Educational assessments/tests administered;
 - 2.2. Individual Program Plans; and
 - 2.3. Accommodation or exemption in respect to provincial assessment.

Access to Student Records

The Education Act provides for unrestricted access to all student records for:

1. The student; and
2. The student's parents and/or guardians, except where the student is an independent student.
3. These may be reviewed only in the presence of a staff member.

Access to student's cumulative file without written permission of parent (s), guardians or independent students is available to:

1. Professional staff as required to meet their professional responsibilities to the student;
2. Research personnel approved by the Superintendent subject to guaranteed student anonymity;
3. Officers of the Court acting on a duly executed court order; and
4. Educational authorities to facilitate transfers.

Access to a student's cumulative files with the written consent of the parent/guardian or independent student is available to:

1. Social Service agencies/government departments;
2. Police and probation officers; and
3. Courts where a court order has not been provided.

Access to the record of Specialized Supports:

1. Restricted to students who are over 16 years of age, parents and/or guardians or individuals with access to the student under an order made under the Divorce Act (Canada) and may only be reviewed in the presence of a staff member; and
2. If, in the opinion of the school psychologist in conjunction with administration, the access to this file may cause harm to the student, school staff may choose not to allow access to this record. If the student or parent/guardian insists on this information, the psychologist must be present as the student, parent or guardian reviews this file.

Retention of Student Records

1. The board must retain the student record for a student for 7 years after the student ceases to attend the school or until the student transfers to another school in Alberta.
2. If a student transfers to a school outside of Alberta, the board must retain the student record for the student for 7 years after the date the student would have been expected to complete Grade 12 and submit a copy to the forwarding school.
3. After the minimum retention period has passed, the Board can destroy the Student Record.

Maintenance of Student Records

Student records are the property of the School and are not to be given to the student, parent or guardian.

In the event that a parent, guardian or student is of the opinion that the contents of the student records are inaccurate, a written request should be made to the Principal to have the record rectified. If the complainant is not satisfied with the action taken, the decision may be appealed through the established appeal procedures.

PROCEDURES

The Principal is responsible for ensuring that accurate, complete records are kept for each student and that these records are updated annually.

To facilitate transfers between schools within Alberta, records should be forwarded to the receiving school.

The disposal and destruction of student records should be in accordance with Alberta Education Student Records Regulation.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

School Council

SCHOOL OPERATIONS

BACKGROUND

As per Education Act

The Board of Boyle Street Education Centre encourages and promotes parent and community participation in making informed decisions to ensure the best possible education for the children in the school. The Board believes that parents who are informed and committed to their child's education can and do make a difference in the quality of learning – both at home and at school.

POLICY STATEMENT

The Board, through the administration, will encourage parent and/or community participation in forming a school council for the school. School Councils shall be established in accordance with Alberta Regulation.

GUIDELINES

If the plan to establish a School Council is unsuccessful the Board acknowledges that the student body, through the school student council, will act in a reduced role as the school council and will be a respected voice in making informed school decisions.

PROCEDURES

1. The School Council shall be formed, if possible, and operate following Alberta Education regulations, Board policies and procedures.
2. Purpose(s) of the School Council shall consist of some or all of the following:
 - 2.1 To offer advice to the Principal and the Board about any matter relating to school operations;
 - 2.2 To offer advice to the school staff about the delivery of instructional and support services to students
 - 2.3 To encourage greater parental participation in the education of their children;
 - 2.4 To promote parental understanding of the education system and the teaching/learning process;
 - 2.5 To provide parents and organization through which they can express support for education;
 - 2.6 To enhance communication between home and school;
 - 2.7 To provide input from parents in the development of the mission of the school and in attainment of that mission;
 - 2.8 To receive reports and suggestions from parents and community groups on school related matters;
 - 2.9 To receive reports from the Principal regarding the school program, general rules and organization of the school;
 - 2.10 To perform and additional duty or function which may be delegated to it through the Principal by the Superintendent.
3. The School Council shall observe the appropriate channels of communication.

4. The School Council may make rules with respect to the operation of the council. A copy of these rules is to be filed with the Superintendent.
5. No officers or other members of the School Council shall receive any remuneration for acting as a member of the School Council.
6. The financial records of the School Council shall be open to audit by the Secretary Treasurer. Funds shall not be raised through loans from banks, financial institutions or other security requirements. The School Council Chair shall prepare and provide to the Superintendent annually a written report of its financial statement within 60 days of their fiscal year end relating to monetary issues.
7. No School Council shall incorporate under the Societies Act or the Companies Act.
8. The School Council shall not be charged a fee for the use of schools or school facilities for holding its meetings.

Appeal Procedure

Where the School Council and/or Principal disagree relative to policies proposed or adopted for a school, the following appeal procedure shall apply:

1. A copy of the complaint shall be forwarded to the Superintendent, in writing, giving full particulars.
2. A second copy shall be given to the other party (School Councils or Principal).
3. Complaints filed on behalf of the School Council shall only be accepted if they represent the views of the School Council voted on at a regular meeting of the Council at which a Quorum is present.
4. The Superintendent will adjudicate the complaint as (s)he sees fit, within fourteen calendar days of receiving it, and advise both parties of his/her decision in writing.

Adopted: 18 October 2018

Revised: 21 November 2019

Off-Campus Education

SCHOOL OPERATIONS

BACKGROUND

As per Education Act

Off Campus Education and Work study programs offer students unique opportunities to become familiar with the requirements of the working world.

POLICY STATEMENT

Boyle Street Education Centre supports the provision of Off Campus Education opportunities through the establishment of partnerships between school, community agencies and businesses.

GUIDELINES

1. The school, and school staff, adhere to the policies as amended in the current Off-Campus Education Handbook.
2. Hours for senior high school off-campus education shall, at minimum, align with the *Employment Standards Regulation (Part 5)* with the additional expectations that:
 - 2.1. Due diligence is exercised to ensure that the health and safety of students is the primary focus for all off-site campus education learning opportunities.
 - 2.2. Parameters regarding work schedules are defined by our Board as the following:
 - 2.2.1. A standard work day of eight hours per day and a maximum of a 40 hour work week for a student who is not attending classes at the same time as participating in an off-campus learning experience;
 - 2.2.2. A maximum of 12 hours combined per day and a maximum of 60 hours per week for a student who is attending classes at the same time as participating in an off-campus learning experience (e.g., attend classes for six hours; off-campus learning experience for six hours).

PROCEDURES

1. Prior to the commencement of the work site placement, the off campus teacher (coordinator) is responsible for ensuring that:
 - 1.1. All off-campus education work sites and work stations have been approved.
 - 1.2. The student has received an appropriate pre-placement orientation.
 - 1.3. A formal work agreement outlining the dates, days and times that a student is expected to participate in the off-campus learning experience has been signed by the student, the student's parent or guardian (if under 16 and not an independent student), the employer and the school authority designee.
 - 1.4. Where a student is required to work outside of the recommended maximums, additional health and safety parameters must be outlined in the work agreement.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

Occupational Health and Safety

SCHOOL OPERATIONS

BACKGROUND

As per Education Act

The Boyle Street Education Centre is committed to providing a safe and healthy working and learning environment to all members of the Boyle Street Education Centre community. It is the goal of Boyle Street Education Centre and its employees to plan every activity and perform all tasks in a manner that minimizes risks, promotes the health, safety and wellbeing of all individuals, and prevents occupational injuries or illnesses.

POLICY STATEMENT

Health and safety is a joint responsibility shared by all members of the Boyle Street Education Centre community. This policy applies to all employees, students, visitors and contractors of Boyle Street Education Centre.

Boyle Street Education Centre will maintain and promote a safe and healthy working and learning environment by implementing health and safety programs and procedures that meet or exceed the requirements of the Occupational Health and Safety Act and its Regulations, and other applicable legislation and codes.

GUIDELINES

1. Boyle Street Education Centre administrators, supervisors, teachers, support staff and other individuals who are responsible for directing the work of others are responsible for the health and safety of all individuals under their direction and the classrooms/workplaces under their charge. They must implement all the necessary measures and programs to eliminate or control potential health and safety hazards associated with the activities under their supervision. They must ensure that they are provided with health and safety training and education appropriate to their job requirements.
2. All employees, contractors, students and visitors shall comply with all relevant legislation and all Boyle Street Education Centre policies and procedures regarding health and safety.
3. Every employee shall use safe work practices on all assignments, as governed by Boyle Street Education Centre policies and procedures. It is the responsibility of every employee to report unsafe conditions and workplace injuries to the administration.
4. Boyle Street Education Centre, in consultation with the Health and Safety Committee, shall ensure that all other policies and operating procedures meet the goals of this Policy.

PROCEDURES

The School Superintendent in consultation with the Principal and the Occupational Health and Safety Committee will develop and periodically update a procedure hand book to address the Occupational Health and Safety best practices.

Adopted: May 24, 2018

Revised: 21 November 2019

Copyright

SCHOOL OPERATIONS

BACKGROUND

As per Education Act

The fair dealing provision in the Copyright Act permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties for educational use. Boyle Street Education Centre believes that students should have access to these materials as long as the use is “fair”.

POLICY STATEMENT

Boyle Street Education Centre jurisdiction employees and students will follow the copyright guidelines as delineated by the Fair Dealing provisions as mandated by the Supreme Court.

GUIDELINES

1. Teachers, instructors and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of education.
2. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course as a class handout, as a posting to a learning or course-management system that is password protected or otherwise restricted to students of a school, or as part of a course pack.
3. A short excerpt means:
 - 3.1. Up to 10 percent of a copyright-protected works (including a literary work, musical score, sound recording, and audiovisual work);
 - 3.2. One chapter from a book;
 - 3.3. A single article from a periodical;
 - 3.4. An entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart and plan) from a copyright-protected work containing other artistic works;
 - 3.5. An entire newspaper article or page
 - 3.6. An entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - 3.7. An entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
4. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.

PROCEDURES

1. Copying or communicating that exceeds the limits in these *Fair Dealing Guidelines* may be referred to the Principal or other person designated by the Boyle Street Education Centre for evaluation. An evaluation of whether the proposed copying or communicating is permitted under fair dealing will be made based on all the relevant circumstances.
2. Ownership of Copyright
 - 2.1. Employees own the copyright on works they develop on their own initiative and on their own time even though the materials may be the result of ideas generated by the employee's work;
 - 2.2. The board owns the copyright on work developed by an employee on the board's time or as part of their duties with the board;
 - 2.3. The board may copyright any works produced at the direction of the board;
 - 2.4. The superintendent may grant others the right to reproduce work copyrighted by the board under such terms as may be appropriate. The reproduction must include the copyright and give acknowledgement to the authors;
 - 2.5. The superintendent may enter into an agreement with others to produce, in part or in whole, a work for the board. This agreement shall specifically address copyright of the work produced;
 - 2.6. The board may market board material at a cost that shall cover printing, mailing and royalty;
 - 2.7. The board may enter into an agreement with a private publisher to publish board material for sale and distribution; and,
 - 2.8. If the board markets a resource profitably, it may compensate the creative employee.
 - 2.9. Students own the copyright on anything that they create and parental permission to reproduce their work should be obtained if the student is under 18. Student permission is required if the student is 18 or over. Permission is not required to display student work within the school.
 - 2.10. Each school will request and file permissions from parents/guardians at the beginning of each school year to record and/or tape their child(ren) for possible performance. A sample parental permission is included in Appendix.
 - 2.11. Parental approval shall be obtained to display any student work outside the school at such sites as teachers' conventions, conferences, public libraries, central office or shopping centres; and,
 - 2.12. The copyright in photographs taken by students for school publications with equipment and supplies provided by the school are usually the property of the school.
 - 2.13. Each site-based administration shall ensure that reproduction equipment (photocopiers, computers and records) are labelled with warnings that reproduction is not permitted without permission from the copyright owner.

Adopted: 15 November 2012

Revised: 21 November 2019

Purchasing Procedures

SCHOOL OPERATIONS

BACKGROUND

As per Education Act

The School has a responsibility to establish purchasing procedures that will result in quality purchases within the financial constraints of the School.

POLICY STATEMENT

Purchasing procedures will be established and implemented that maximize value for dollars spent.

PROCEDURES

1. The Secretary Treasurer is responsible for establishing and maintaining purchasing procedures subject to the following:
 - 1.1. The Principal is responsible for approving purchases at the school level;
 - 1.2. The Principal is responsible for approving invoices received and forwarding them to the Secretary Treasurer.
2. The following procedures are to be followed by all staff:
 - 2.1. All purchases must have the approval of the Superintendent and/or Secretary Treasurer and/or Principal.
 - 2.2. Purchases exceeding \$1000.00 must have the prior approval of the Principal or Secretary Treasurer.
 - 2.3. Purchases exceeding \$5000.00 shall have the prior approval of the Superintendent and Secretary Treasurer.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

Signing Authorities

SCHOOL OPERATIONS

BACKGROUND

As per Education Act

The efficient conduct of School business is supported by the designation by the Board of signing authorities for School and banking purposes.

POLICY STATEMENT

The following positions are authorized as bank signing authorities for Boyle Street Education Centre: Board Chair, Vice Chair, Superintendent, Secretary Treasurer, and Principal.

GUIDELINES

The signatures of any two of those authorized positions are required on all bank related documents and cheques as per the following:

1. Cheques up to \$10,000 any two authorized positions.
2. Cheques in the amount exceeding \$10,000 up to \$25,000 the Superintendent or the Secretary Treasurer along with the Principal.
3. Cheques in the amount exceeding \$25,000 and up to \$50,000 the Superintendent or the Secretary Treasurer along with Board Chair or Vice Chair.
4. Cheques exceeding \$50,000 the Board Chair, Vice Chair along with the Superintendent or the Secretary Treasurer.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

Research

SCHOOL OPERATIONS

BACKGROUND

As per Education Act

Frequently a person or group wishing to do research in the school approaches Administration. Our policy protects the rights of students, parents, staff and the school while at the same time recognizing the Charter requirement to be engaged in research.

POLICY STATEMENT

The Boyle Street Education Centre Board is committed to research excellence. The school will cooperate with research projects deemed as those improving the knowledge of the educational process generally and more specifically contributing to the improvement of the quality of educational experiences of students and staff of the school. In all cases, the research must be ethical and respect the privacy and well-being of all of the subjects.

GUIDELINES

1. The identity of individuals will be protected.
2. The research will be conducted as unobtrusively as possible in order not to disrupt the ongoing education of students.
3. The school will incur no expenses.
4. The research proposal must be submitted in writing and approved in writing by the Superintendent.
5. The research proposal will outline the methodologies to be used.
6. The research proposal will clearly outline the ethical standards that will be adhered to.
7. Timelines and expected behaviour of researchers will be clearly understood.
8. The researchers will identify the contact person and will comply with Alberta's *Freedom of Information and Protection of Privacy Act*.
9. A reimbursement plan will be developed to offset the time committed to the research project by Boyle Street Education Centre staff.

PROCEDURES

The research plan, once approved by the Superintendent, will be under the supervision of the school Administration or delegates.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

PERSONNEL AND EMPLOYEE RELATIONS

Staff Recruitment and Selection of Personnel

PERSONNEL AND EMPLOYEE RELATIONS

BACKGROUND

As per Education Act

The Board believes that strong leadership and administration are essential to the effective and efficient operation of the school. The quality of education received by school students is directly related to the quality of appointed staff.

POLICY STATEMENT

The Board supports the recruitment of the most capable and highly qualified school staff and is committed to the application of a fair and thorough administrator and staff recruitment process.

GUIDELINES

1. The Board, in the case of the Superintendent, or the Superintendent or designate, in all other instances, will assume the sole responsibility for initiating the advertising process for filling school vacancies and will consult with the Secretary Treasurer regarding financial information.
2. The Board has the sole authority to recruit and select an individual for the position of Superintendent.
3. The Superintendent, in consultation with either the Secretary Treasurer or Principal, will form an interview team for the recruitment of each staff position.
4. Each position shall have a formal written job description and the person occupying the position shall have a written contract of employment.
5. The Superintendent, or designate, is delegated full authority to recruit and select staff for all positions not including the senior administration level detailed above with financial considerations from the Secretary Treasurer.
6. In the event of an unexpected or short-term vacancy, the Superintendent or designate may appoint an “acting Principal” or “acting Assistant Principal” without going through a formal selection process.
7. All offers of employment shall be conditional on the successful applicant providing a Criminal Records Check including a Vulnerable Sector Search and a Child Intervention (Welfare) Record Check that is acceptable to the Superintendent or designate. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.

PROCEDURES

1. The Board is responsible for ratifying all continuing teaching contract offers.
2. The Superintendent, in consultation with the Secretary Treasurer and the Principal, is responsible for establishing support staff recruitment procedures.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

Roles and Responsibilities Superintendent

PERSONNEL AND EMPLOYEE RELATIONS

BACKGROUND

As per Education Act

The Education Act requires school boards, unless exempt by the Minister, to appoint a Superintendent of Schools as the Chief Executive and Chief Education Officer of the Board. Superintendents play a fundamental role in establishing inclusive environments in which diversity is embraced and all the members of the school community are welcomed, safe, cared for and respected. Superintendents must demonstrate a consistent standard of professional practice.

POLICY STATEMENT

The Board appoints the Superintendent as Chief Executive Officer of the Board. Boyle Street Education Centre Board recognizes that quality leadership occurs best when the superintendents ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

GUIDELINES

The appointment of the Superintendent will conform to the requirements of the Education Act and Ministerial regulations with respect to notification and minimum qualifications required. In accordance with Board policy, the Superintendent, will ensure the achievement of educational goals established for the school by;

1. Implementing Board policies and directives;
2. Ensuring that the school adheres to the Charter goals by directing school authority operations and strategically allocating resources in the interests of all students and in alignment with the school authority's goals and priorities.
3. Maintaining a high standard of education through ongoing supervision and evaluation of curricular and co-curricular programs;
4. Evaluating and reporting of student learning and development as regulated by Alberta Education;
5. The selection, deployment, development, evaluation, promotion, retention, transfer, reprimand, demotion and separation of school staff including teachers and the principal;
6. The safety, welfare and conduct of students while participating in school programs;
7. Establishing the structures and providing resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Metis and Inuit for the benefit of all students.

8. Establishing a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community, the local community and other affiliated individuals, groups or organizations;
9. The Superintendent works closely with the Secretary Treasurer.
10. Other duties and obligations assigned by the Board.

PROCEDURES

1. The Board shall be responsible for initiating procedures to appoint the Superintendent in the event of a vacancy.
2. The Board shall appoint an individual as Superintendent for a period of not more than three years with prior approval in writing of the Minister.

Adopted: 19 July 1997

Revised: 21 November 2019

Roles and Responsibilities Principal and Administration Team

PERSONNEL AND EMPLOYEE RELATIONS

BACKGROUND

As per Education Act

The Principal must fulfill all duties as outlined in the Education Act. In addition the Principal must meet the Leadership Quality Standard which provides a framework to support the professional growth, supervision and evaluation of all principals. Principal means principal as defined in the Education Act, assistant principal, associate principal or vice principal. Principals play a fundamental role in establishing and supporting the conditions under which diversity is respected and all members of the school community are welcomed, cared for, respected and safe. Principals also support conditions under which the learning aspirations and the potential of First Nations, Metis and Inuit students will be realized.

POLICY STATEMENT

Boyle Street Education Centre Board recognizes the Principal and the Administration team as the administrative leaders in the school. They are accomplished teachers and need to create within the school, the conditions within which quality teaching and optimum learning can occur and be sustained.

GUIDELINES

In accordance with the *Education Act* the Board shall assign a Principal to the school. The Principal is responsible to the Superintendent. The Principal and administration team are responsible to:

1. Provide instructional leadership in the school and to ensure that the instruction provided by teachers employed in the school is consistent with the courses of study and education programs approved or authorized pursuant to the *School Act*;
2. Build positive working relationships with members of the school community and local community;
3. Engage in career-long professional learning and ongoing critical reflections to identify opportunities for improving leadership, teaching, and learning;
4. Collaborate with the school community to create and implement a shared vision for student success, engagement, learning and well-being;
5. Nurture and sustain a culture that supports evidence-informed teaching and learning;
6. Support the school community in acquiring and applying foundational knowledge about First Nations, Metis and Inuit for the benefit of all students;
7. Ensure that every student has access to quality teaching and optimum learning experiences;
8. Provide opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles;
9. Effectively direct operations and manage resources;
10. Understand and appropriately respond to the political, social, economic, legal and cultural contexts impacting the school and the school authority;
11. Other duties as assigned by the Superintendent.

PROCEDURES

The Principal and administration team are responsible for developing processes to address the following:

1. Budgeting and monitoring school finances;
2. Completing all reporting requirements to Alberta Education;
3. Monitoring and tracking all students and student procedures;
4. Recruiting and evaluating staff as well as recommending to the Superintendent the hiring of teachers, recommendations for permanent certifications and continuous contracts;
5. Monitoring all school programs and procedures;
6. Facilitating staff meetings, school assemblies etc.;
7. When possible, establishing and chairing the school council;
8. Adhering to Alberta Education guidelines and regulations;
9. Approving and monitoring media requests;
10. Assisting in facilitating conflict mediation/resolution and student discipline procedures;
11. Other duties as assigned by the Superintendent.

Adopted: 15 November 2012

Revised: 18 October 2018

Revised: 21 November 2019

Roles and Responsibilities Teachers

PERSONNEL AND EMPLOYEE RELATIONS

BACKGROUND

As per Education Act

Teachers play a fundamental role in establishing learning environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe. Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

POLICY STATEMENT

Boyle Street Education Centre Board recognizes that teachers play a fundamental role in establishing learning environments which respect diversity and provide for the unique learning needs of their students. Teachers need to be aware of and meet the requirements of the *Teacher Quality Standard*.

GUIDELINES

Teachers must ensure that all students have access to individualized and quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study. Teachers must be able to demonstrate the following competencies.

1. A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.
2. A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
3. A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student.
4. A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
5. A teacher develops and applies foundational knowledge about First Nations, Metis and Inuit for the benefit of all students.
6. A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.
7. A teacher establishes the conditions under which the learning aspirations and the potential of First Nations, Metis and Inuit students will be realized.

PROCEDURES

1. Teachers develop, in consultation with the Principal, their professional development plans which outline their learning goals and methods of assessment for ongoing learning for the school year.
2. Teachers accommodate the mental health services provided to students by the Student Services team. Teachers, as integral components of students' wellness programs, collaborate with Student Services team members to ensure the well-being of all students.
3. Teachers develop individualized learning plans and methods of assessment in conjunction with the school's Inclusive Learning staff.
4. Teachers provide authentic and inclusive learning opportunities to address cultural and gender diversity.

Adopted: 15 November 2012

Revised: 18 October 2018

Revised: 21 November 2019

Roles and Responsibilities Support Staff

PERSONNEL AND EMPLOYEE RELATIONS

BACKGROUND

As per Education Act

Support staff fill an integral component in the wrap around services offered to students at Boyle Street Education Centre and their support is essential to student success in their learning programs. Support staff must also ensure that each student is welcomed, cared for, respected and safe in an atmosphere which fosters acceptance of diversity.

POLICY STATEMENT

Boyle Street Education Centre Board recognizes that support staff play a fundamental role in establishing a caring environment which respects and provides for the diversity of all students. The Board supports the recruitment and efficient deployment of qualified support staff to meet students' educational needs.

GUIDELINES

In recruiting support staff the following criteria will be considered:

1. Needs of students as identified by the school administration.
2. Candidates' qualities, education, experience, abilities.

PROCEDURES

1. Support staff will develop, in consultation with the Principal, their professional development plans which outline their learning goals and methods of assessment for ongoing learning for the school year.
2. Support staff act as a support to the learning of students in a capacity designated in consultation with the school administration team.

Adopted: 15 November 2012

Revised: 18 October 2018

Revised: 21 November 2019

Administrator Evaluation

PERSONNEL AND EMPLOYEE RELATIONS

BACKGROUND

As per Education Act

Boyle Street Education Centre believes that as part of an accountable and open education system, the school principal and vice principal are required to focus on the core purpose of the school – providing all students with the best possible opportunities to learn. Consequently, school principals and vice principals must have a deep and thorough knowledge of teaching and learning so that they are able to serve as instructional, educational and organizational leaders focused on the school’s core purpose – student learning.

POLICY STATEMENT

The Board requires that all school-based administrators employed by the School be evaluated on a regular basis to ensure administrative performance is consistent with the School’s standards, philosophy and objectives.

GUIDELINES

The purpose of the school administrator evaluation program is to:

1. Communicate performance expectations
2. Facilitate improved administrative performance
3. Identify strengths as well as areas where effectiveness could be improved
4. Assist the administrator to assess critically her/his own performance
5. Serve as a basis for decisions relating to contract status, promotion, transfer or termination.

The evaluation process and subsequent judgements rendered must be fair and just, which requires:

1. Elimination, to the extent possible, of personal bias, interest and prejudice on the part of the evaluators;
2. Provision of reasonable time to improve areas identified as requiring improvement;
3. Use of multiple data collection sources relative to administrator performance on established criteria;
4. Opportunities to discuss the evaluation with the evaluators; and
5. The right to appeal the evaluation.

Evaluation reports will be treated as confidential documents and kept on file in the Office personnel file. Access to evaluation reports is restricted to the Principal, the Superintendent and the Secretary Treasurer.

The evaluation of school administrators will be based upon the Leadership Quality Standard within which are nine competencies and indicators.

Leadership Quality Standard

“Quality leadership occurs when the leader’s ongoing analysis of the context, and the decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.”

The Leadership Quality Standard applies to all leaders employed in a school authority. All leaders are expected to meet the Leadership Quality Standard throughout their careers. Principals, as defined under the School Act, are accountable for the demonstration of all the competencies.

The Leadership Quality Standard is described by the following competencies and indicators:

1. Fostering Effective Relationships
2. Modeling Commitment to Professional Learning
3. Embodying Visionary Leadership
4. Leading a Learning Community
5. Supporting the Application of Foundational Knowledge about First Nations, Metis, and Inuit
6. Providing Instructional Leadership
7. Developing Leadership Capacity
8. Managing School Operations and Resources
9. Understanding and Responding to the Larger Societal Context

PROCEDURES

An Administrator Evaluation will be conducted at the conclusion of an administrative contract (a one-year contract, a two-year contract, or a three-year contract). For a Principal on a continuous contract, a collaborative (Principal, Superintendent, and/or designate) performance review will be conducted every three years.

1. A formal evaluation of a Principal will be conducted by the Superintendent or designate.
2. A formal evaluation of an Assistant Principal will be conducted by the Superintendent or designate.
3. The evaluation will be based on the *Leadership Quality Standard*.

An administrator who disagrees with an evaluation report may appeal, in writing, to the Superintendent. This written appeal must be received by the Superintendent within two (2) weeks of receiving the evaluation report and shall outline the specific concerns. Within two weeks of receiving the appeal, the Superintendent will establish a procedure for reviewing the appeal. This shall include a review of the employee's file and all or any one of the following:

1. Convening a meeting with the administrator and other appropriate personnel
2. Conducting an additional evaluation; and
3. Outlining and suggesting appropriate alternatives to the administrator.

A subsequent appeal, in writing, may be made to the Board. The administrator will be provided the opportunity to present her/his appeal to the Board at a meeting convened expressly for this purpose. The Board's decision will be final.

Adopted: 21 November 2019

STUDENT POLICIES

Student Conduct

STUDENT POLICIES

BACKGROUND

As per Education Act

Boyle Street Education Centre believes in establishing and maintaining an environment which supports the learning and well-being of the students who attend the school. The school seeks to be a welcoming, caring, respectful and safe space for all. The Board believes an important pathway towards developing these standards is to support, in each student, the capacity for self-respect and self-control.

POLICY STATEMENT

The Board strongly endorses the establishment of standards of student conduct and behaviour that support the creation of a favourable learning environment. Furthermore, the Board strongly endorses having guidelines and procedures available to deal with any acts which compromise or threaten the actual or perceived safety or security of the members of the school community. Bullying or harassment in any form, on-site or on-line will be addressed quickly and appropriate measures will be taken to ensure the safety of all involved. All students and staff need to be safe from any disrespect or prejudice in regard to all aspects of the Charter of Human Rights and the Alberta Human rights legislation which include:

The right to dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

GUIDELINES

1. Students shall conduct themselves in accordance with the code of conduct established in the *Education Act*. This requires reasonable compliance with the following:
 - 1.1. Diligence in pursuing studies.
 - 1.2. Regular and punctual school attendance.
 - 1.3. Full cooperation with those authorized by the Board to provide educational programs and other services.
 - 1.4. Compliance with the rules of the school.
 - 1.5. Accountability to Teachers for conduct.
 - 1.6. Being respectful of the rights of others.
2. The Board delegates to the school Principal/designate the responsibility for and authority to establish and maintain appropriate procedures to ensure an acceptable standard of student discipline.
3. The Board believes that acceptable standards of student discipline can be achieved by:
 - 3.1. Developing as far as possible in every pupil the capacity for intelligent self-control.
 - 3.2. Establishing clearly understood and reasonable limits to pupil behaviour, which can be consistently respected and upheld.

- 3.3. Recognizing that the maintenance of effective student behaviour is the responsibility of students, staff and parents.
- 3.4. Articulating consequences for non-compliance with established rules and regulations.
- 3.5. Developing in the case of violent acts, threats of violence or bullying and harassment, procedures which support and protect those subject to the violence or threatening act. This may involve any appropriate means to protect those in danger.

PROCEDURES

When dealing with situations requiring disciplinary procedures, teachers should consider the following guidelines:

1. Teachers may temporarily remove from their classroom a pupil whose conduct continues to be detrimental to the work of the class after he/she has been given reasonable warning and to refer the matter to the Administration.
2. Following any non-violent conflict in the school, student/student or teacher/student a mediation will be called. The mediation is conducted by an impartial third staff person for the purpose of making sure that every person feels safe and supported in the learning environment, that grievances can be aired and that a path forward can be negotiated for all parties.
3. Consequences for misbehaviour should be appropriate to the circumstances taking into account the student's age, maturity and individual situations. Consequences selected should be chosen to encourage the desired changes in student behaviour or attitude while ensuring a favourable learning environment.

Adopted: 15 November 2012

Revised: 20 September 2018

Revised: 21 November 2019

Suspension and Expulsion of Students

STUDENT POLICIES

BACKGROUND

As per Education Act

Students who do not conform to the student code of conduct may negatively affect the school's learning environment. The *Education Act* grants Boards and designated Board employees the authority to withdraw a student's privilege of attending a class, or the school for failure to comply with the rules established by the Board or school.

POLICY STATEMENT

The Board encourages student demonstration of self-discipline and appropriate behaviour and accepts the use of student suspension as a constructive time out for students.

The Board accepts the use of expulsion where the continued presence of a student in a school will seriously affect the safety of staff or students.

GUIDELINES

Suspensions

1. Student suspensions shall conform to the statutory requirements of the *Education Act*.
2. Suspensions should be used only after less severe forms of action have been taken and in adherence to the student code of conduct.

Expulsions

1. Student expulsions shall conform to the statutory requirements of the *Education Act*.
2. Expulsion will only be used when:
 - 2.1. It is deemed that other means of corrective action including consultation with parents, counselling and suspensions have failed to achieve orderly and appropriate student behaviour;
or
 - 2.2. The students' continued presence in the school is deemed a danger to persons or property.
3. Expulsion procedures must ensure that the rules of natural justice and due process are followed including a right to request the Minister to review the Board's decision.
4. Notwithstanding the above, the seriousness of the misbehaviour may warrant immediate suspension or a recommendation to the Board for expulsion on the first offences.

PROCEDURES

Suspension from a class

1. A Teacher may suspend a student subject to the following procedures:
 - 1.1. The Teacher confers with the Principal prior to making the suspension.
 - 1.2. The teacher informs the student about the suspension, its consequences and the reason the suspension is being considered.

- 1.3. The Teacher directs the student to the Principal to remain under the supervision of the school until the student's normal class dismissal time.
- 1.4. Following a suspension from a class, a mediation will be the next course of action, if needed, to support the student in returning to class.
2. The Principal, in consultation with relevant Teachers and parents/guardians, may follow one of the following courses of action:
 - 2.1. Reinstate the student;
 - 2.2. Conditionally reinstate the student;
 - 2.3. Suspend the student from the school for a certain term; or
 - 2.4. Recommend expulsion of the student

Suspension from School and School-related Activities

1. The Principal may suspend a student from:
 - 1.1. One or more class periods;
 - 1.2. One or more courses or school programs;
 - 1.3. School;
 - 1.4. Participating in an activity sponsored or approved by the Board
2. When a Principal suspends a student from the school or school-related activities the following procedures will apply:
 - 2.1. The Principal will inform the student about the proposed suspension, its consequences and the reason the suspension is being considered.
 - 2.2. The student will be given an opportunity to explain their behaviour.
 - 2.3. If a suspension is warranted the Principal will inform the student of the reason and the length of the suspension.
 - 2.4. Following a suspension, a mediation will be convened to support the student and staff in devising a successful return to a class or to the school.
3. The Principal shall make a reasonable effort to inform the parents/guardian of the student by telephone of the suspension, including reasons, and length and shall immediately report in writing all the circumstances of the suspension to the parent with a copy to the Superintendent.
 - 3.1. Where a student is not reinstated within five school days, the Principal shall immediately report in writing all the circumstances of the suspension to the Superintendent who will then provide the information to the Board together with a recommendation of expulsion and the student remains suspended until the board has made a decision.
 - 3.2. Provide the opportunity to the parent or student (if over 16 years of age) to meet with School Administration to discuss the reasonableness of the suspension.
 - 3.3. If a student is not readmitted within five days the student, parents/guardians may request a hearing before the Board.
4. Upon receiving a report from the Superintendent pursuant to the *Education Act*, the Board shall within ten school days from the first day of the suspension, reinstate or expel the student.

Suspension with Recommendation for Expulsion

1. When the student's behaviour or history of behaviour is very serious, the Principal may suspend the student for a period not exceeding five days and refer the matter to the Board along with a recommendation for expulsion. When a suspension is referred to the Board the following procedures will be adhered to:
2. The Principal shall inform the parent of the student and the Superintendent by telephone and shall immediately report in writing all the circumstances of the suspension to the parents/guardians with a copy to the Superintendent.
 - 2.1. The Board, or a committee of the Board empowered to act on behalf of the Board shall, within ten school days from the first day of the suspension conduct a hearing into the case and render a decision to either reinstate or expel the student from school.
 - 2.2. The Superintendent, with information gathered from the Principal, shall present documents and statements outlining the circumstances leading to the suspension and other relevant data, which may assist the Board to make a judgement. The Superintendent will also make recommendations regarding the disposition of the case.
3. The procedure to be following in conducting the hearing is as follows:
 - 3.1. The Board Chair or designated member of the Board will chair the meeting;
 - 3.2. The Superintendent will present the report documenting the case along with a recommendation for disposition;
 - 3.3. The student and/or parents/guardians will be given an opportunity to respond to the information presented as well as add information they feel is relevant;
 - 3.4. The Board committee may ask questions or request additional information;
 - 3.5. The Board's decision shall be communicated in writing to the student and parents with copies sent to the Principal and the Superintendent. If a student is expelled, the letter to the student and parents/guardians will indicate their right to appeal the decision to the Minister of Education.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

Appeals

STUDENT POLICIES

BACKGROUND

As per Education Act

The principles of natural justice support the provision of a process for parents and electors to appeal decisions, taken or not taken, by Board employees. A Board must establish appeal procedures with respect to decisions taken by Board employees that could significantly affect a student's education. Students and parents have a right and Boards have an obligation to ensure that significant decisions that affect a student's education can be appealed. A significant decision is defined as:

- A decision regarding a final mark in a course or program
- A decision regarding the placement of a student in any educational program
- Other decisions viewed by the Superintendent as significantly affecting a student's education

POLICY STATEMENT

The Board believes that decisions regarding the education of a student should be made normally at the level closest to the student.

GUIDELINES

1. The Board may delegate any appeals directed to the Board, to the Superintendent or designate dealing with:
 - 1.1 Expulsion of a student
 - 1.2 Extended suspension of a student
2. The Board expects its staff to make decision that are consistent with the philosophy, mission statement and guidelines of the school. These processes shall reflect due process and fair treatment of parents or guardians.
3. With respect to appeals under the *Education Act*:
 - 3.1 The Board will act as the appeal body on matters related to student records.
 - 3.2 On all other school and school matters, the Superintendent is empowered to act as the appeal body, or to establish an appeal review process to deal with appeals.
4. Appeals to the Minister of Education:
 - 4.1 Parents, guardians and independent students should be advised of the existence of the appeal process and of procedures for appeal as provided in the *Education Act*.

PROCEDURES

1. Concerns with decisions that significantly affect the education of a student should first be discussed with the teacher and the school Principal.
2. If satisfactory resolution is not achieved, the parent/guardian, or independent student is to be advised by the Principal of their right to appeal to the Superintendent.
3. Excepting for a student suspended and not readmitted within five (5) school days, an appeal request must be made in writing to the Superintendent within thirty (30) calendar days of receipt of notification of the right to appeal.
 - 3.1 Upon receipt of the written request for an appeal, the Superintendent will convene a review process as soon as practically possible but no later than fifteen (15) calendar days from the receipt of the written notice of appeal.
 - 3.2 The Superintendent will advise the parent/guardian or independent student (in writing) of the date, time and location of the appeal review, their right to be accompanied by an advocate and/or a lawyer, and/or an interpreter (at their own expense), and their right to present witnesses and offer evidence to support their appeal.
4. The Superintendent shall
 - 4.1. Establish a process for a hearing review
 - 4.2. Call any expert resources required to assist with their deliberation
 - 4.3. Maintain and distribute minutes of meetings
 - 4.4. Render a decision on the appeal
 - 4.5. Inform the parent/guardian or independent student in writing of the Board's or Superintendent's decision within fifteen (15) calendar days of the appeal hearing.

Adopted: 15 November 2012

Revised: 15 June 2018

Revised: 21 November 2019

Use and Possession of Alcohol, Marijuana and/or Other Drugs

STUDENT POLICIES

BACKGROUND

As per Education Act

The use of alcohol, marijuana and other drugs can have negative physical and mental consequences and may impact students' abilities to learn and to process information. In addition, the use of substances in or around the school can negatively impact the overall learning environment.

POLICY STATEMENT

The possession and/or use of alcohol, marijuana or any type of illicit drug in the school, on school property or during school-related activities is prohibited. If a student has a permit for the use of medical marijuana, this permit needs to be provided to the school administration and a plan for the type of use at school will have to be agreed upon by the student, a student's guardian (if the student is a minor) and the administration. This plan will be documented and circulated to staff.

GUIDELINES

School staff will use natural consequences to address the use of marijuana, alcohol or other drug use, keeping in mind a harm-reduction approach to addiction. If the use of marijuana, any type of illicit drug and/or alcohol is perceived by school staff to be causing a problem for the learning of the student or is having a negative impact on other students or the school environment, Administration may suspend the student for the day or longer, depending on the seriousness of the infraction. Upon their return to school, the student may be referred to counselling staff and if the student agrees, a plan will be developed to assist them in making positive choices regarding substance use. The school will ensure that there are on-going educational programs regarding drugs and drug use designed to increase students' knowledge of the facts related to alcohol or and/drug use.

PROCEDURES

1. Staff members observing suspected possession or use of drugs and/or alcohol should document their findings and report the incident to Administration.
2. Following verification of the accuracy of the incident, severity of the incident and the functionality of the student, Administration will make a decision regarding a course of action regarding said student.
3. Subsequent transgressions may result in an agreed upon plan for support and treatment if the student wishes to remain in the school. Failure of the student to agree to this may result in a different course of action, suspension or in extreme circumstances, a recommendation to the board for expulsion.

Adopted: 15 November 2012

Revised: 20 September 2018

Revised: 21 November 2019

Sexual Orientation and Gender Identity

STUDENT POLICIES

BACKGROUND

As per Education Act

Boyle Street Education Centre Board requires that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities. This policy addresses the needs of transgender and gender nonconforming students.

POLICY STATEMENT

The Board is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and teaching environment for all members of the school community. The Board expects all members of this diverse community to be welcomed, respected, accepted, and supported.

The Board accepts that the Human Rights Commission reads transgendered and non-binary persons' rights into the *Human Rights Act*. As such, transgendered and non-binary students, staff and community members are welcome to access the school facilities according to the gender identity that they most regularly socially identify with. Additionally, the Board will make every reasonable effort to be aware of and sensitive to appropriate modes of working with people who identify as transgendered and/or non-binary.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act*, and *Alberta Education Act*. These rights shall be supported, and enforced so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

GUIDELINES

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender nonconforming presentation at school.

Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure.

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private

information. When contacting the parent or guardian of a transgender or gender nonconforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

PROCEDURES

1. In regards to Official Records, the Board is required to maintain a mandatory permanent pupil record ("official record") that includes a student's legal name and legal gender. However, the Board is not required to use a student's legal name and gender on other school records or documents. The Board will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.
2. In regards to Names/Pronouns, a student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records.
3. The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy. Student IDs should be issued in the name that reflects a student's gender identity that is consistently asserted at school.
4. In regards to, gender-segregated activities, to the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for health education classes and talking circles, pipe ceremony, sweats, etc. students should be included in the group that corresponds to their gender identity.
5. In regards to Sports and Physical Education, Transgender students are to be provided the same opportunities to participate in physical education as are all other students. Generally, students should be permitted to participate in physical education and sports in accordance with the student's gender identity that is consistently asserted at school.
6. In regards to Restroom Accessibility, Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. A transgender student who expresses a need or desire for increased privacy shall be provided with reasonable alternative arrangements.

Adopted: 19 July, 1997

Revised: 24 May 2018

Revised: 21 November 2019

Gay-Straight Alliance or Queer-Straight Alliance

STUDENT POLICIES

BACKGROUND

As per Education Act

This policy should be read in conjunction with Boyle Street Education Centre’s policy on *Sexual Orientation and Gender Identity*.

POLICY STATEMENT

The Board requires that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. The Board supports school administration in facilitating students to organize student support groups regarding LGBTQ+ issues and concerns.

GUIDELINES

1. If one or more students attending a school operated by the board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall
 - 1.1. immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and
 - 1.2. within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
2. For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.
3. The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.
4. If a staff member indicates to a principal a willingness to act as a staff liaison under subsection (1), a principal shall not inform a board or the Minister that no staff member is available to serve as a staff liaison, and that staff member shall be deemed to be available to serve as the staff liaison.
5. The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.
6. The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (1) is limited to the fact of the establishment of the organization or the holding of the activity.

PROCEDURES

Alberta's *Freedom of Information and Protection of Privacy Act* ensures the protection of informational privacy (the right to exercise control over your own personal information) by establishing rules for the collection, use, disclosure and retention of personal information. The *FOIP Act* also contains rules regarding the accuracy of personal information, and gives individuals the right to request a correction to their personal information in the custody or control of a public body. Disclosure of personal information as stated above in the policy statement may occur only in the specific circumstances outlined in section 40 of the *FOIP Act*. If *section 40* does not provide authority for a disclosure, the principal or the public body cannot disclose the information.

The principal will ensure that notification, if any, is consistent with usual school practice.

The Principal will follow procedures consistent with Board Policy in respect to required actions for setting up a Gay-Straight Alliance or Queer-Straight Alliance.

Adopted: 15 March, 2018

Revised: 24 May 2018

Revised: 21 November 2019

