

CODE: AB.AR**EFFECTIVE DATE:** (06-09-2007)**TOPIC:** Appeal Processes**ISSUE DATE:** (29-09-2014)**REVIEW YEAR:** (2012)**REGULATION****A. DISPUTE RESOLUTION**

1. The District expects the use of co-operative and collaborative approaches to resolve matters of disagreement or dispute. It is expected that, in this way, most disagreements or disputes will be resolved at the local level.
2. When attempts to resolve the dispute have been unsuccessful, parties in dispute may appeal the matter, in writing, to the individual assigned the responsibility for the matter within the District. This individual shall review the submissions of the parties, make a decision, and communicate it in writing to the two parties.
3. Information shall be provided regarding the District's appeal processes to individuals wishing to appeal the decision.

B. APPEALS

1. District appeal processes shall ensure that:
 - a. there is no limitation of any rights provided by law or the right to other appeal processes;
 - b. the individual making the appeal receives the decision in writing without undue delay; and
 - c. the written decision includes information about the next level of appeal where appropriate.
2. Individuals have the right:
 - a. to retain, at their own initiative and expense, the services of advocates, witnesses and, or legal counsel to represent them during the appeal process;
 - b. to present information relating to the appeal; and
 - c. to have access to the information used and the rationale for the original decision which is being appealed.
3. The appeal of a decision shall be made in writing to the immediate supervisor of the individual who made the decision, unless otherwise specified in a particular appeal process. For example, to appeal the decision of a principal, the next level of appeal would be the Superintendent of Schools.
4. The individual who receives the appeal shall attempt to resolve the issue in a satisfactory and timely manner.
 - a. If able to resolve the dispute the individual shall confirm, in writing, that the appeal has been discontinued and indicate the resolution achieved.
 - b. If unable to resolve the dispute, the individual shall make a decision, communicate the decision and the reasons for it, in writing to those making the appeal, and advise them of the next level of appeal.

5. On receipt of an appeal to the Board of Trustees, the Executive Director Governance and Strategic Support Services: schedule the appeal at a meeting of the Board of Trustees or at a meeting of the Caucus Committee of the Board, and advise, in writing, those making the appeal of the time and place of the meeting, the procedures to be followed, that the individual may request a postponement of the hearing, and that decisions of the Board of Trustees may be reviewed by the Minister of Education.
6. An appeal process is initiated when a written appeal has been received. Where there are timelines specified in the appeal procedures, these shall commence upon the date of receipt of the appeal.

C. STUDENT APPEALS

1. A principal's decision that significantly affects the education of a student may be appealed, in writing, to the Superintendent of Schools.
2. The Superintendent of Schools, or designate, shall review the information provided by the parents and the Principal, and may meet with the parents, the Principal and student where appropriate, to discuss the appeal and attempt to resolve the dispute.
3. If able to resolve the dispute, the Superintendent of Schools shall, in writing to the parents, confirm the resolution achieved.
4. If unable to resolve the dispute, the Superintendent of Schools shall make a decision, write to the parent indicating the decision, the reasons for it, and the fact that the decision may be appealed to the Board of Trustees, or where the Superintendent of Schools has been delegated the authority for the matter, the Superintendent of Schools' decision may be reviewed by the Minister of Education.
5. The appeal process, from the receipt of the written appeal of the Superintendent of Schools' decision until the Board of Trustees' decision, shall proceed without undue delay. Appeals to Board of Trustees initiated after May 31 will be heard at the earliest possible date, but no later than the first scheduled Board of Trustees meeting of the subsequent school year.
6. Parents wishing to appeal a decision shall be provided with detailed information about the appeal process, including notice of the time and dates of all meetings, information on the process and procedures to be used for each meeting, and the next level of appeal or review.

D. SCHOOL COUNCILS

If there is a dispute between the Principal and a majority of the other members of the school council respecting policies proposed or adopted for a school, and if reasonable attempts to resolve the dispute have been unsuccessful, the Principal or the chair of the school council may appeal the matter, in writing, to the Superintendent of Schools. The Superintendent of Schools, or his designate, shall review the submissions of the Principal and the school council, make a decision, and communicate it in writing to the two parties, and advise them of the opportunity to request a hearing before the Board of Trustees.

REFERENCES

AB.BP - Appeals

FBCA.BP - Respectful Working Environments

FBCA.AR - Respectful Working Environments

FBM.AR - Grievance Process

School Act Sections 40 and 123

CODE: CH.AR**EFFECTIVE DATE:** (02-11-2012)**TOPIC:** Policy Development and Review**ISSUE DATE:** (29-09-2014)**REVIEW YEAR:** (2017)**OBJECTIVE**

To provide a consistent process for reviewing and developing draft policy that will be presented to the Board for consideration to ensure all statements of policy are in accordance with Board Policy CH.BP - Framework for Policy Development and Review.

DEFINITIONS

Policy **Sponsor** is the District Support Team member assigned by the Superintendent of Schools with the overall responsibility for development, review or revision of a policy. The District Support Team is comprised of the Superintendent of Schools, Assistant Superintendents, and Executive Directors.

Manager Policy Development is an individual designated to oversee the implementation of Board Policy CH.BP - Framework for Policy Development and Review. The Manager also provides oversight for the development of administrative regulations on behalf of the Superintendent of Schools.

Policy **Development Lead** is an individual assigned by the Sponsor to lead the development, review or revision of a specific policy.

Policy Development, in the context of this regulation, refers to both new policy development and the review and revision of an existing policy.

RESPONSIBILITY

1. The Superintendent of Schools is responsible for assisting the Board and the Policy Review Committee in their policy roles by assigning resources for drafting new and reviewing and revising existing board policy in accordance with Board Policy CH.BP - Framework for Policy Development and Review.
2. The Manager is responsible for overseeing, coordinating, and providing technical advice and assistance in support of the policy development and review process on behalf of the Superintendent of Schools. The Manager shall:
 - a. identify, develop and maintain format conventions, guidelines and templates to support the policy development process;
 - b. review all draft policy for consistency of style and tone and for compliance with the expectations laid out in Board Policy CH.BP - Framework for Policy Development and Review;
 - c. ensure that all previously approved policies are updated to reflect housekeeping changes that may be made from time to time to organizational titles, responsibilities, legislative references and format conventions;
 - d. track the progress of policy development and reviews for the Policy Review Committee;

- e. provide assistance to the Chair of the Policy Review Committee in preparing the annual policy review plan and making recommendations to the Board as necessary; and
 - f. maintain a record of current and former board policies on behalf of the District.
3. The Sponsor shall assign each policy to a direct-report administrator for the department/unit whose work most closely aligns with the policy topic.
 4. The Department/Unit Administrator shall:
 - a. work with the Manager to co-ordinate the development and review of policies pertaining to their departments;
 - b. ensure consistency between board policy and administrative regulations, and documents issued by the department (guidelines, bulletins, pamphlets, and operational procedures); and
 - c. assign an appropriate staff member to act as Development Lead for the development and writing of each assigned policy and supporting documentation in accordance with the Board's criteria, format and expectations laid out in Board Policy CH.BP - Framework for Policy Development and Review.

REGULATION

A. INITIATION OF THE POLICY PROCESS

1. Development of new policy and review and revision of existing policy is initiated by a Board approved motion and the Board has the opportunity to provide initial guidance as to the scope, purpose and intent of the policy.
 - a. A proposal for a new policy or a review of an existing policy may be brought to the Board by a Trustee, delegation through the Board Community Relations Committee, or the Superintendent of Schools in the form of a recommendation report which if approved is referred to the Policy Review Committee for a policy development plan.
 - b. The Policy Review Committee, in consultation with the Administration, recommends an annual policy review plan/new policy development plan to the Board of Trustees and in so doing provides the Board an opportunity to provide initial direction on the intent and scope of the identified policies prior to review or development.
2. The Superintendent of Schools shall convey the Board's policy purpose and provide guidance on the scope of each policy when issuing policy assignments to a Sponsor.
3. The Manager, in consultation with the Sponsor(s), Development Lead(s) and General Counsel, shall prepare a recommended annual policy review/new policy development plan on behalf of the Superintendent of Schools for the consideration of the Policy Review Committee. The plan shall include for each identified policy:
 - a. a statement of the purpose of the policy;
 - b. indication of alignment of the proposed policy to the District Mission, Vision and Priorities;
 - c. level of impact of the policy for student learning and wellbeing;
 - d. identification of the level of stakeholder consultation appropriate for the policy topic and scope given the potential contentiousness of the policy topic, degree of impact on student learning and wellness, degree of impact on internal and external stakeholders and whether the policy is new or expected to be significantly revised; (see Board Policy AA.BP - Stakeholder Engagement); and

- e. a policy development/review and approval timeline.

B. POLICY DEVELOPMENT AND APPROVAL PROCESS

1. Once the annual policy review plan/new policy development plan is approved by the Board, the Development Lead and assigned staff shall implement the review/development plan. The Manager and General Counsel shall be available for consultation, questions, comment, attendance at working group meetings, or for review of drafts at any stage in the development.
2. The Development Lead shall draft the policy and develop a companion board report in recommendation format to the Policy Review Committee that summarizes or appends:
 - a. pertinent information from the policy review/development plan;
 - b. the research and development process used including internal and external stakeholders involved in the policy development to date;
 - c. identification of legislation, other board policies, and district procedures and documentation which may impact or be impacted by the policy;
 - d. indication of how the proposed policy would be implemented; for example, development of a corresponding administrative regulation, communication of the policy and staff development;
 - e. indication of the accountability reporting to be used for the policy; for example, reporting on an exception basis, an item in the Superintendent of School's Evaluation, part of an annual monitoring report, a stand-alone annual report or an audit report;
 - f. an analysis of intended and possible unintended consequences of the policy and means of mitigating risk; and
 - g. any supporting data that may be helpful to the understanding of the Policy Review Committee and the Board.
3. The draft of the policy and companion recommendation report shall be routed for approval for submission to the Policy Review Committee having been reviewed and confirmed for compliance with the Framework for Policy Development and Review in the following order:
 - a. the Department with administrative responsibility
 - b. the Manager
 - c. General Counsel
 - d. the Sponsor
 - e. the Superintendent of Schools
4. The Sponsor or designate shall present the draft policy and companion recommendation report to the Policy Review Committee to determine next steps and/or approve submission to the Board for first consideration in accordance with Board Policy CH.BP - Framework for Policy Development and Review.
5. The Chair of the Policy Review Committee shall present and recommend the draft policy to the Board for first consideration to provide the Board the opportunity to seek clarification, request additional information and make changes to the draft policy prior to the policy being made available for online stakeholder feedback:
 - a. Following the Board's first consideration of the draft policy:
 - b. The Development Lead, in consultation with the Manager, shall update the draft policy if needed.

- c. The Manager shall arrange for the draft policy and companion board report to be available for online stakeholder feedback for a minimum of four weeks.
6. The Development Lead shall review and summarize the stakeholder feedback received, recommend any changes to the policy, adjust the policy and companion board report as necessary and route for approval for submission to the Policy Review Committee.
7. The Policy Review Committee will be provided access to the raw stakeholder feedback received, and will review the policy and companion board report to determine next steps and/or approve submission to the Board for second consideration.
8. The Board will consider the draft policy for a second and third time for final approval. The Board may ask questions and make amendments to the policy during this process.

C. POLICY IMPLEMENTATION

1. After Board approval of the policy, the Manager, in consultation with Executive Director Governance and Strategic Support Services, shall finalize the formatting of the policy with the appropriate effective date and review year and post the policy on the District's website in a policy directory.
2. The effective date of a Board policy shall be the date the Board approved the policy as recorded in the official minutes of the board meeting at which it was approved or a date specifically stated in the motion approving the policy.
3. District Communications shall communicate new and revised policies through existing communication channels.
4. The Executive Director Governance and Strategic Support Services shall include assignment for policy implementation by the Superintendent of Schools in the District Support Team Follow-up to a board meeting at which a policy has been approved.
5. The Superintendent of Schools shall assign specific responsibility for:
 - a. targeted communication of a new policy or a change to an existing policy;
 - b. implementation of the policy through development or revision of administrative regulations and processes; and
 - c. subsequent monitoring of and reporting to Board on implementation.

REFERENCES

AA.BP - Stakeholder Engagement
CH.BP - Framework for Policy Development and Review
CHA.BP - Board Delegation of Authority
IA.BP - Parent and Community Involvement
Trustees' Handbook - Policy Review Committee Terms of Reference
School Act - Sections 60, 113

CODE: CN.AR**EFFECTIVE DATE:** (12-12-2006)**TOPIC:** Creation, Use and Maintenance of District Information**ISSUE DATE:** (29-09-2014)**REVIEW YEAR:** (2011)**OBJECTIVE**

Edmonton Public Schools believes in managing information as a strategic district resource and to this end is guided by provincial legislation and international record standards.

DEFINITIONS

Records means a piece of information in any form and includes notes, images, audiovisual recordings, x-rays, books, documents, maps, drawings, photographs, letters, vouchers and papers and any other information that is written, photographed, recorded or stored in any manner, but does not include software or any mechanism that produces records.

Significant Records, regardless of physical form, created or received by the Board or an agent of the Board, are those which document:

- a. results of significant daily activities that support the mission and objectives of the District;
- b. advice and recommendations made to management and the decisions and the rationale for those decisions and actions taken or not taken as a result, along with supporting documentation;
- c. problems encountered in business operations and the steps taken to resolve the problems;
- d. interactions with the public, students, parents, stakeholders, consultants, vendors, business partners, and other school jurisdictions; verbal communications such as meetings, telephone calls and face-to-face discussions where significant actions or decisions have occurred;
- e. legal agreements of any kind, including contracts, along with supporting documentation;
- f. policy, business planning, performance measurement and budget activities, with supporting documentation;
- g. work done for the District by consultants and other external resources; and actions and decisions where payments are made or received, funds committed, services delivered or obligations incurred.
- h. the history of the District; the changes in its organization, departments, staff and programs; facilities and sites; policies, procedures; and relationships with external agencies, including printed documents; provincial government documents which affect the operation of Edmonton Public Schools; curriculum material, and individual school records such as yearbooks and photographs.

Essential Records are those records which an organization requires to operate, records which must be retrievable after a disaster using the Disaster Recovery Plan. (see B. 8)

Transitory Records are those which have no enduring value to the District, no legal requirement for retention and have fulfilled their purpose. Types of transitory records include:

- a. a duplicate: an exact copy of a document filed in an official file system;

- b. a document without any enduring value: information useful only for a brief period of time;
- c. advertising materials: anything that offers a product or service for the District to purchase;
- d. blank information media: materials whose purpose is to hold information (e.g., blank forms, blank compact disks)
- e. draft documents and working materials; preliminary versions of intermediate documents, calculations and notes used in the preparation of final versions; and
- f. external publications: books, magazines, pamphlets, software documentation.

Life Cycle of a Record

- a. Active Records - records that are used on a frequent basis and for which the action, service, transaction, project is not complete. These records are stored on site and access to them is immediate.
- b. Semi-Active Records - records for which the action, service, transaction or project is complete and which are required to be accessible for follow up, evaluation, audit, or legal requirements during a possible dispute. These records are not immediately accessible and may be stored at a centralized district records storage facility.
- c. Closed Records - records that have met all organizational and legal requirements. Records at this stage are either destroyed or transferred to the custody and control of Archives and Museum.

Personal Information

- a. Under the *Freedom of Information and Protection of Privacy Act*, "personal information" means recorded information about an identifiable individual, including:
 - b. the individual's name, home or business address or home or business telephone number,
 - c. the individual's race, national or ethnic origin, colour or religious or political beliefs or associations,
 - d. the individual's age, sex, marital status or family status,
 - e. an identifying number, symbol or other particular assigned to the individual,
 - f. the individual's fingerprints, other biometric information, blood type, genetic information or inheritable characteristics,
 - g. information about the individual's health and health care history, including information about a physical or mental disability,
 - h. information about the individual's educational, financial, employment or criminal history, including criminal records where a pardon has been given, anyone else's opinions about the individual, and
 - i. the individual's personal views or opinions, except if they are about someone else.

Employee includes a person who performs a service for the District as a staff member, appointee, volunteer or student or under a contract or agency relationship with the District.

A. DISTRICT RECORDS

1. The management of all district records requires a number of initiatives as are listed in this section. These initiatives will be under the direction of District Records and FOIP Management. The District Records and FOIP program shall be a strategically developed program in which all

components must support each other to achieve the goal of effectively managing information assets.

2. District Technology shall review all significant acquisitions of information management technologies to ensure the existing infrastructure can support the technology and new technologies fit within the overall architecture of the District for software that affects multiple users and/or department-level applications. District Technology shall review how technology may affect the District's compliance with external requirements (e.g., the *Freedom of Information and Protection of Privacy Act*) in consultation with District Records and FOIP Management.
3. **Consistent Classification Scheme**
A consistent methodology for organizing records called a classification scheme shall be developed and maintained by District Records and FOIP Management in collaboration with decision units. Decision unit administrators shall ensure the implementation of the District classification scheme. All staff will file significant records according to the classification scheme.
4. **Records Retention Schedule**
 - a. District Records and FOIP Management shall ensure the retention periods for records:
 - i. meet legislated requirements;
 - ii. support business operations and educational decisions;
 - iii. provide evidence of educational programs, business transactions or the history of the District;
 - iv. facilitate service delivery; and
 - v. support the District's ability to respond to ongoing litigation.
 - b. The records retention schedule shall document:
 - i. criteria to determine when a record can be closed;
 - ii. concurrent activities that may override the retention schedule, such as litigation or a historically significant event;
 - iii. specific storage requirements and migration strategies to facilitate long term retrieval of information;
 - iv. identification of essential records and the applicable recovery practices;
 - v. those records which will have archival or research value;
 - vi. those records which contain personally identifiable information;
 - vii. the length of time records must be stored on-site and off-site;
 - viii. opinions from legal, technology, District Records and FOIP Management, and finance;
 - ix. security procedures; and
 - x. disposal instructions.
 - c. The records retention schedule shall be approved by the Superintendent of Schools.
5. **Responsibility for Records**
Central service decision unit administrators and principals, in their role as Record Managers and FOIP Coordinators, shall implement the retention schedule by:

- a. maintaining the continuity of records essential to the conduct of business in their area of responsibility;
 - b. controlling access to all district records in their area of responsibility;
 - c. maintaining an inventory of the District records in their area of responsibility;
 - d. arranging for the safe storage of the District's records in their area of responsibility, for the period of time prescribed in district records retention schedule;
 - e. consulting with Legal Counsel, District Records and FOIP Management or Archives and Museums regarding exceptions to the retention schedule; and
 - f. employing appropriate transfer and disposal procedures.
6. Access Provisions for Semi-Active and Archival Records
- a. Records that are semi-active may be stored in a centralized district records storage facility. Central service decision unit administrators and principals remain responsible for the records until final disposition. Records that are in storage shall be available for reference with the authorization of the responsible decision unit administrator or the District Records and FOIP Management Manager. Retrieval services shall be provided to staff.
 - b. District Records and FOIP Management shall be responsible for the management of centralized records storage facility.
 - c. Archives and Museum shall be responsible for the management of district archives.
 - d. Archives and Museum may grant access to records containing personal information if:
 - i. the research proposal meets district criteria for acceptable research practices in accordance with IQ.AR - Conducting Research Within the District
 - ii. the research proposal is of educational benefit or significance to the District; and
 - iii. the disclosure otherwise conforms to the requirements of Section 42 of the *Freedom of Information and Protection of Privacy Act*.
7. Forms Management
- Decision unit administrators and principals shall be responsible to ensure all forms collecting personal information meet published district standards. A central repository for all district form templates shall be maintained by District Records and FOIP Management. Communications and District Records and FOIP Management shall jointly develop and publish standards for content and appearance of all district forms. Records and FOIP Management will offer advice and assistance on appropriate collection of personal information.
8. Disaster Recovery
- District Records and FOIP Management shall be responsible for the development and maintenance of a methodology for defining, identifying, and protecting essential records. Decision unit administrators and custodial business units shall be responsible for ensuring protective measures are in place.
9. Information Security
- a. District Records and FOIP Management shall develop and maintain a consistent set of categories for the classification of information based on sensitivities and disclosure risks. Categories shall specify criteria and appropriate security measures to protect the information.

- b. Record and FOIP Coordinators shall ensure that security arrangements are in place for information under their custody and control in keeping with district standards.
- c. District Technology shall provide advice and assistance to principals and decision unit administrators with respect to appropriate electronic security measures.

10. Management of Contracts

When a principal or decision unit administrator enters into a contract agreement with another individual or organization, they are placing obligations on the District. A contract is defined as any legally binding agreement, written or verbal, between the District and another individual or organization. Purchasing and Contract Services provides assistance regarding vendor contracts in accordance with CWA.AR - Expenditure of Public Funds. General Counsel shall create and maintain a standards document to assist principals and decision unit administrators in protecting district interests for other contracts. Before entering into negotiations that will result in a contract, principals and decision unit administrators should consult the standards document. Contracts obligating the District to release or exchange personal information shall meet district standards.

B. COLLECTING, RECEIVING AND CREATING PERSONALLY IDENTIFIABLE INFORMATION

1. Collection of Personal Information

- a. Personal information shall be collected only if it relates directly toward and is necessary for an operating program or activity of the District and the District has the authority to collect the information.

2. Processes for Collection of Information

- a. Employees must take appropriate steps to ensure personal information is accurate. When collecting personal information staff shall inform the individual as to why the information is being collected, how long the information will be retained and who they can contact for clarification.
- b. Programs and practices to ensure the District meets its legislated requirements shall be developed and implemented as defined in this section.

3. Protection of Privacy

- a. All personally identifiable information shall be managed to ensure individual privacy is maintained. District Records and FOIP Management shall develop and publish standards and best practices. Decision unit administrators shall be responsible to meet the prescribed guidelines and standards for all personally identifiable information in their area of responsibility.
- b. All personally identifiable information shall be collected and disclosed on the basis of delivering a service or program. All staff information sharing shall be limited to only what is needed in order to complete a task. All personal information is sensitive; therefore privacy shall be protected during the collection, storage, use, sharing and transmission of personally identifiable information by all staff.

C. ACCESS TO INFORMATION

The right of access is the cornerstone of openness and accountability of public bodies. The *Freedom of Information and Protection of Privacy Act* is in addition to and does not replace existing procedures for the public to obtain access to information from the District. A request for information under the *Freedom of Information and Protection of Privacy Act* is a costly undertaking for the District and wherever possible, requests for information should be accommodated outside of the *Freedom of Information and Protection of Privacy Act*, but in keeping with the access and privacy provisions of the *Freedom of Information and Protection of Privacy Act*.

1. Right of Access

- a. The public has the right of access to records held by public bodies, subject to narrow and specific exceptions.
- b. An individual's right of access to their own information is significant and any exceptions to access should be interpreted with a view to giving an individual as much access as possible to their own personal information.
- c. Any disclosure of personal information must be in compliance with the privacy provisions of the Freedom of Information and Protection of Privacy Act.

2. FOIP Requests

- a. A request for information under the *Freedom of Information and Protection of Privacy Act* must be made in writing and sent to the attention of the District Records and FOIP Manager. The request may be made by completing a Right of Access Information Form or by writing a letter requesting specific records and referencing the *Freedom of Information and Protection of Privacy Act*.
- b. Employees must not reveal the identity of a FOIP applicant in any communication, formal or informal, with any other individual unless the other individual requires the identity to search for responsive records.

3. In the Public Interest

All decisions related to an information disclosure in the public interest must be approved by the FOIP Head and, or the Superintendent of Schools.

D. ROLES AND RESPONSIBILITIES

Each employee is responsible for properly handling and protecting information in their custody and control. Descriptions of various roles throughout the organization are detailed below; each employee will find themselves described in one or more of the roles.

1. The FOIP Head shall be responsible for:

- a. ensuring that the District complies with the provisions of the *Freedom of Information and Protection of Privacy Act*
- b. all decisions made under the *Freedom of Information and Protection of Privacy Act*
- c. reporting as required to the Ministry responsible for the *Freedom of Information and Protection of Privacy Act* on the operation of the Act.

2. The District Records and FOIP Manager shall be responsible for:
 - a. developing, implementing and maintaining a district records management program
 - b. providing advice and assistance to employees in understanding and applying the legislated requirements related to access of information and protection of privacy
 - c. providing training programs on access to information and protection of privacy and coordinating participation in FOIP courses offered by the Government of Alberta
 - d. advising staff on information that can be released as a routine disclosure or only under a FOIP request
 - e. managing the FOIP request process for the District
 - i. assisting applicants
 - ii. assigning requests
 - iii. monitoring and tracking the processing of requests
 - iv. meeting time limits and notification requirements
 - v. considering representations from third parties
 - vi. calculating fee estimates and collecting fees
 - f. setting up practices and procedures to ensure that privacy protection measures are implemented and carried out
 - g. coordinating any negotiations, mediations, inquiries, investigations, and audits with the Office of the Information and Privacy Commissioner (OIPC)
 - h. ensuring staff are aware of other Acts and regulations that restrict the disclosure of information
 - i. coordinating the development and maintenance of a directory of records and establishing a list of Personal Information Banks
 - j. providing training for all staff for managing and handling information specific to their responsibilities.
3. Records and FOIP Coordinators
The following positions shall be designated Records and FOIP Coordinators:
 - a. Principals
 - b. Decision Unit Managers/Administrators
 - c. District Records and FOIP Manager (district level).
4. The District has two large records collections containing personally identifiable information. Each collection is identified below with a designated Records and FOIP Coordinator.
 - a. Student Records - Director District Support Services and Student Information
 - b. Personnel Records - Director Staff Relations.
5. Records and FOIP Coordinators shall be responsible for:
 - a. implementing district policies, regulations, and procedures to manage records under their custody and control;
 - b. setting up practices and procedures to ensure that the management and security of records in the custody and control of their decision unit or school meets district and legislated requirements related to access to information and protection of privacy;
 - c. ensuring staff follow appropriate practices and facilitating training opportunities;
 - d. identifying and providing access to information that can be released as a routine disclosure or outside of a FOIP Request;

- e. assisting the District Records and FOIP Manager in responding to a FOIP request.
6. All employees shall be responsible for:
- a. documenting, creating and organizing district information in the course of their work in a way that is objective and professional;
 - b. following district record management procedures and respecting the principles of access to information and protection of personal privacy in an open accountability organization;
 - c. protecting all information while in their custody and control, ensuring the risk of unauthorized disclosure of personal or other confidential information is minimized;
 - d. making sure they have authority to collect personal information they request;
 - e. ensuring personal information is used in a way that is consistent with the original purpose of collection;
 - f. sharing personal information only with individuals or organizations that have the right of access or the consent of the individual about whom the information applies;
 - g. exercising their judgment in refusing to confirm the existence or nonexistence of a record if it is believed that an applicant's knowledge that a record exists or not may pose a danger to an individual or would be an unreasonable invasion of their privacy;
 - h. assisting individuals in accessing information in accordance with district procedures;
 - i. taking reasonable steps to verify accuracy of information used to make decisions affecting individuals.

REFERENCES

CN.BP - Managing District Information

CWA.AR - Expenditure of Public Funds

IQ.AR - Conducting Research within the District

Freedom of Information and Protection of Privacy Act

Government of Alberta Freedom of Information and Protection of Privacy Website

Right of Access Information Form

CODE: FBCD.AR**EFFECTIVE DATE:** (03-03-2009)**TOPIC:** Mandatory Records Checks for Employees**ISSUE DATE:** (29-09-2014)**REVIEW YEAR:** (2014)**REGULATION****A. GENERAL**

This regulation does not apply to an Edmonton Public Schools' student under 18 years of age.

B. DEFINITIONS

1. In this Regulation:
 - a. "Director" means the Director of Human Resources Consulting;
 - b. "employee" means a person hired on or after the effective date of this administrative regulation;
 - c. "prospective employee" means a person offered employment on or after the effective date of this administrative regulation.

C. REQUIREMENT TO PROVIDE CHECK

1. Each employee and prospective employee shall, within a time period specified by the Director, provide a current criminal records check which includes information relevant to working with the vulnerable sector.
2. The requirements of section C.1 shall apply to temporary employees on the occasion of being offered permanent employment.

D. EMPLOYER CONSIDERATIONS AND RESPONSIBILITIES

1. The nature and date of any charges or convictions revealed through a criminal records check will be considered by the Director relative to the current date and the individual's responsibilities as an employee.
2. Any costs associated with securing the required criminal records check will be the responsibility of the district.

E. FAILURE TO PROVIDE OR UNSATISFACTORY CHECK

1. If an employee fails to provide a criminal records check within the time specified, or if the contents are considered by the Director to be incompatible with employment with the district, the employee's contract of employment shall be terminated.

2. If a prospective employee fails to provide a criminal records check within the time specified, or if the contents are considered by the Director to be incompatible with employment with the district, the prospective employee's offer of employment shall be rescinded.

F. COLLECTION, USE, AND STORAGE OF INFORMATION

1. The collection and use of personal information related to mandatory records checks will be for the stated purpose of determining the suitability of an individual to work for the school district and will be in accordance with the requirements of the *Freedom of Information and Protection of Privacy Act* of Alberta.
2. All police records check documents and related information will be securely stored within Human Resources.

REFERENCES

FBCD.BP - Mandatory Records Checks for Employees
Freedom of Information and Protection of Privacy Act

CODE: FBCE.AR**EFFECTIVE DATE:** (14-05-2007)**TOPIC:** Volunteers - Registration and Records Checks**ISSUE DATE:** (29-09-2014)**REVIEW YEAR:** (2012)

REGULATION**A. GENERAL**

This Regulation applies to all volunteers on or after September 1, 2007.

1. In this Regulation:
 - a. "Director" means the Director of Human Resources Consulting; and
 - b. "volunteer" means any individual who, without compensation, assists in the school or helps students during a school-related activity, including a field trip, either in groups or on a one-on-one basis, and includes a volunteer driver that transports students, but does not include a guest speaker, a guest presenter, a visitor to the school, a parent assisting his/her own child, a post-secondary institution practicum student, a school council member or member of a parent fundraising group acting solely in either capacity, nor any district student or employee.
2. Principals are responsible for volunteers in their schools and are responsible for ensuring that volunteers work under the direction or supervision of district staff.
3. Effective September 1, 2007, all volunteers in district schools shall submit to the principal, each school year, a District Volunteer Registration Form.
4. Effective September 1, 2007, all volunteer coaches, volunteer chaperones of overnight field trips, and volunteer drivers that transport students shall submit an application for a police records check in accordance with this Regulation.
5. The nature and date of any charges or convictions revealed in a police report shall be considered relative to the current date and the individual's responsibilities as a volunteer.
6. Principals are responsible for informing volunteer coaches, chaperones of overnight field trips, and drivers that transport students of the requirement for police records check results prior to performing these volunteer duties.
7. Where exceptional circumstances prevail, a principal may waive the requirements of this regulation and shall, as soon as practicable, inform the Superintendent of Schools, in writing, of this action.
8. At the discretion of the Superintendent of Schools, any volunteer may be required to undergo a police records check.
9. Costs associated with securing required police records checks shall be the responsibility of the District.

B. REQUIREMENTS FOR VOLUNTEER COACHES, CHAPERONES OF OVERNIGHT FIELD TRIPS, AND DRIVERS

1. Each volunteer coach, volunteer chaperone of an overnight field trip, and volunteer driver that transports students shall, within a time period sufficient to ensure the submission of results prior to engaging in such volunteer activity, and every year thereafter if engaged in the same volunteer activity, submit an application for a *Police Information Check* or an original *Police Information Check* indicating no charges or convictions and dated within the past six months.
2. If the result of a *Police Information Check* discloses charges or convictions, the volunteer shall submit, to the Director, an original of the volunteer's *Police Information Certificate*.
3. If a volunteer specified in B.1 fails to submit the documentation specified in section B.1 or B.2 prior to engaging in the volunteer activity, or if the contents of the volunteer's *Police Information Certificate* are considered by the Director to be incompatible with volunteering with the District, the volunteer shall not be allowed to volunteer.

C. COLLECTION, USE, AND STORAGE OF INFORMATION

1. Volunteer Registration forms shall be retained by the school for the current and subsequent school year.
2. The collection and use of personal information related to a required police records check shall be for the stated purpose of determining the suitability of an individual to volunteer for a school as a coach, chaperone of an overnight field trip or driver that transports students, and will be in accordance with the requirements of the *Freedom of Information and Protection of Privacy Act* of Alberta.
3. All police records check documents shall be securely stored within Human Resources and retained indefinitely, and the results shall be recorded, stored, and retained electronically by Human Resources.

REFERENCES

DIBA.AR - Liability Insurance

FBCE.BP - Volunteers - Registration and Records Checks

GA.BP – Student Programs of Study

GICA.AR - Field Trips

Freedom of Information and Protection of Privacy Act

CODE: FBEA.AR

EFFECTIVE DATE: (21-01-2005)

TOPIC: Health and Safety Roles and Responsibilities

ISSUE DATE: (29-09-2014)

REVIEW YEAR: (2010)

DEFINITIONS

Hazard Assessment: A process that looks at what could cause harm to employees at a worksite in order to determine what controls are needed to eliminate or reduce the hazard risk.

Imminent Danger: Imminent danger means any danger that isn't normal for a job, or any dangerous conditions under which a worker wouldn't normally carry out their work.

Staff: Means any worker at the worksite including district staff, temporary workers, worker volunteers, contracted workers and subcontractors present at the worksite.

Senior Staff: Means those individuals reporting directly to the Superintendent of Schools, i.e., Principals, Executive Directors, Assistant Superintendents of Schools, General Counsel.

Decision Unit Administrator: Means those individuals charged with the responsibility of leading and managing a decision unit, i.e., managing directors, directors.

Supervisors: Means managers, supervisors, school department heads, foremen etc.

REGULATION

A. GENERAL

Health and safety is a shared responsibility between the Superintendent of Schools, senior staff, decision unit administrators, supervisors, staff, staff group representatives, as well as parents, students, visitors, temporary employees, contractors and subcontractors present at our work sites. All district staff have:

- the right to know about hazards in the workplace;
- the obligation to report any unsafe practices or conditions that they see; and
- the right to refuse unsafe work.

B. HEALTH AND SAFETY ROLES AND RESPONSIBILITIES

1. The Board and Superintendent of Schools shall ensure that:
 - a. health and safety considerations receive priority in the planning and implementation of district activities and operations;
 - b. a framework of regulations, protocols and guidelines is developed and maintained which meets or exceeds compliance with the *Occupational Health and Safety Act*, Regulation Code and other related federal, provincial/local statutes, and by-laws;
 - c. a district occupational health and safety program that promotes the participation of staff and staff group representatives is implemented and maintained;

- d. employees, contractors, subcontractors, temporary workers, students and volunteers comply with all relevant workplace health and safety legislation and district policies and procedures;
 - e. employees understand the policy and are provided with the training and support necessary to integrate health and safety into their work;
 - f. the effectiveness of the health and safety program is evaluated at appropriate intervals and annually as a minimum, and;
 - g. support is provided to retain employees at work and to return employees with disabilities to active employment in a safe and timely manner.
2. Principals and other senior staff, decision unit administrators, and supervisors shall:
- a. provide the leadership and management necessary for the overall implementation of the district health and safety policy within their areas of responsibility;
 - b. plan and conduct all worksite activities in a manner that promotes compliance with legislation and the district health and safety program;
 - c. demonstrate commitment to health and safety by their behaviour and actions;
 - d. ensure worksite hazard assessments are completed within their areas of responsibility;
 - e. inform all staff and others present at the worksite about existing or potential worksite hazards and site specific health and safety requirements;
 - f. ensure that all work-related injuries, illness and incidents with the potential to cause serious injury/illness are reported, investigated, and corrective action is taken to prevent a recurrence;
 - g. ensure that staff are given adequate training, instruction and equipment so they can perform their work in a safe manner;
 - h. ensure that work areas are inspected at regular intervals to identify and control potential or existing hazards;
 - i. take corrective action to deal with unsafe acts or conditions identified by staff and/or during workplace hazard assessments, inspections and incident investigations;
 - j. ensure that safeguards and safety devices including personal protective equipment are available and used;
 - k. stop any work they perceive to be presenting imminent danger to an individual present at the worksite;
 - l. ensure reasonable work accommodation opportunities are provided to injured, disabled or ill employees.
3. District staff and students (where applicable) shall:
- a. protect themselves and others by adopting responsible behaviours and attitudes toward health and safety;
 - b. observe all safety rules and procedures established by the regulatory authorities, the district, and their decision unit;
 - c. practice safe work habits including use of any safeguards or personal protective equipment provided;
 - d. attend and use mandated health and safety training where applicable;
 - e. promptly report hazardous or unsafe equipment, acts or conditions, to a supervisor, make suggestions for their correction, or take corrective action where authorized;
 - f. immediately report to a supervisor all-work related injuries, illness and incidents with the potential to cause serious injury, and obtain first aid/medical treatment without delay;

- g. refuse to perform any task they know to be unsafe, and
 - h. actively participate in and support return-to-work accommodation programs for themselves and others.
4. District Occupational Health and Safety Consultants shall:
- a. provide information and assistance to administration and staff regarding interpretation and compliance with legislation, district policies and regulations;
 - b. conduct audits and assist administrators with inspections of facilities at appropriate intervals to identify potential hazards and determine that procedures, equipment, and facilities meet accepted occupational health and safety standards;
 - c. assist administrators in the investigation of serious accidents and incidents and advise regulatory authorities of reportable incidents; and,
 - d. stop any work where they perceive there to be imminent danger to an individual present at a worksite, by either advising the Principal or Administrator, or in their absence by issuing an internal stop work order.

REFERENCES

AEBB.BP – Wellness of Students and Staff

FAA.BP - Human Resources Framework

HHCA.AR - Hygienic Practices

HHCC.AR - Communicable Disease

Occupational Health and Safety Act

Occupational Health and Safety Regulation

Occupational Health and Safety Code

Environmental Protection and Enhancement Act

Environmental Protection and Enhancement (Miscellaneous) Regulation (AR 118/93)

Public Health Act

CODE: FGB.BP**EFFECTIVE DATE:** (24-03-2009)**TOPIC:** Evaluation of Superintendent of Schools**ISSUE DATE:** (29-09-2014)**REVIEW YEAR:** (2016)

POLICY

1. The Board of Trustees shall evaluate annually the performance of the Superintendent of Schools based on achievement of District Priorities and any other initiative that the Board of Trustees has approved.
2. A three (3) member Trustee subcommittee elected at the Organizational Board meeting shall be responsible for:
 - a. recommending the evaluation process to be used to Caucus Committee;
 - b. organizing and overseeing the evaluation process; and
 - c. reporting the evaluation results to the Caucus Committee.
3. The Chair of the Trustee subcommittee shall report to Board of Trustees at a public board meeting that the process has been completed.
4. The evaluation process shall provide the Superintendent of Schools with an opportunity to:
 - a. review all information used in the evaluation;
 - b. discuss the evaluation report with the Trustee subcommittee;
 - c. include a response to the evaluation in the report to Caucus Committee; and
 - d. discuss the evaluation report with the Caucus Committee.
5. Notwithstanding 2.c. and 4.a. above, if the evaluation process calls for individual Trustee evaluations of the Superintendent of Schools, the individual evaluations shall be compiled and summarized for reporting purposes by the administrator assigned to assist the committee and destroyed once the Superintendent of Schools has an opportunity to review them.
6. The Superintendent of Schools shall be provided copies of the evaluation report submitted to Caucus Committee and the final evaluation report to Board of Trustees.
7. The Caucus Committee evaluation report and Board of Trustees' evaluation report shall be filed in the Board records. The records shall be accessible to the Superintendent of Schools, any Board Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

REFERENCES

Trustees' Manual - Board Role and Responsibilities

School Act - Alberta Regulation - Superintendent of Schools Regulation*School Act* Section 113

CODE: GEFB.AR**EFFECTIVE DATE:** (07-06-2010)**TOPIC:** Curriculum Course Pilots**ISSUE DATE:** (29-09-2014)**REVIEW YEAR:** (2015)

REGULATION**A. DECISION-MAKING AUTHORITY FOR THE PILOTING OF COURSES OR PORTIONS OF COURSES DEVELOPED BY ALBERTA EDUCATION**

In the development of new courses or portions of courses, piloting may be necessary. The process for approval to pilot courses in whole or part shall be as follows:

- a. requests to pilot are received in writing by the Director of Curriculum and Resource Support,
- b. the Board approves pilots of new courses,
- c. the Director of Curriculum and Resource Support authorizes advertising for participating sites and teachers,
- d. the Director of Curriculum and Resource Support approves the pilot project for the particular school, and
- e. the Director of Curriculum and Resource Support sends approval letters to the requester, with copies to the pilot school and teachers (as appropriate):
 - Central Services staff
 - participating teachers

The following criteria shall be used in determining approval for district involvement in the piloting of:

- f. Alberta Education courses or portions of courses:
 - i. expectations and measures for the pilot course have been defined,
 - ii. District support exists for the expectations,
 - iii. resources have been identified,
 - iv. duration of the pilot has been specified, and
 - v. measures to monitor the process of the pilot have been developed.
- g. authorized courses or portions of courses:
 - i. the course is consistent with district priorities,
 - ii. the rationale for the course is presented,
 - iii. the course addresses identified district needs,
 - iv. assessment strategies consistent with district expectations are identified,
 - v. instructional resources are developed and/or identified,
 - vi. the duration of the pilot is specified, and
 - vii. measures to determine the effectiveness of the pilot are identified.

The following criteria shall be used for selection of schools and teachers involved in course pilots:

- h. the teachers have the required skills, knowledge, attitudes and interest,
- i. the task of piloting is a reasonable portion of a teacher's assignment,
- j. opportunities are provided for a suitable range of participants/schools, and

- k. the school's infrastructure and resources are compatible with that required to fully implement the pilot.

B. EVALUATION OF PILOTS OF COURSES OR PORTIONS OF COURSES

Pilots will be monitored and evaluated by the District.

REFERENCES

GAA.BP - Delivery of Student Programs of Study

GE.BP - Organization for Instruction

CODE: GLAR**EFFECTIVE DATE:** (17-11-2010)**TOPIC:** Teaching and Learning Resources**ISSUE DATE:** (29-09-2014)**REVIEW YEAR:** (2015)

REGULATION**A. SELECTION OF TEACHING AND LEARNING RESOURCES**

1. The Principal shall be responsible for ensuring that all teaching and learning resources used in the school are in keeping with the criteria for selection of teaching or learning resources.
2. The Principal shall review the selection criteria and the objection procedures with the staff annually.
3. The teacher shall select resources consistent with the criteria for selection of teaching or learning resources.

B. CRITERIA FOR SELECTION OF TEACHING OR LEARNING RESOURCES

The following criteria shall be used:

1. Teaching and learning resources shall support and be consistent with the programs of study outcomes of Alberta Education and the District, and the expectations of individual schools and district programs.
2. Teaching and learning resources shall meet district standards of quality in content and presentation.
3. Teaching and learning resources shall be appropriate for the program of studies, the program's instructional philosophy and for the age, social and emotional development, and learning style of the students for whom the materials are selected.
4. Schools are not limited to the use of provincially authorized resources, but shall use resources that meet the requirements of the respective program of studies.

C. PROCEDURES FOR DEALING WITH CHALLENGED TEACHING OR LEARNING RESOURCES

1. Guiding Principles
 - a. Any parent/guardian, resident or district staff member may challenge the use of teaching or learning resources used in a school's educational program.
 - b. No parents have the right to determine resources for students other than for their own child.
 - c. Although it is the teaching or learning resource that is challenged, the right of freedom to read, view, and listen shall be defended.
 - d. Use of the challenged material shall not be restricted during the reconsideration process.

- e. The major criterion for the final decision shall be the appropriateness of the material for its intended use.
- f. Informal Reconsideration
The school receiving a challenge regarding a teaching or learning resource shall attempt to resolve the issue informally as follows:
 - i. The Principal or designated staff shall meet with the complainant to listen to the nature of the challenge.
 - ii. The Principal or designated staff shall explain to the complainant the school's selection procedure and criteria.
 - iii. The Principal or staff shall explain the rationale for the selection of the resource and how the resource assists the students to demonstrate the expectations for a particular course.
 - iv. If the complainant is dissatisfied with the informal explanation and wishes to file a formal challenge, a copy of the district Criteria for Selection of Teaching or Learning Resources regulations (GI.AR, Section B) and a "Request for Reconsideration of Teaching or Learning Resources" form shall be provided by the Principal.
- g. Formal Reconsideration

D. PROCEDURES FOR FORMAL CHALLENGE

1. Preliminary Procedures
 - a. All formal challenges to resources shall be made in writing and shall include the following information:
 - date of challenge
 - name, address, and telephone number of complainant
 - name of school
 - age and grade of student using challenged material
 - author, title, publisher, date of resource
 - response to the following questions:
 - i. What sections of the resource did you review?
 - ii. What is the basis of your concern?
 - iii. What portions of the resource do you find problematic?
 - iv. How was the resource used with your child?
 - b. The "Request for Reconsideration of Teaching or Learning Resources" form shall be signed by the complainant and filed with the principal or designate.
 - c. The Director of Curriculum and Resource Support shall be sent a copy of the formal complaint.
 - d. The request for reconsideration shall be referred to a reconsideration committee at the school level for re-evaluation of the resource.
2. Upon receipt of a request for formal reconsideration of a resource, the Principal shall be responsible for:
 - a. forming the reconsideration committee including a membership of:
 - one member of district staff chosen by the Director of Curriculum and Resource Support
 - one member of the school teaching staff chosen by the Principal

- one school staff member responsible for resource selection (where possible), and
 - one parent or member of the community chosen by the Principal
 - student representation (at the discretion of the Principal)
- b. naming the convener of the committee, and
- c. establishing a meeting date as soon as possible after the complaint is received.

3. Resolution

- a. the reconsideration committee shall proceed within these guidelines to:
- i. examine the challenged resource
 - ii. determine acceptance by reading critical reviews of the resource
 - iii. when appropriate, discuss the challenged item with the individual complainant to clarify the basis of the challenge
 - iv. form opinions based on the material as a whole rather than on words, passages, or sections taken out of context
 - v. determine whether the resource supports the program
 - vi. prepare a written report accepting or rejecting the challenge;
- b. the written report shall be discussed with the complainant;
- c. the written report shall be submitted to the Principal with a copy forwarded to the Director of Curriculum and Resource Support. A minority report may also be filed.
- d. written reports shall be used in cases of appeal. An appeal of the decision may be made to the Principal and then to the Superintendent of Schools.

E. DEFINITION OF TERMS

Teaching resources are for teacher use.

Learning resources are for student use.

REFERENCES

GA.BP - Student Programs of Study

GAA.BP – Delivery of Student Programs of Study

Request for Reconsideration of Teaching or Learning Resources - *form*

See Program Administration and Instructional Delivery section in Alberta Education's Administrative Resources – Guide to Education

School Act Sections 39(1)(b) and 60(2)(b)

CODE: HEC.AR

EFFECTIVE DATE: (01-03-2010)

TOPIC: Student Admission to the District

ISSUE DATE: (29-09-2014)

REVIEW YEAR: (2015)

DEFINITIONS

Independent Student is a student who is:

- a. 18 years of age or older, or
- b. 16 years of age or older, and
 - i. who is living independently, and
 - ii. or is party to an agreement under section 57.2 of the *Child, Youth and Family Enhancement Act*.

International Students are admitted to Canada as temporary residents for the purpose of study.

Exchange Student is defined as an exchange student if an Alberta Education approved reciprocal exchange is in place. An "Application for Alberta Education Approval for Reciprocal Student Exchange" must be completed and approved by Alberta Education.

Visiting students - Requests from the public to accommodate students in district schools may be considered for limited periods of time, to a maximum of three weeks. Administrators may allow such students to be admitted to schools to audit classes and these students shall not be registered.

REGULATION

A. GENERAL

1. Students seeking admission to district schools shall complete a district registration form to establish legal name, age, citizenship, and residency status.
2.
 - a. Legal name and proof of age shall be verified by the principal from only the following legal documentation: birth certificate, passport, immigration papers, change of name certificate, or a certified copy of birth or marriage registration.
 - b. Every effort shall be made to obtain proper verification of legal name and age. The parent or legal guardian may make a temporary declaration of legal name and age on condition that acceptable documentation for verification shall be provided within three months.
3. Enrolment in a district school shall be subject to district admission criteria and, where applicable, student accommodation and placement regulations.
4. Principals shall confirm the residency status of students attending their school each year.

5.
 - a. Principals shall require proof of residential address prior to registering a student new to the District.
 - b. Principals may require proof of residential address prior to re-enrolling a student.

B. ADMISSION CRITERIA

1. For information on attendance ages see Board Policy HEC.BP - Student Admission to the District.
2. Under the *School Act*, Section 44, a student is a resident student of the board in which the student's parent resides. Under the *School Act*, Section 273, residence is defined as a place where that person ordinarily lives and sleeps and to which when absent from the residence, that person intends to return.
3. "Residency" is dependent upon a number of factors. Procedures and factors for determining residency status shall be provided annually by Research and Innovation for Learning.

C. ACCESS TO EDUCATION

Under the *School Act*, children of individuals who are lawfully admitted to Canada for permanent or temporary residence are entitled to have access to education. Some special cases exist where students may have the right of access to an education in Alberta without paying fees.

1. If a child's parent is admitted to Canada for temporary residency under a Study Permit or Work Permit, then the child has a right of access to education in Alberta for as long as their parent's documents are valid.
2. If a child's parent is admitted to Canada for temporary residency under a visitor's record, then the child does not have a right of access to education in Alberta.
3. If a temporary foreign worker is accompanied by a spouse or partner, then the children of that spouse or partner are entitled to access to education in Alberta.
4. The children of a foreign national who is married to a Canadian citizen have a right of access to education in Alberta, provided that the biological parent has applied for permanent resident status. Proof of this application must be produced before the registration will be considered.

D. TUITION FEES

1. If a student is accepted for admission to Edmonton Public Schools, principals shall ensure tuition fees have been paid or suitable arrangements have been made for payment before students in the following categories can be admitted to an Edmonton Public school:
 - a. Students who are 20 or older as of September 1 in that school year;
 - b. International students;
 - c. Students sponsored by Indian Affairs (student living on an Indian reserve or who are boarded in Edmonton by the reserve or Indian Affairs);

- d. Students whose parents or legal guardians reside outside the City of Edmonton but within Alberta and whose learning needs are classified as moderate or severe for the purposes of allocation (allocation 5 or higher);
 - e. Students whose parents or legal guardians reside outside of Alberta;
 - f. Students who are residents of Edmonton Roman Catholic Separate School District Number 7 and whose learning needs are classified as severe for the purposes of allocations
 - g. Children or students sponsored by another educational agency which is purchasing service from the District.
2. If a student is sponsored by another school jurisdiction or government agency, then the parent of that student shall obtain a letter of sponsorship for fees from the school jurisdiction or government agency responsible. The letter of sponsorship shall be sent to District Support Services and/or Financial Services - Revenue Accounting.
 3. If a student's parent(s) move out of the city during the school year, they may choose to have the student complete the school year in the district without payment of fees by declaring Edmonton Public Schools to be the resident board for the remainder of the school year.
 4. A student may be admitted to the District on a provisional basis, and fees waived for one year, if a student is living with someone who is neither the parent nor a legal guardian, is not Catholic, and who is seeking a parenting order provided there is documentation that a parenting order has been applied for.
 5. In some rare cases, a principal may allow a 'legal stranger' to act as parent for the registration process and as the parent throughout the student's registration with the District. No parenting order is sought by that individual. In these cases there may be a letter or notarized letter from the parent assigning parent rights to another individual. These special cases must be approved by District Support Services.
 6. If a non-resident student's residency status changes to resident while in attendance at an Edmonton Public school, the change shall be recorded in the student record and tuition fees may be refunded on a pro-rated basis.

E. INTERNATIONAL STUDENTS

1. International students applying for admission to Edmonton Public Schools' International Student Program shall forward:
 - a. A completed International Student Program application form,
 - b. Applicable tuition and application fees,
 - c. Proof of legal name and date of birth,
 - d. Transcripts of marks for the past two years, in English, with an official school stamp, and
 - e. A letter of recommendation from current teacher or principal.
2. On receipt of and review of above documentation the student shall be issued a letter of acceptance to Edmonton Public Schools for the applied study period. This letter is required by the student for the Study Permit application purposes.

3. When registering at a school, the international student shall present a copy of International Programs' School Authorization form and a valid Study Permit.
4. In accordance with Administrative Regulation HB.AR - Student Placement, the Principal of the school where the student enrolls shall be responsible for ensuring the international student's programming and shall arrange for additional assessment as necessary to determine the student's educational needs.
5. If an international student is placed in a special needs program, supplementary fees shall be levied.
6. Tuition fees shall be charged based on full time attendance in a program of studies.
7. Tuition fees are non-refundable, unless the student is denied admission to Edmonton Public Schools, is unable to obtain a Study Permit, or becomes a permanent resident.

F. STUDENT EXCHANGES

1. Principals shall ensure that:
 - a. an "Application for Alberta Education Approval for Reciprocal Exchange" form is completed in full by the organization arranging the exchange and by the school participating in the exchange, and
 - b. the completed application form must then be submitted to Financial Services.
2. Financial Services shall forward the completed form to Alberta Education for approval.
3. The inbound exchange student must be placed in the outbound exchange student's school system, e.g., Edmonton Public Schools.
4. Inbound and outbound exchanges must take place in the same school year or subsequent school year.

REFERENCES

HB.AR - Student Placement

HC.AR - Student Accommodation

HEC.BP - Student Admission to the District

HO.AR - Student Records

School Act Sections 1(2)(3), 8(1), 13(1), 44, 45, 49, 62 and 273

Child, Youth and Family Enhancement Act Section 57.2

CODE: HI.AR

EFFECTIVE DATE: (07-02-2011)

TOPIC: Recognition of Students

ISSUE DATE: (29-09-2014)

REVIEW YEAR: (2016)

REGULATION

A. RECOGNITION OF OUTSTANDING STUDENT PERFORMANCE

1. The District shall recognize, on an ongoing basis, outstanding student performance in areas such as academics, athletics, fine arts, citizenship, service, or exemplary behaviour.
2. Recognition of outstanding student performance shall be given through letters, board meetings, special events, Trustee attendance at individual school awards ceremonies, or media.
3. For the purpose of recognizing student excellence at the annual District Awards Night, the students achieving the highest academic standing for Grades 10, 11 and 12 from each school shall be selected based on the following qualifying subjects, or based on criteria as defined by the respective location in situations where these criteria are not applicable.

Requirements	Grade 10	Grade 11	Grade 12
Overall Credits	Highest overall average in 5 subjects (25 credits)	Highest overall average in 5 subjects (25 credits)	Highest overall average in 5 subjects (25 credits); diploma exam courses will be based on blended marks
One English course	English 10-1 or 10-2	English 20-1 or 20-2	English 30-1 or 30-2
Three (Grade 10) or four from Math, Science, and Social Studies listings	Math 10C Science 10 Social Studies 10-1 or 10-2	Pure Math 20 Applied Math 20 Science 20 Biology 20 Chemistry 20 Physics 20 Social Studies 20-1 or 20-2	Pure Math 30 Applied Math 30 Math 31 Science 30 Biology 30 Chemistry 30 Physics 30 Social Studies 30-1 or 30-2
	AND	OR	OR
One from lists as specified by grade and with a credit value of 5	One International Language: 10 level Fine Arts: Art, Music, Drama, Physical Education	One International Language: 20 level	One International Language: 30 level

4. Each school shall develop procedures consistent with board policy to ensure that outstanding student performance is recognized within each school.
5. Information about awards available to students shall be communicated to staff, students and parents on an annual basis, and a record of award recipients shall be maintained.

B. DISTRICT AWARDS

1. Three students who are completing their schooling and have demonstrated excellence in their performance shall be honoured with the Michael A. Strembitsky Award of Excellence. A gold (\$1,000), silver (\$500), and bronze (\$250) medal and cash award shall be presented to three students who best exemplify the following criteria:
 - excellence in personal, social, and academic endeavours;
 - keen interest in a broad selection of subjects and activities;
 - willingness to seek meaningful change;
 - initiative, courage, confidence, and a commitment to excellence;
 - co-operation with other students, staff, and community members;
 - potential to provide leadership throughout life; and
 - responsible participation in society.

Each high school principal shall nominate the most deserving student in the school. A selection committee shall adjudicate nominees on the basis of the criteria and recommend the three recipients.

2. The student who has completed requirements for the Alberta Education High School Diploma and has achieved the highest academic standing in the District based on the qualifying subjects: English 30-1 or 30-2, plus any four of Pure Mathematics 30, Applied Mathematics 30, Mathematics 31, Science 30, Biology 30, Chemistry 30, Physics 30, Social Studies 30, or one language other than English at the Grade 12 level, shall be honoured with a cash award of \$500 and a suitably inscribed plaque.
3. Those students who have completed schooling and earned recognition through excellence in art, drama, music, physical education, career and technology studies, and international languages shall be honoured. Certificates and cash awards of \$250 shall be presented to the top students in the District on the basis of the criteria established in the terms and conditions for each award.
4. Those students who have completed schooling and earned recognition through excellence in the International Baccalaureate (IB) and Advanced Placement (AP) programs shall be honoured. Certificates and cash awards of \$250 shall be presented to the top students in the District who:
 - a. achieve an IB diploma and obtains the highest point total
 - b. achieve the highest average score on a minimum of four AP examinations which include English, mathematics, and science.
5. The student who has completed schooling and earned recognition through outstanding performance at L.Y. Cairns School shall be honoured. A certificate and cash award of \$250 shall

be presented to the outstanding senior student at L.Y. Cairns School. The principal of L.Y. Cairns School shall be responsible for the selection of the award recipient.

6. The student who has completed schooling and earned recognition through exemplary performance at Metro Continuing Education shall be honoured. A certificate and cash award of \$250 shall be presented to the student who has:
 - mature status;
 - completed a minimum of six courses at Metro Continuing Education;
 - achieved qualifications for a post-secondary institution;
 - achieved excellence in academics; and
 - demonstrated personal growth with respect to attitude and leadership.

The Director of Metro Continuing Education shall be responsible for the selection of the award recipient.

C. PRIVATE DONOR AWARDS

1. General Information

The District shall encourage and cooperate with private donors who wish to recognize outstanding student performance through the provision of awards, which are in the best interests of the District and its students.

a. The awards shall be considered and defined in terms of:

- i. purpose and nature
- ii. qualification criteria
- iii. selection process
- iv. presentation procedures
- v. funding arrangements
- vi. criteria for review

b. Private donors shall be acknowledged on a regular basis for their contribution towards the recognition of outstanding student performance.

2. School Level Awards

Students from an identified school are eligible for these awards.

a. The donor shall direct the request to the Principal. Terms and conditions for the award which are mutually acceptable to the donor and the school shall be specified and the award shall be submitted to the Superintendent of Schools for approval.

b. The Principal shall ensure that the award is administered in accordance with the terms and conditions.

c. If the award is in the form of cash value, the funds shall be:

- i. held in trust by the District and administered by Financial Services, or
- ii. retained and administered by the donor.

d. A record of the award recipients shall be maintained at the school and submitted on an annual basis to Director Research and Innovation for Learning.

e. An updated list of private donor awards that are available in the school shall be maintained and communicated to staff, students and parents on an annual basis.

3. District Level Awards

Students from more than one school are eligible for these awards.

- a. The donor shall direct the request to the Superintendent of Schools. Terms and conditions for the awards that are mutually acceptable to the donor and to the District shall be specified.
- b. The Superintendent of Schools shall ensure that the award is administered in accordance with the terms and conditions.
- c. If the award is in the form of cash value, the funds shall be held in trust by the District and administered by Financial Services.
- d. A record of award recipients for all District level awards funded by private donors shall be maintained by Director Research and Innovation for Learning.
- e. An updated list of private donor awards that are available in the District shall be maintained and communicated to staff, students and parents on an annual basis.

REFERENCES

AGA.BP - Recognition of Students, Staff, Parents, and the Community

CODE: HO.AR

EFFECTIVE DATE: (12-12-2006)

TOPIC: Student Records

ISSUE DATE: (29-09-2014)

REVIEW YEAR: (2011)

DEFINITIONS

Student information - any information or collection of information where the topic is a student of Edmonton Public Schools.

Examples of collections include:

Student Record - is the official, permanent cumulative collection of information affecting and documenting decisions made about the education of a student in the District (also known as the cumulative record)

SIS databases - district, school and teacher versions (SIS is Student Information System)

Other student files/data - includes files whose topic is a particular student maintained to make daily interactions efficient

Program specific collections e.g., Special Needs Funding, International Students, Inclusive Learning, etc.

Student Record Regulation means Alberta Regulation 225/2006.

REGULATION

A. INTRODUCTION

1. Principals shall ensure that the Student Record for each student enrolled in their school is either created (if no Student Record exists), or obtained (if a Student Record exists).
2. Information about students shall be located at the student's school in the Student Record and electronically in databases accessible to the school in SIS.
3. All information in the Student Record may be disclosed only in accordance with the *School Act*, the Student Record Regulation, and the *Freedom of Information and Protection of Privacy Act*.

B. SECURITY OF THE STUDENT RECORD

Principals shall ensure that Student Records are secure. Casual access to the Student Record must be prevented at all times.

C. STUDENT RECORD

1. In accordance with the Student Record Regulation, the contents of a Student Record are as follows:

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

- a. the student's name as registered under the *Vital Statistics Act* or, if the student was born in a jurisdiction outside Alberta, the student's name as registered in that jurisdiction, and any other surnames by which the student is known. A copy of the information used to verify the student's legal identity shall be placed in the Student Record. A school may accept a copy of the student's birth certificate, if the student was born in Canada, or another official document acceptable to the board, if the student was born outside Canada.
- b. the student identification number assigned to the student by the Minister of Education and any student identification number assigned to the student by Edmonton Public Schools,
- c. the name of the student's parent,
- d. a copy of any separation agreement or court order defining access to a student and the student's information,
- e. the birth date of the student,
- f. the sex of the student,
- g. the addresses and telephone numbers of the student and of the student's parent,
- h. the board of which the student is a resident student,
- i. a copy of the citizenship papers of the student and, if the student is not a Canadian citizen, the type of visa or other document pursuant to which the student is lawfully admitted to Canada for permanent or temporary residence, and the expiry date of that visa or other document,
- j. the names of all schools attended by the student in Alberta and the dates of enrolment, if known,
- k. an annual summary or a summary at the end of each semester of the student's achievement or progress in the courses and programs in which the student is enrolled,
- l. the results obtained by the student on any diagnostic test, achievement test and diploma examination conducted by or on behalf of the Province, and standardized test under any testing program administered by the board to all or a large portion of the students or to a specific grade level of students, the results of any application under the Student Evaluation Regulation (AR 177/2003) for special provisions or directive,
- m. either:
 - i. formal intellectual, behavioural or emotional assessment or evaluation administered individually to the student by a board, a summary of the results of the assessment or evaluation, the date of the assessment or evaluation and the name of the person who administered the assessment or evaluation, or
 - ii. any interpretive report relating to the student and any action taken as program planning as a result of the assessment, evaluation or interpretive report
- n. any assessment or evaluation or any interpretive report relating to the student that the parent of the student or the student wishes to be placed on the Student Record,
- o. any health information that the parent of the student or the student wishes to be placed on the Student Record, e.g., diagnoses of medical conditions,
- p. an annual summary of the student's school attendance,

- q. information about any suspension of more than one day or expulsion relating to the student or the student's rights pursuant to the *School Act*, which must be retained on the Student Record:
 - i. for a minimum period of one year following the date of the suspension or expulsion, and
 - ii. a maximum period of three years following the date of the suspension or expulsion after which the information must be removed from the student's record
- r. if the parent of the student is eligible to have the student taught in the French language pursuant to Section 23 of the *Canadian Charter of Rights and Freedoms*, a notation to indicate that and a notation to indicate whether the parent wishes to exercise that right.
- s. if an individualized program plan is specifically devised for a student, the current plan and any amendments to the plan must be placed on the Student Record of that student in addition to summaries of all the previous school years' individualized program plans.

2. The Principal shall ensure that the contents of a Student Record are updated annually.

D. A STUDENT RECORD MUST NOT INCLUDE:

In accordance with the Student Record Regulation, any of the following information:

- a. notes and observations prepared by and for the exclusive use of a teacher, teacher's assistant, counsellor or principal, and that are not used in program placement decisions,
- b. a report or an investigation record relating to the student under the *Child, Youth and Family Enhancement Act*,
- c. personal counseling records of a sensitive personal nature which may be injurious to the student unless the board determines that the information must be placed on the record because it is either in the public interest or necessary for the safety of staff and other students,
- d. any information that identifies a student as a young person as defined in the *Youth Justice Act* or the *Youth Criminal Justice Act* (Canada) and all information relating to that student in that capacity,
- e. a test instrument or any part of it, unless the test instrument would not otherwise be available in the district. A person who wishes to appeal the result of a test has the right to review the test instrument.

E. CUSTODY AND CONTROL OF STUDENT RECORDS

- 1. The school or location with primary responsibility for a Student Record is the school at which the student is currently enrolled for the majority of his/her instructional time. If a student is enrolled at a second school on a part-time basis for additional course work, then that school must transfer relevant information to the school with primary responsibility.
- 2. If the student has finished attending school, District Student Information Services shall be the custodian of the Student Record.

F. RETENTION OF STUDENT RECORD

Student Records shall be forwarded to the Student Information - Records Storage Area when a student leaves the district or completes high school. Student Records shall be forwarded after November 1 for students who leave the District at the end of the school year. For students who leave after the first semester, the Student Records shall be forwarded after April 1. For all other students who leave the District during the school year, the school shall retain the Student Record for at least one month after the student has left the District.

G. DISPOSAL AND DESTRUCTION OF STUDENT INFORMATION

All disposal and destruction of student information shall be carried out in accordance with approved district records retention and disposal schedules.

H. OTHER STUDENT RELATED INFORMATION COLLECTIONS

To provide effective services and to meet student needs, student information about daily interactions and activities must be maintained and kept current. This student information may take the form of teacher files, school leadership files and administrative staff files. These files are not long-term in nature and typically their value is concurrent to the student's attendance at the school.

I. CONFIDENTIALITY OF ALL STUDENT INFORMATION AND ACCESS TO STUDENT RECORDS

1. A student, the student's parent, except where the student is an independent student, and any other person who has access to the student under a separation agreement or an order of a court is entitled under Section 23 of the *School Act* to review the Student Record of that student.
2. The contents of a student record shall not be disclosed except in accordance with:
 - a. the *Freedom of Information and Protection of Privacy Act*, and
 - b. any one of the following:
 - i. to an employee or agent of the board if the information is used for a purpose consistent with the purpose for which the information was originally collected.
 - ii. to the Minister at the request of the Minister for the purpose of carrying out any program or policy under the Minister's administration;
 - iii. with the written consent of the parent if the student is under 16 years of age, or the student or the parent if the student is 16 years of age or older.
3. Information contained in a Student Record shall be disclosed to the Department of Justice of the Government of Alberta or to its designate when requested for the purpose of administering the *Youth Justice Act* or the *Youth Criminal Justice Act* (Canada) or carrying out any program or policy under either *Act*.
4. The following information shall be disclosed to the Medical Officer of Health as defined in the *Public Health Act* or his designate for the purpose of contacting parents or guardians regarding voluntary health programs offered by the regional health authority, including immunization,

hearing, vision, speech and dental health programs, and for the purpose of communicable disease control, disclose

- a. a student's name, address, date of birth, sex and school, and
- b. the name, address and telephone number of the student's parent or guardian.

5. Sensitive information referred to in Section E in this regulation shall be disclosed or withheld only in accordance with the *Freedom of Information and Protection of Privacy Act*.

J. REQUESTS FOR COPIES OR TRANSFER OF STUDENT RECORD

1. If a student transfers to another school
 - a. in Alberta, the Student Record shall be sent to that school on receipt of a written request from that school.
 - b. outside of Alberta, a copy of the Student Record shall be sent to that school on receipt of a written request from that school.
2. When a copy or a part thereof of a Student Record is requested by other individuals and agencies, schools shall comply only when request is accompanied by an authorization to release the information, signed by a person having access rights. The authorization shall include the name of the individual(s) or agency(ies) authorized to receive the information.

K. CORRECTION OF STUDENT RECORD CONTENT

1. If, on examining a Student Record, a person is of the opinion that the Student Record contains inaccurate or incomplete information, that person may request that the matter be rectified.
2. For information stored at the school, the Principal shall be responsible for the removal or correction of information from the Student Record. The Director District Support Services and Student Information shall be responsible if the information is stored centrally.
3. Advice and guidance shall be available from the Director District Support Services and Student Information.
4. Decisions to remove information from a Student Record shall be made in accordance with this Student Records Regulation, Sections D and E, also the *Freedom of Information and Protection of Privacy Act*.

L. COMPLIANCE

The Superintendent of Schools and FOIP Head have designated that the Director District Support Services and Student Information is responsible for ensuring that the policies and procedures established by the Board relating to:

- a. Student Records, and
- b. information not to be included in the Student Record comply with the Student Record Regulation (AR 225/2006) and the *Freedom of Information and Protection of Privacy Act*.

REFERENCES

AB.BP - Appeals

AB.AR - Appeal Procedures

CN.BP - Managing District Information

CN.AR - Creation, Use and Maintenance of District Information

HHEB.AR - Children in Need of Intervention

Freedom of Information and Protection of Privacy Act

Alberta Education - Student Evaluation Regulation (AR 177/2003)

Alberta Education - Student Record Regulation (AR 225/2006)

Canadian Charter of Rights and Freedoms Section 23

Child, Youth and Family Enhancement Act

Public Health Act

Vital Statistics Act

Youth Criminal Justice Act (Canada)

School Act Sections 10(1) and 23

CODE: IBD.AR

EFFECTIVE DATE: (18-03-2011)

TOPIC: Protocol for Trustee Recognition at
School or Public Events

ISSUE DATE: (29-09-2014)

REVIEW YEAR: (2016)

REGULATION**A. FOR EVENTS ORGANIZED BY EDMONTON PUBLIC SCHOOL DISTRICT**

It is expected that event organizers will extend an invitation to the Board Chair, the Ward Trustee or to all Trustees as appropriate to attend such events.

1. Protocol for school board invitations is as follows:

- a. All requests for the Board Chair and, or a Board of Trustee(s) to attend a district or school organized event shall be made through the Board Office. The contact person is the Board Executive Assistant.
- b. The Principal or event organizer shall notify the Trustees' Board Executive Assistant of event details once they are finalized: purpose, date, time, location, audience and other key details. If a Board of Trustee is requested to bring greetings or make a presentation, the event organizer should provide information on the desired presentation topic, other speakers and the time allotted for the presentation.
- c. The Board of Trustees' Board Executive Assistant will notify the appropriate Trustees with a request for RSVP.
- d. The Board of Trustees' Board Executive Assistant will confirm trustee attendance with the event organizer, providing names (phonetic spelling if necessary), and titles of attendees and biographical information for trustee speaker(s).
- e. The event organizer should provide details of the finalized event program and any subsequent changes to the program to the Board of Trustees' Board Executive Assistant for confirmed attendees/speakers.

2. Recognition

At events organized or sponsored by the District or a school, it is appropriate to introduce and recognize Trustees before introducing and recognizing other elected officials or dignitaries who may be present. The Master of Ceremonies should use the following order of introduction of Trustees and other dignitaries:

- a. Board Chair
- b. Vice-Chair
- c. Trustees in attendance
- d. "Greetings/regrets" from Trustees not in attendance
- e. Other elected officials and dignitaries attending (highest to lowest rank):
 - i. Members of the Senate representing Alberta
 - ii. Members of Parliament (Cabinet Ministers first)
 - iii. Members of the Legislative Assembly of Alberta (Cabinet Ministers first)
 - iv. Mayor
 - v. Other Municipal Councillors
- f. Other dignitaries (Board of Trustees from other jurisdictions, special guests)

- g. Superintendent of Schools
- h. (if school is hosting event) - School Principal, Assistant Principal(s).

3. Greetings and Speaking Order

The most appropriate order of speakers will vary based on the type of event, number and nature of speakers, the keynote speaker or the ceremony to be performed (if any). However, the following speaking order is suggested if a Trustee is asked to bring greetings to an event sponsored by the Board of Trustees or one of its schools:

- a. Introductory remarks by Master of Ceremonies, including recognition of Trustees and other dignitaries in attendance (see A.2.)
- b. Blessing or grace (if appropriate)
- c. Remarks from Board Chair, Vice-Chair or Trustee representing the Board
- d. Greetings from representative of:
 - i. Federal government
 - ii. Provincial government
 - iii. Municipal government
- e. Superintendent of Schools or principal (as appropriate)
- f. Event organizer representative (as appropriate)
- g. Keynote speaker or ceremony
- h. Closing remarks, Master of Ceremonies.

4. Royal and other Special Visits

School boards or schools occasionally may be included in royal visits (including those of Canada's Governor-General and/or Alberta's Lieutenant-Governor); visits by the Prime Minister or Premier; ambassadors; or other prominent dignitaries.

- a. In such circumstances, the formal protocol of either the Government of Canada or Province of Alberta takes precedent. Information on proper protocol in these special circumstances can be obtained from the Government of Alberta Protocol Office.
- b. It is expected that local event organizers will ensure Trustees are invited and properly recognized and included in the event whenever possible.

5. Other Considerations

- a. Seating should be arranged so that the most senior dignitary is closest to the podium.
- b. Provision should be made for Trustees and other important guests to be greeted by staff or students.
- c. As audience members, dignitaries should be provided with reserved seating in the front row.
- d. Provision for parking should be made for Trustees and other dignitaries.
- e. For further information, or advice or assistance in organizing a school event, contact the Director of Communications.

B. FOR EVENTS NOT ORGANIZED BY THE DISTRICT

Once an invitation is extended by an external organization and accepted by the Board Chair or board representative, the Trustees' Board Executive Assistant will determine if elected officials will be recognized at the event and provide the following suggested order for introducing guests based on provincial, municipal and school board protocol:

- a. Members of the Senate representing Alberta
- b. Members of Parliament (Cabinet Ministers first)
- c. Members of the Legislative Assembly of Alberta (Cabinet Ministers first)
- d. Mayor
- e. Board Chair
- f. Councillors and Trustees
- g. Other dignitaries (i.e., senior government officials, heads of other organizations - e.g., Chamber of Commerce president)

If a Trustee is asked to bring greetings at the event, the following speaking order will be suggested:

- a. Introductory remarks by Master of Ceremonies, including recognition of Trustees and other dignitaries in attendance
- b. Blessing or grace (if appropriate)
- c. Greetings from representative of:
 - i. Board of Trustees
 - ii. Municipal government
 - iii. Provincial government
 - iv. Federal government
- d. Keynote speaker or ceremony
- e. Closing remarks, Master of Ceremonies

REFERENCES

IBD.BP - Protocol for Trustee Recognition at School or Public Events