

Message from the Board of Trustees

Oki,

Since its establishment in 1986, the Peigan Board of Education has worked progressively towards providing lifelong education for all our students - education that incorporates our Piikani culture and traditions. The Peigan Board of Education is a governance board with a unique relationship with the federal government that has allowed us to deliver our services and programs autonomously. We have established an unparalleled organization which includes: two schools along with the operations and maintenance; bussing services for the nation's residences; and a post secondary education funding program for Piikani Nation members.

As the governance leaders, we are faced with many challenges within the education environment that often engages us in complex and critical negotiations with local, regional, provincial and federal governments. We are continually assessing and revising the role of Nation members in our lifelong education systems. The most important and difficult challenge we face is the allocation of scarce resources. To be effective in our endeavors, we have supported the revamping and modernizing of this document to help us meet a standard of excellence in our operations and employee performance. This document provides a framework of policies and procedures for establishing a high quality level of services and programs for our Nation's lifelong learners. By following these guidelines, we honor the tradition of excellence that has been historically provided at PBOE.

As the Chairperson and Vice-Chairperson who presided over the Board during the time of this document's creation, and on behalf of the Board of Trustees, I would like to thank all who worked diligently on this document that offers a renewed structure with strong guiding principles. We are grateful to all past and present Board and staff members who worked persistently and devoted themselves to making PBOE the strong and successful organization it is today. I would particularly like to thank all Piikani members who support our organization.

Respectfully,



Beatrice Little Mustache
Chairperson



Roberta Yellow Horn
Vice-Chairperson

Peigan Board of Education Policies and Procedures Manual Table of Contents

Vision Statement.....	9
Mission Statement	9
Philosophy	9
Section 100 - Board of Education Operations.....	12
Preface	13
Policy 101: Trustees Responsibilities.....	14
Policy 102: Peigan Board of Education Trustee Code of Ethics	17
Policy 103: Orientation of Trustees	21
Policy 104: Annual General Meetings	22
Policy 105: Regular Meetings.....	23
Policy 106: Standing Committees of the Board.....	24
Policy 107: Delegations	27
Policy 108: Remuneration to Trustees	28
Policy 109: Public Contributions.....	30
Policy 110: Posting Board Minutes.....	31
Policy 111: Trustee's Attendance at Regular Board and Committee Meetings	32
Section 200 - Peigan Board Administration	34
Preface	35
Policy 201: Organizational Structure.....	36
Policy 202: Board - Administrator Relations	40
Policy 203: Role of the Superintendent.....	41
Policy 204: Principal's Annual Report	42
Policy 205: Board of Trustees Annual Strategic Plan Review	43
Policy 206: School System Evaluation.....	44
Policy 207: Board Manual Update Procedure.....	45
Policy 208: Piikani Chief and Council and Board Relations.....	46
Policy 209: Board - School Communication.....	47
Policy 210: Access to Information	48
Policy 211: Security of Information	49
Policy 212: Use of Electronic Information Resources	50
Section 300 - Budget and Finance	54
Preface	55
Policy 301: Board of Education Budget	56
Policy 302: Auditor	59
Policy 303: Purchasing.....	60
Policy 304: Travel Expenses.....	61
Policy 305: Student Organizations	63
Policy 306: Service Contracts	64
Policy 307: Proposal Driven Funding/Own Source Revenue	65

Section 400 - Personnel.....	68
Preface	69
Policy 401: Employee Professional Code of Conduct	70
Policy 402: Employment Equity	73
Policy 403: Recruitment and Selection	74
Policy 404: Reference Checking	76
Policy 405: Employment Offer.....	77
Policy 406: Contract Management.....	78
Policy 407: Confidentiality	80
Policy 408: Personnel Records	81
Policy 409: Probationary Period.....	83
Policy 410: Orientation	84
Policy 411: Personnel Evaluation	85
Policy 412: Hours of Work.....	86
Policy 413: Salary and Wage Advances	87
Policy 414: Termination of Employment	89
Policy 415: Early Retirement – Teacher	91
Policy 416: Employment Classifications	92
Policy 417: Twelve Month Employees Annual and Other Leaves of Absence	94
Policy 418: Ten Month Employees Leaves of Absence.....	97
Policy 419: Absent Without Leave	99
Policy 420: Statutory and Public Holidays	100
Policy 421: Participation in Political Activities	101
Policy 422: Group Benefits and Pension Program	102
Policy 423: Employee Assistance Program	103
Policy 424: Employee Grievances	104
Policy 425: Personal or Sexual Harassment.....	106
Policy 426: Professional Development	109
Policy 427: Memberships in Professional Organizations	111
Policy 428: Discipline	112
Policy 429: Email and Internet Usage.....	114
Policy 430: Social Media	115
Policy 431: Use of Elders/Resource Personnel	116
Policy 432: Communicable Diseases - Employees	117
Policy 433: Employee Health and Safety.....	119
Section 500 - Peigan Board of Education School Programs	122
Preface	123
Policy 501: School Calendar Year	124
Policy 502: School Day	125
Policy 503: Regulations by the School Principal.....	126
Policy 504: School Keys.....	127
Policy 505: Junior Kindergarten - K4 (Nursery)	128
Policy 506: School Evaluations	129
Policy 507: Distance Education (Alberta Education)	131

Policy 508: Student Council	133
Policy 509: Student Evaluation	134
Policy 510: Library Resource Centre	136
Policy 511: Board-Approved Materials.....	137
Policy 512: Standardized Testing for Students	138
Policy 513: Field Trips	139
Policy 514: Outdoor Education	140
Policy 515: Sports Activities	141
Policy 516: Homework	143
Policy 517: Drug and Alcohol Policy	144
Policy 518: Vending Machines	146
Policy 519: Salespeople	147
Policy 520: Advertising Materials in the Schools	148
Policy 521: School Closures	149
Policy 522: Selection of Textual Material	150
Policy 523: Extra-Curricular Activities	151
Policy 524: School Health and Well Being Program	152
Policy 525: School Spiritual Program.....	153
Policy 526: Piikani Cultural Days	154
Policy 527: Work Experience Programs	155
Policy 528: Communicable Diseases - Students	156
Policy 529: School Fund Raising Projects	158
Policy 530: Text Book Use	159
Policy 531: Projects of Charity	160
Policy 532: Peigan Board of Education Student Organizations	161
Policy 533: Learning Support/ Inclusive Education.....	162
Policy 534: Student Referral Policy: Napi's Playground Elementary School	163
Policy 535: Community Based Collaboration	165
Policy 536: Knowledge and Employability Program	166
Section 600 - School Instructional Services & Learning Environment	170
Preface	171
Policy 601: Access to Education / Eligibility Requirements	172
Policy 602: High School Academic Programs.....	174
Policy 603: Academic Placement.....	175
Policy 604: Attendance at School	176
Policy 605: High School Attendance	177
Policy 606: Reporting Student Progress: Parent / Guardian Communication	178
Policy 607: Education Information System (EIS)	180
Policy 608: Cumulative Records	181
Policy 609: Student Accident or Illness.....	184
Policy 610: Reporting of Accidents for Students.....	185
Policy 611: Administration of Medication to Students	186
Policy 612: Learning Support Placement Process.....	188
Policy 613: Piikani Student Transfer Policy	189

Policy 614: Student Suspension Appeals	190
Policy 615: Student Supervision	191
Policy 616: Violence and Threat Risk Assessment	192
Policy 617: Sexual Orientation and Gender Identities	194
Policy 618: Security Camera.....	195
Policy 619: Student Discipline.....	196
Section 700 - Information Technology (IT)	206
Preface	207
Policy 701: Planning and Administration.....	208
Policy 702: Network Maintenance.....	209
Policy 703: IT Handbook.....	211
Policy 704: Access to Network Resources	212
Policy 705: Security Camera.....	214
Policy 706: Secured Files.....	215
Section 800 - Operations & Maintenance	218
Preface	219
Policy 801: Contracts - Building and Maintenance	220
Policy 802: Reporting of Vandalism, Malicious Damage and Theft.....	221
Policy 803: Disposal of Surplus and Unusable Materials	222
Policy 804: Board Owned Vehicles	223
Policy 805: Community Use of Facilities and Equipment	224
Policy 806: Staff Use of Facilities and Equipment	225
Section 900 - Transportation.....	228
Preface	229
Policy 901: Transportation of Students	230
Policy 902: School Bus Regulations	232
Policy 903: Security Camera Policy	234
Policy 904: Passenger Discipline.....	235
Policy 905: Driver Responsibilities	237
Policy 906: Loading/Unloading Students	239
Policy 907: Fitness for Duty Program (Drug and Alcohol Testing of Bus Drivers).....	240
Policy 908: Closure of Bus Routes	243
Policy 909: Conveyance Allowance	244
Policy 910: Scheduled School Trips	245
Policy 911: School Bus Accidents.....	247
Policy 912: Board Owned Busses.....	249
Policy 913: Transportation of Students in Private Vehicles	250
Section 1000 - Post Secondary Education Sponsorship Program	252
Preface	253
Policy 1001: Application Process.....	254
Policy 1002: Student Applications.....	256
Policy 1003: Student Records and Database	258
Policy 1004: Eligibility Criteria	260
Policy 1005: Student Priority Categories	262

Policy 1006: Levels of Post Secondary Education	264
Policy 1007: Tuitions Supports	265
Policy 1008: Tuition at Private and Out-of-Country Institutions	267
Policy 1009: Books and Supplies Support	268
Policy 1010: Support for Living Expenses	269
Policy 1011: Living Allowance Support	270
Policy 1012: Support to Part Time Students	271
Policy 1013: Support to Students Requiring Accessibility Services	272
Policy 1014: Tutorial Support	274
Policy 1015: Travel Assistance	275
Policy 1016: Post Secondary Study Tours.....	276
Policy 1017: Incentives	277
Policy 1018: Conditions for Applicants and Students	278
Policy 1019: Application Conditions – Support After Dropping Out.....	279
Policy 1020: Application Conditions - Support for Balance of Program.....	280
Policy 1021: Conditions for Continued Sponsorship.....	281
Policy 1022: Changing Program of Study	285
Policy 1023: Inter-session and Summer School Sponsorship	286
Policy 1024: Employee Post Secondary Education Support Policy.....	287
Policy 1025: Appeals.....	289
Appendix Items	292

Vision Statement

The Peigan Board of Education works together with the Community to provide an education for all students that instils pride in their accomplishments and Niitsitapiisini.

Mission Statement

Through education, community partnerships, and diligence from our staff and students, we will move into the future with the skills needed for success with a foundation of Piikani values, culture and language.

Philosophy

Culture can be defined as the way of life of a group of people. The way it was, is and could be are within this meaning.

The purpose of education is to serve the understanding of a people's culture. Education must serve the mind, the body, the heart and the soul. It must show one's role in society and society's role to the individual.

It must prepare one to see personal satisfaction as well as contribute to the well-being of all. Education is a lifelong process and the school must prepare the child for a lifelong education.

We cannot predict the future of the world nor that of any one individual. We must strive to insure that opportunities are available and that each individual has the freedom of choice.

The future of our people is the development of our culture, for the development of our culture will give us the power to realize what we were, what we are and what we will be. Our future is for all and for all to succeed.

The Peigan Board of Education is a registered non-profit society as defined by the Societies Act of Alberta.



100 - Board of Education Operations



Section 100 - Board of Education Operations

Preface.....	13
Policy 101: Trustees Responsibilities	14
Policy 102: Peigan Board of Education Trustee Code of Ethics.....	17
Policy 103: Orientation of Trustees	21
Policy 104: Annual General Meetings.....	22
Policy 105: Regular Meetings.....	23
Policy 106: Standing Committees of the Board	24
Policy 107: Delegations	27
Policy 108: Remuneration to Trustees	28
Policy 109: Public Contributions	30
Policy 110: Posting Board Minutes.....	31
Policy 111: Trustee's Attendance at Regular Board and Committee Meetings	32

Board of Directors

Preface

The Peigan Board of Education through the Board of Trustees has adopted the following policy and procedures with regards to providing program and services as outlined within. The Board of Trustees is a not-for-profit governance body mainly responsible for monitoring and influencing policies of the organization's business as indicated herein. The Board of Trustees are committed Piikani Nation members who bring a wide array of interest, skills and expertise to the task of governing the Peigan Board of Education Society. The Trustees are Piikani Nation members who are interested in the well being of the organization, who behave ethically in accordance to cultural traditions as well as to the standards set out in the overall education industry.

The Board of Trustees is responsible for the highest and broadest level of decision-making and legal authority of the Peigan Board of Education Society. The trustees articulate and communicate the Board of Education's vision and mission and provide support to the organization through development, amendments and evaluation of policy and strategic plans. From time to time the Board of Trustees may review and amend the policy, at which time they provide input into the development and/or changes required as new legislation unfolds or to the general evolution in the education sphere.

To be effective in their role, Trustees and prospective Trustees must know and understand the purpose for the organization's existence and whom it serves. It is equally important for the Trustees to periodically re-visit this mandate to determine its ongoing relevance and the organization's commitment to it.

Policy 101: Trustees Responsibilities

Effective Date: August 7, 1997

Revisions: October 5, 2015, August 7, 1997

Policy Statement

The Peigan Board of Education Society elects a Board of Trustees to govern and provide non-operational control and monitoring of the activities of the Society. Each Trustee is responsible to the Society and shall follow and execute their duties in accordance to the constitution of the Society and the policies of the Board of Trustees. The Board of Trustees carries out its governance role by communicating the vision and mission, monitoring policies, and focusing on strategic plans.

Trustees are both liable and responsible for their conduct and decision making, therefore must bring a broad portfolio of skills and experience relevant to the key Board responsibilities of : strategy, risk management, evaluation, human-capital oversight, business ethics and integrity, and strong knowledge of organizational internal control systems.

Regulations

1. Governance

- 1.1. The Board of Trustees are Piikani Nation members who bring a wide array of skills and expertise to the task of governing the Peigan Board of Education Society.
- 1.2. To be effective in their role Trustees must know and understand why the organization exists and whom it serves, therefore, it is the responsibility of each Trustee to:
 - 1.2.1. Make themselves familiar with the overall First Nations lifelong learning education issues within the federal, provincial and local regulations which includes kindergarten to grade twelve and post secondary;
 - 1.2.2. Make themselves familiar with the Peigan Board of Education policies and organization structure; guiding documents; and organization processes and lines of authority;
 - 1.2.3. Carry-out their due diligence by acting with a high standard of attention and competence to be informed about issues in order to make good decisions for the organization.
- 1.3. The Board of Trustees is the governing authority of the organization, and is responsible for providing organizational direction, monitoring and leading strategic direction.
 - 1.3.1. The authority for governance rests with the Board as a group where final decisions are carried forward by motion and made by a majority vote;
 - 1.3.1.1. Majority decision shall be respected and upheld by all Trustees
 - 1.3.2. It is during Board meetings where Trustees provide their input and concerns on organizational and operational issues;
 - 1.3.3. No individual Trustee has authority unless that authority has been delegated by the Board through motion:
 - 1.3.3.1. An individual Trustee shall conduct relationships with all stakeholders on the basis of this fact;

- 1.3.3.2. It is the responsibility of the Chairperson or his/her designate to direct the Superintendent on Board approved decisions;
 - 1.3.3.3. It is the responsibility of the Superintendent or his/her designate to direct the organization staff.
- 1.4. The Peigan Board of Education Society's Board of Trustees is a governance Board and exercises its authority, control and direction over the organization through the Superintendent.
- 1.4.1. Trustees have direct supervision and authority over only one employee who is the Superintendent;**
- 1.4.2. It is the Superintendent who provides her/his staff with direction and tasks required to carry out the day-to-day operation of the organization;
 - 1.4.3. The administration of the educational program and conduct of the organization's business shall be left to the Superintendent and his/her teaching and support staff;
 - 1.4.4. There is no mechanism or process whereby a Trustee interacts or interferes with any daily operational activities within the organization, therefore, individual Trustees shall not make management and operational related decisions.
2. Operations
- 2.1. The Board of Trustees is responsible for its own management:
- 2.1.1. Each Trustee must be able and willing to take on the roles within the Board of Trustee structure such as Chairperson, Vice-Chairperson, and Committee Chairperson;
 - 2.1.2. From time to time, each Trustee may be required and must be able and willing to create and/or assist in the important work of recording meetings such as minutes/reports/record-of-decisions;
 - 2.1.3. Each Trustee may be called upon to sit in the capacity of Chairperson for a meeting, therefore, must familiarize themselves with the rules of conducting an official meeting;
 - 2.1.4. Decisions are to be based upon the consensus that all available facts in each situation are presented and each Trustee has had the opportunity to speak:
 - 2.1.4.1. Majority decision shall be respected and upheld by all Trustees.
- 2.2. Trustees will be required to assign themselves to committees and must exhibit leadership skills by providing direction, advocacy, on-going work and initiative on new projects.
- 2.3. Policy as part of Governance
- 2.3.1. Trustees will uphold, evaluate and review policy in their selected area;
 - 2.3.2. Through the policy evaluation and adoption process, Trustees exercise leadership and governance control which serves to increase the organization's response and adaptability to changing education, political, economic and social conditions;
 - 2.3.3. The Board of Trustees will ensure that long term plans and yearly strategies are met and reviewed annually;
 - 2.3.4. Review and approval of policy recommendations are the responsibility of the Board of Trustees;
 - 2.3.5. Only written Board policies which have been approved and recorded in minutes will be deemed Board policy;
 - 2.3.6. It shall be the responsibility of the Superintendent to ensure that the Policy is maintained at current industry standards.
 - 2.3.6.1. Policy maintenance may be delegated to the Executive Assistant through the Board support responsibilities as stated in the organizational structure.

2.4. Finance as part of Governance

- 2.4.1. The Board of Trustees are the signatories on funding agreements (for example all Trustees sign the Comprehensive Funding Arrangement (CFA) between The Society and AANDC);
- 2.4.2. The Board approves the annual budget and has a process to monitor the organization's performance in relation to the annual budget;
- 2.4.3. The Board or a Board committee reviews revenues and expenses at least twice a year;
- 2.4.4. Each Trustee is expected to be aware of basic financial reporting and must be able to ask questions regarding finance;
- 2.4.5. Each Trustee has the fiduciary responsibility of proper maintenance, protection and management of the organization's capital assets;
- 2.4.6. It is the responsibility of the Board to ensure that an annual financial audit takes place.

3. Evaluations

- 3.1. It is the responsibility of the Board of Trustees to provide and oversee the evaluation of the organization through:
 - 3.1.1. Board of Trustee Evaluations - The Board of Trustees will implement an annual Board evaluation process to review its performance;
 - 3.1.2. Individual Trustee Evaluations – The Board will implement a process to annually review each individual Trustee;
 - 3.1.3. Superintendent Evaluation – The Board will implement a process to review the Superintendent.
- 3.2. All evaluations shall be based on the goals and objectives set out in the long term plans and annual strategic/education plans.

4. Advocacy

- 4.1. Trustees are expected to represent the best interests of the organization and are expected to be knowledgeable of the organization's mandate, policy and operating requirements and the processes that the Board follows when interacting with Piikani membership or other interested parties.
- 4.2. A Trustee's advocacy responsibility shall include and extend beyond organizational educational interests to further include the educational interests of Piikani Nation and First Nations at the provincial and national levels.
- 4.3. Trustees and/or designates as representatives of Peigan Board of Education are responsible to negotiate with neighbouring Provincial School Boards on all Educational Service Agreements.

5. The Board shall plan and conduct the Annual General Meeting (AGM).

6. The Board shall adhere to the Peigan Board of Education Trustee Code of Ethics and maintain the oath administered at inauguration.

Policy 102: Peigan Board of Education Trustee Code of Ethics

Effective Date: August 7, 1997

Revisions: October 5, 2015, August 7, 1997

Policy Statement

The Peigan Board of Education expects the Trustees will meet the highest ethical and professional standards in their actions, their use of authority and their dealing with others. The Code of Ethics is founded on the organization's Vision and Mission which are embedded in the shared values of the Piikani Nation culture and traditions.

Regulations

1. Representing the Organization

- 1.1. Trustees must perform their duties to the Board, the Organization and to their fellow Trustees with integrity and good faith, with diligence and competence while providing a quality of service that demonstrates the Board's interests as a whole are primary.
- 1.2. The primary responsibility of the Peigan Board of Education(PBOE) Trustees is the position they are elected to and, therefore:
 - 1.2.1. Outside interests are not to be placed ahead of their primary duties and obligations;
 - 1.2.2. Trustees who engage in another business or occupation will not allow such outside interest to interfere with the proper undertaking of their elected positions.
- 1.3. It is imperative that trustees ask questions and seek advice so that they have a sound understanding of issues, can participate in discussions and make sound decisions.
 - 1.3.1. Ignorance is no defence to liability for breaches of policy.
 - 1.3.2. Trustees are continuously under an obligation to keep themselves informed about the activities and affairs of the organization through:
 - 1.3.2.1. Becoming familiar with policy and procedures of the organization;
 - 1.3.2.2. Seeking clarification by communicating with chairperson and/or superintendent.
- 1.4. Individual Trustees do not have the authority to negotiate on Board issues while interacting with Political leaders; advocacy is the primary focus in representing Board of Education interests.

2. Professional Obligations and Conduct

- 2.1. Through their conduct and communications with the organizations' staff and with the public, Trustees encourage and uphold the image of the position they hold, therefore, each will:
 - 2.1.1. Treat all people with dignity and respect;
 - 2.1.2. Conduct herself/himself in a manner that is characterized by courtesy, honesty, respect and good faith in the best interest of the organization
- 2.2. Acting as agents on behalf of PBOE as per Board Chair's response or Board of Trustees decision.
- 2.3. Trustees shall not:

- 2.3.1. Engage in or facilitate any discriminatory or harassing behaviour directed at other Trustees, Superintendent, Administration Staff, school staff, meeting attendees or others who are conducting business or activities related to the organization;
- 2.3.2. Provide falsified information or act in a dishonest or dishonourable manner that will discredit the Board or the organization

3. Confidential Information

- 3.1. Trustees have a duty to hold in strict confidence all information acquired in the course of their term and thereafter on matters that directly or indirectly pertain to the organization:
 - 3.1.1. Trustees shall not disclose privileged or confidential information to unauthorized parties while in office;
 - 3.1.2. Trustees shall not disclose privileged or confidential information for 10 years after they have left their Trustee position.
- 3.2. Except as required by law, no Trustee shall share, copy, reproduce, transmit, divulge or otherwise disclose any confidential information related to the affairs of the organization and each Trustee will uphold the strict confidentiality of all meetings and other deliberations and communications of the Board of directors.

4. Professional Development

- 4.1. Each Trustee will use his or her best efforts to regularly participate in professional development activities and will perform his or her assigned duties in a professional and timely manner pursuant to the Board's direction and oversight.

5. Conflict of Interest

- 5.1. A conflicting interest is a situation where a Trustee's personal relationship(s) or financial interest(s) would be seen as adversely affecting the Trustee's duty to act in the best interests of the Peigan Board of Education. The following is a non-exhaustive list of examples of conflict of interest situations:
 - 5.1.1. A conflict of interest exists when an immediate family member of a Trustee applies for sponsorship from the Post Secondary Education Program and that Trustee is part of the eligibility determination meeting;
 - 5.1.2. A conflict of interest exists when an immediate family member of a Trustee is an employee or contractor of Peigan Board of Education and the Trustee participates or is privy to information regarding that specific relatives' status with the Board;
 - 5.1.3. A conflict of interest exists when an immediate family member of a Trustee is a student of PNSS and NPES and the Trustee is the parent/guardian and utilizes their Board authority to influence School based decisions when disagreements arise.
 - 5.1.3.1. In these occurrences a Trustee must identify their familial role to the School authority and state their intention to speak as a family member and NOT as a Trustee member.
 - 5.1.3.2. In these occurrences the Trustee member MUST adhere to the established School processes.
 - 5.1.4. A situation where nepotism exists is a clear example of conflict of interest; it is not the only example.
- 5.2. Trustees shall effectively disclose all potential and actual conflicts of interest; such disclosure does not prevent or imply ethical misconduct.

- 5.3. She/he shall not act or participate or continue to act or participate in a matter when there is or there is likely to be a conflicting interest.
 - 5.3.1. Trustees shall not be part of the discussions or decision making when in conflict of interest;
 - 5.3.2. Trustees shall leave the meeting during discussions;
 - 5.3.3. Trustees in conflicting interest shall not vote on the issue.
- 5.4. Other than the regular honorarium, no Trustee may receive, either directly or indirectly, any salary, wages, fees, commissions or any other amount for services rendered to the organization in their capacity as an elected official on the Board.
 - 5.4.1. Neither shall they apply for nor receive any programs' funding nor benefit from any services directly or indirectly or have privileged access to the use of facilities and equipment outside of policies.
 - 5.4.2. A Trustee shall not speak on behalf of or be included in the discussions or decision making process regarding an immediate family member.
- 5.5. Further, no Trustee will misuse the organization's property or resources and will at all times keep the organization's property secure and not allow any person not authorized by the Board to have or use such property.
- 5.6. The Board of Trustees must act at all times in the best interests of the organization and not for personal or third-party gain or financial enrichment. When encountering potential conflicts of interest, Board members will identify the conflict and, as required, remove her/himself from all discussion and voting on the matter. Specifically, Board members shall follow these guidelines:
 - 5.6.1. Do not abuse authority by improperly using organization's staff, services, equipment, resources, or property for personal or third-party gain or pleasure;
 - 5.6.2. Board members shall not represent to third parties that their authority as a Board of Trustee member extends any further than that which it actually extends.
- 5.7. It is the responsibility of every trustee to ensure that conflict of interests are declared to the Board by:
 - 5.7.1. Himself/herself when personally in a conflict of interest situation;
 - 5.7.2. Himself/herself when they have knowledge of another Trustee in a conflict of interest situation.
6. Board of Trustee Violation of Policies
 - 6.1. The Board recognizes that its failure to deal with the violation of its policies risks the loss of confidence in their ability to properly govern the organization.
 - 6.2. In their capacity as Peigan Board of Education Trustees, each Trustee shall, at all times, be committed to faithful compliance of the values stated within the policy manual.
 - 6.3. When in violation, claims of ignorance shall not be considered a defence.
 - 6.4. In the event of a violation of policy and especially a Trustee members' continuing /wilful violation the Board will address the issue(s) with the following process:

- 6.4.1. Firstly: issuance of a verbal warning to the offending Trustee member, agreed upon by Board majority and presented to the offending member by the Chairperson at an official Board meeting;
 - 6.4.2. Secondly: issuance of a written warning to the offending Trustee member, agreed upon by Board majority and presented by the Chairperson at an official Board meeting;
 - 6.4.3. Thirdly: removal of the offending member from the Board of Trustees, agreed upon by Board majority and an official letter presented to the offending Trustee member by the Chairperson or sent through registered mail.
- 6.5. Trustees shall be automatically removed from the Board of Trustees if he/she commits acts of violence or threatens students and/or staff and/or other Trustees.
- 7. The organization shall address all good-faith reports made by individuals who come forward with information on illegal practices or violations of organizational policies.
 - 7.1. Good-faith reports shall be made in writing with proven evidence of breach of the policies contained within this manual;
 - 7.2. Good-faith information is provided without malice and without deceit;
 - 7.3. Sound, good-faith reports will protect the confidentiality of the individual making the report.
 - 7.4. Reports not in writing will be classed as unfounded and will NOT be addressed.

Policy 103: Orientation of Trustees**Effective Date:** August 7, 1997**Revisions:** October 5, 2015, August 7, 1997**Policy Statement**

In order to orient new trustees to the duties and responsibilities of their positions, the Superintendent will provide each Trustee with a copy of the complete Policy; a copy of the relevant School Act(s), a copy of the Indian Act as it pertains to education and life-long learning, Treaty #7, the Society's Act and Robert's Rules of Order - The Authoritative Guide to Parliamentary Procedure.

Regulations

1. In order to provide for the orderly transition of new Board members the Superintendent shall make available all useful documents about the Board's operations.
 - 1.1. The Constitution of the Peigan Board of Education;
 - 1.2. The Peigan Board of Education Election Code;
 - 1.3. The Peigan Board of Education - AANDC Contribution Agreement;
 - 1.4. The Alberta Education Act;
 - 1.5. The Privacy Act;
 - 1.6. The Peigan Board of Education Policies Manual.
2. That the Superintendent orientates new Board members within ten days after the election.
 - 2.1. The Superintendent will arrange for a tour of the schools and facilities in the orientation
3. Orientation and tours will be carried out for newly elected Trustees in any bi-election.

References: Peigan Board Administration Policy 203 - Role of the Superintendent (pg. 41); Appendix 200A - Duties of the Superintendent (pg. 298)

Policy 104: Annual General Meetings

Effective Date: August 7, 1997

Revisions: October 5, 2015, August 7, 1997

Policy Statement

The annual meeting of the Society shall be conducted in accordance to the Constitution of the Society and the policies of the Board. This is the responsibility of the Board of Trustees.

Regulations

1. One annual meeting shall be held on or before the 30th day of October each year according to the Constitution bylaw 3.a.
2. A tentative agenda for the annual general meeting shall be drawn up at the regular Board meeting that immediately precedes the annual meetings.
3. The chairperson or designate shall report to the electors at each annual meeting, on matters relative to:
 - 3.1. Schools;
 - 3.2. Transportation;
 - 3.3. Operations and Maintenance;
 - 3.4. Post-Secondary Education Sponsorship Program;
 - 3.5. Blackfoot Language & Culture
4. During the annual meeting the Board's auditor shall present an evaluation of the Board's financial operations.
5. Special meetings of the membership may occur in accordance with By-law 3.g provided the following conditions are met:
 - 5.1. A Board motion;
 - 5.2. Two week public notice.

Policy 105: Regular Meetings**Effective Date:** June 21, 1993**Revisions:** October 5, 2015, June 21, 1993**Policy Statement**

The Board shall hold a regular meeting of the Board once per month to ensure that monitoring and control of the activities of the Society are consistent and maintained in accordance to the decisions of the Board.

Regulations

1. Unless otherwise altered by Board action, regular monthly meetings of the Board shall be held at the PBOE Administration Office.
2. The Financial Administrator and/or Superintendent shall be responsible for preparing the agenda for regular meetings of the Board.
3. All material for presentation at regular Board meetings shall be in the possession of each trustee at least two days prior to the date of the meeting.
 - 3.1. Board meeting agenda items are due two days prior to the meeting.
 - 3.2. Only in extreme circumstances will late materials be delivered at the meeting
4. It is the desire of the Board that meetings shall be formal enough for orderly procedure but informal enough to encourage discussion and to promote teamwork and action. However, should procedural questions arise, ROBERT'S RULES OF ORDER shall prevail.
5. Trustees must inform the Superintendent and Board Chairperson of a known scheduled absence twenty four hours in advance of a regular Board meeting:
 - 5.1. Acceptable absences:
 - 5.1.1. Personal illness;
 - 5.1.2. Illness of a family member;
 - 5.1.3. Work related travel;
 - 5.1.4. Work related reason.
6. As part of its ongoing effort to keep public and staff fully informed concerning its affairs and action, the Board instructs the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all regular Board meetings.
 - 6.1. Distribution of minutes via PBOE webpage, are regarded as appropriate actions for meeting requirements of this regulation.

Policy 106: Standing Committees of the Board

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

The Board has deemed it wise to structure standing committees which maintain a planning and non-operational structure. Trustees of each committee are charged with the following responsibilities:

- a) to meet and deliberate on concerns directly related to that committee's policies;*
- b) to review policy and procedures and to provide guidance in meeting long term and annual plans; and*
- c) to recommend to the Board of Trustees, through the report recommendation to the Superintendent, matters of direct concern to the committee.*

Regulations

1. Trustee membership on standing committees is determined at the annual organizational meeting. Meetings are held regularly with dates and times being set at the first meeting of the committee. The committee has been delegated the following responsibilities:
 - 1.1. To work with the Superintendent in developing long term plans;
 - 1.2. Develop, review and evaluate policy guidelines;
 - 1.3. Recommend, review and evaluate relevant and/or related community initiatives;
 - 1.4. Prepare recommendations for the annual budget;
 - 1.5. Provide political advocacy at the local, regional and federal levels;
 - 1.6. Keep a record of decisions of meetings
 - 1.7. Responsible to become informed of employment standards and the recruitment and selection process; but are not involved in hiring process.
2. The Board appoints Trustees to each of the following committees:
 - 2.1. Blackfoot & Language Culture Elder Senate;
 - 2.2. Post Secondary Education Sponsorship Program;
 - 2.3. Transportation;
 - 2.4. Operations and Maintenance;
 - 2.5. Adhoc committees are formed for specific purposes and meet as needs arise. The following guidelines shall apply:
 - 2.5.1. Adhoc committees are approved by the Board at a regular Board meeting.
 - 2.5.2. The purpose, scope and direction for the committee shall be defined by motions of the Board.

- 2.5.3. The record of decisions/record of all Adhoc committee meetings must be presented for approval at the next regular Board meeting.
3. Each committee consists of two trustees, all of whom are appointed at the first Board meeting following an election.
 - 3.1. With all committees, the chairman of the Board is an ex-officio member;
 - 3.2. At the time of organization, one of the appointed trustees of each committee is identified as the chairperson of the committee;
 - 3.3. Each committee is responsible for minutes and/or record of decisions;
 - 3.4. Coordinators/Managers assist the standing committees in their deliberations in a consultant role and prepare all aspects of meetings along with correspondence, agendas, reports/record of decisions and statistics.
 - 3.5. Committee recommendations are directed to the Superintendent (as per policy statement) so that appropriate action may be taken
 - 3.5.1. At no time shall the Trustees direct or task the Coordinator/Manager
 - 3.5.2. Decisions are not made at this level, all recommendations are made at the Board level.
 - 3.6. A report of the action taken is made at the next regular Board meeting
 - 3.7. Recommendations that require Board action are dealt with at the next regular Board meeting.
4. The Blackfoot Committee/Elder's Senate is delegated the following responsibilities:
 - 4.1. Review and record resources being utilized in the Schools;
 - 4.2. Provide advice to staff on curriculum development projects;
 - 4.3. The Blackfoot Committee meets regularly with dates and times being set at the first meeting of the Committee and may include the following:
 - 4.3.1. Elder's representative;
 - 4.3.2. Community representative;
 - 4.3.3. Post-secondary coordinator;
 - 4.3.4. Blackfoot staff representative;
 - 4.3.5. Two or more board representatives;
 - 4.3.6. School administration representative.
5. A Community Collaboration Committee shall be established when the Board directs the Superintendent to collaborate with community services focusing on services for students. Representation may be invited from the following:
 - 5.1. Counselling;
 - 5.2. Post Secondary Education Co-ordinator ;
 - 5.3. Special Education representative;
 - 5.4. Health Centre representative;

- 5.5. Social Services representative;
- 5.6. Alcohol Services representative;
- 5.7. Two Board representatives;
- 5.8. This Committee may provide guidance and or advice on:
 - 5.8.1. Review, evaluate and recommend special services to be implemented at the Schools or in the Piikani community.
 - 5.8.2. To seek project funding and identify resources for special projects to be conducted at or for the Schools.

Policy 107: Delegations**Effective Date:** August 7, 1997**Revisions:** October 5, 2015, August 7, 1997**Policy Statement**

The Board recognizes that in order to compile the best information possible from time to time it is necessary for the Board to interview individuals.

Regulations

1. All delegations wishing to appear before the Board should give adequate notice thereof in writing to the Superintendent before the meeting at which they wish to appear.
 - 1.1. The notice shall contain sufficient information to enable the Board members to become acquainted with the subject beforehand;
 - 1.2. The delegation(s) shall first discuss the request with the Superintendent;
 - 1.3. If an appearance before the Board is then determined, a copy of the request shall be sent to each Trustee with the agenda for the meeting at which the delegation is to appear;
 - 1.4. In an emergent situation, where time does not permit adherence to these procedures, the Superintendent shall acquaint the Board members with the problem previous to the delegation meeting with the Board.
2. In discussing matters with a delegation, the Chairperson of the Board shall act as spokesperson for the Board of Trustees.
 - 2.1. It should be remembered that delegations come to express problems, suggestions and requests, and give information thereon;
 - 2.2. For this reason, individual trustees may seek only clarification of items presented by the delegation;
 - 2.3. At no time during the presentation shall any Trustee voice her or his opinion thereon;
 - 2.4. At no time during the presentation shall any Trustee, by any statement, commit the Board to any specific course of action.
3. For the purpose of this section, the word "delegation" shall mean one or more persons;
 - 3.1. The Board may use its discretion in limiting the number of individuals in a delegation.
4. Delegations shall be limited to twenty minutes of the Board agenda.
5. The Superintendent shall ensure that the Board is fully briefed on the issue at hand prior to the delegation either by a written statement or an oral presentation.
6. The delegate(s) maintain professional behaviour at all times during the presentation. Personal attacks on students, staff, and Board Members will not be tolerated:
 - 6.1. The Chairperson has the right to and shall ask a delegate(s) to leave immediately if their behaviour is considered out of line.

Policy 108: Remuneration to Trustees

Effective Date: August 1, 1989

Revisions: October 5, 2015, August 1, 1989

Policy Statement

Peigan Board of Education Board of Trustees will be provided monetary compensation as subject to the conditions specified in the Constitution of the Peigan Board of Education Society. Board of Trustees may be required to attend educational meetings/activities for business.

Regulations

1. Honoraria

- 1.1. Honoraria will be paid to members of the Peigan Board of Education subject to the conditions as specified in the constitution of the Peigan Board of Education Society;
- 1.2. Attendance at regular Board meetings is compulsory;
- 1.3. Attendance at Committee meetings is required;
- 1.4. A Board member must attend one Board meeting and one committee meeting to be eligible for full honoraria;
- 1.5. Honoraria will be processed the last Monday of the month.

2. Travel

- 2.1. The Board believes that there is a need for continuing in-service education and training for its members, therefore, encourages the participation/attendance of all members at appropriate school Board conferences, workshops and conventions;
- 2.2. For attendance at conferences workshops and conventions, authorization shall be made by Board motion;
- 2.3. Board members that attend training shall provide a written report of the benefits of training at the next regular Board meeting;
- 2.4. The Board also recognizes that Trustees are required to travel from time to time on Board business;
- 2.5. Travel in province will be at the approval of the Superintendent;
- 2.6. Travel out of province will be at the approval of the Superintendent and Financial Administrator following consensus of the Board of Trustees at regular monthly meeting;
- 2.7. Travel costs shall be provided to trustees delegated to attend on par with staff mileage expense rates;
- 2.8. Trustees who are provided travel costs MUST be representing the interest of PBOE and MUST be in attendance. A report/summary shall be prepared by each attending Trustee and presented back to the appropriate committee.

3. Chief & Council representatives may be paid travel and expenses only if they are invited to attend an education event by the Superintendent or by the Board.

References: Policy 111 - Trustee's Attendance at Regular Board and Committee Meetings (pg. 32); Budget & Finance Policy 301 - Board of Education Budget (pg. 56); Budget & Finance Policy 304 - Travel Expenses (pg. 61)



Policy 109: Public Contributions

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

The Board recognizes the motivational and physical benefits which can come from funding worthy education related projects and accomplishments.

Regulations

1. Contributions to organizations or individuals can be made only when funds are available within the budget.
2. Requests from public organizations to the Board for funding or projects will only be considered if the activities are directly related to education. Requests must always be in writing and must give a detailed summary of where the funds will be spent.
3. Public Contributions must be approved by the Superintendent or the Financial Administrator.
4. The Board will not consider requests for graduation grants from previous years.

References; Budget and Finance Policy 301 - Board of Education Budget(pg. 56); Post Secondary Education Program Policy 1004 - Eligibility Criteria (pg. 260)

Policy 110: Posting Board Minutes**Effective Date:** November 25, 2003**Revisions:** October 5, 2015, November 25, 2003**Policy Statement**

The Board believes that an open communication policy requires the Board to make all reasonable effort to make the public aware of policies and decisions of the Board.

Regulations

1. The Executive Assistant shall be responsible for the preparation and presentation of Board meeting minutes.
2. The Executive Assistant shall maintain a board's minutes bulletin Board in the following locations:
 - 2.1. Peigan Board of Education Administration Office;
 - 2.2. Peigan Board of Education website
3. Minutes are to be posted within five working days after a Board meeting and be stamped "Minutes" to be Approved at next Board meeting.

References: Peigan Board Administration Policy 210 - Access to Information (pg. 48)

Policy 111: Trustee's Attendance at Regular Board and Committee Meetings

Effective Date: June 21, 1993

Revisions: October 5, 2015, June 21, 1993

Policy Statement

The Peigan Board of Education recognizes that in order to be effective and up to date concerning their role as trustees, each Board member must be committed to attendance at regular monthly meetings.

Regulations

1. If a member of the Peigan Board of Education is absent for three consecutive regular Board meetings without justifiable reason having been given in advance, that Board member will be considered as having resigned from the Board.
2. In the event that a Board member wishes to be absent then it is the responsibility of the Board member to contact the Chairperson of such absence and justification.
3. The Executive Assistant will maintain a record of trustees attendance at meeting.

References: Board of Education Operations Policy 108 - Remuneration to Trustees (pg. 28)



200 - Peigan Board Administration



Section 200 - Peigan Board Administration

Preface.....	35
Policy 201: Organizational Structure	36
Policy 202: Board - Administrator Relations.....	40
Policy 203: Role of the Superintendent	41
Policy 204: Principal's Annual Report	42
Policy 205: Board of Trustees Annual Strategic Plan Review	43
Policy 206: School System Evaluation	44
Policy 207: Board Manual Update Procedure	45
Policy 208: Piikani Chief and Council and Board Relations	46
Policy 209: Board - School Communication	47
Policy 210: Access to Information	48
Policy 211: Security of Information	49
Policy 212: Use of Electronic Information Resources	50

Peigan Board Administration

Preface

The policies set out in this section are broad and overarching principles adopted by the Board to guide the line of action to be taken on a regular basis by the Administration in meeting a number of situations and issues. This policy clearly defines the role of the Board, the role of the Superintendent and the delegation of authority from the Board to the Superintendent. Included are the rules and procedures that were developed to provide directions in order for the administration and school staff to put policy into practice.

The policies and procedures present specific information regarding lines of authority and necessary steps of meeting the day-to-day administrative activities of the schools, bussing services and post secondary education funding program. The Board deemed it important to state: how appeals and hearings will be conducted; how non-delegable matters such as school closures will be handled and which matters the Board has chosen not to delegate to the Superintendent.

Policy 201: Organizational Structure

Effective Date: November 12, 2003

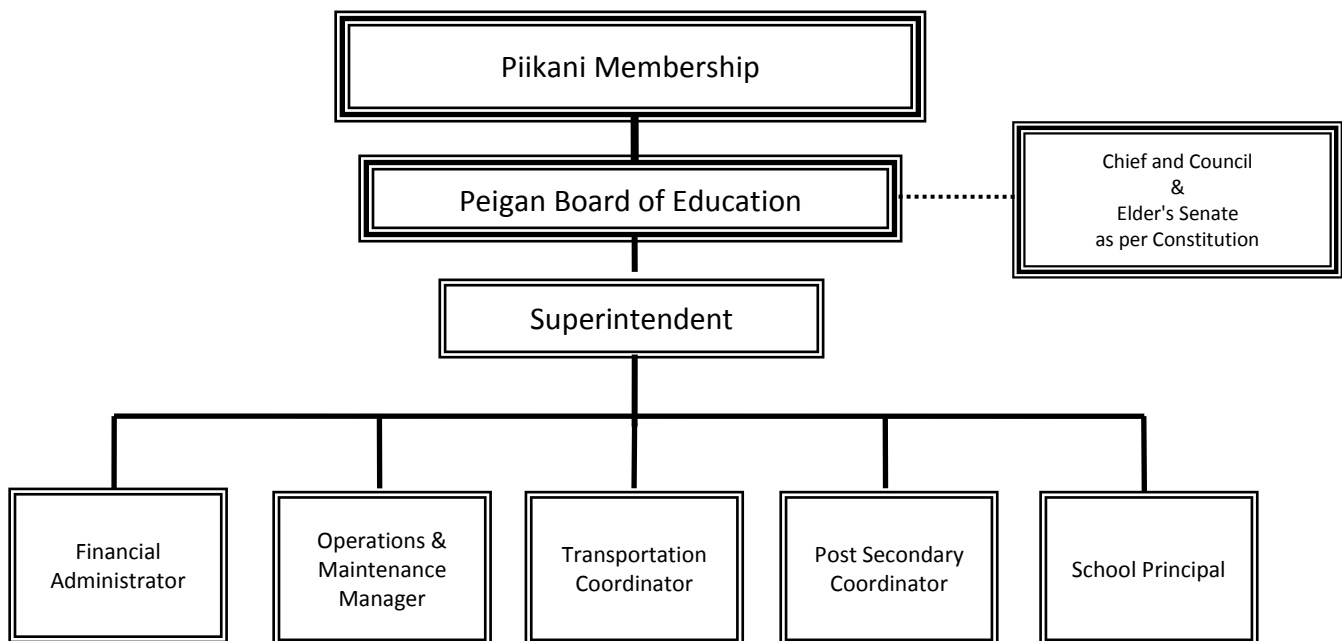
Revisions: October 201, November 12, 2003

Policy Statement

The Board recognizes that an organizational structure is required for the efficient and effective management of the Peigan Board of Education organization.

Regulations

1. General Organizational Structure of Peigan Board of Education:



- 1.1. Piikani Membership is composed of parents, students and Piikani community members who are registered members of the Piikani Nation. This group is recognized up front as the owners and stakeholders of the Peigan Board of Education schools organization.
- 1.2. Peigan Board of Education (Society) is the organization whose authority is implemented through the Board of Trustees. Board of Trustees are:
 - 1.2.1. Subject to and must adhere to the by-laws of the Constitution of the Peigan Board of Education;
 - 1.2.2. Responsible for setting overall Board policy direction;
 - 1.2.3. Responsible for carrying out the purposes of the Society through the Superintendent, who constitutes their only employee for whom all communication and leadership must flow through in accordance to the above organizational structure.
- 1.3. Piikani Nation Chief and Council represent the Piikani Nation's leadership and holds the beneficiary responsibility to the Nation Members, as such, a representative is selected to sit

on the Board of Trustees as a voting member of the Board and as a liaison to the Piikani Nation Chief and Council. The authority held by this position is as a member of the Board of Trustees with no more or less authority than any other Trustee.

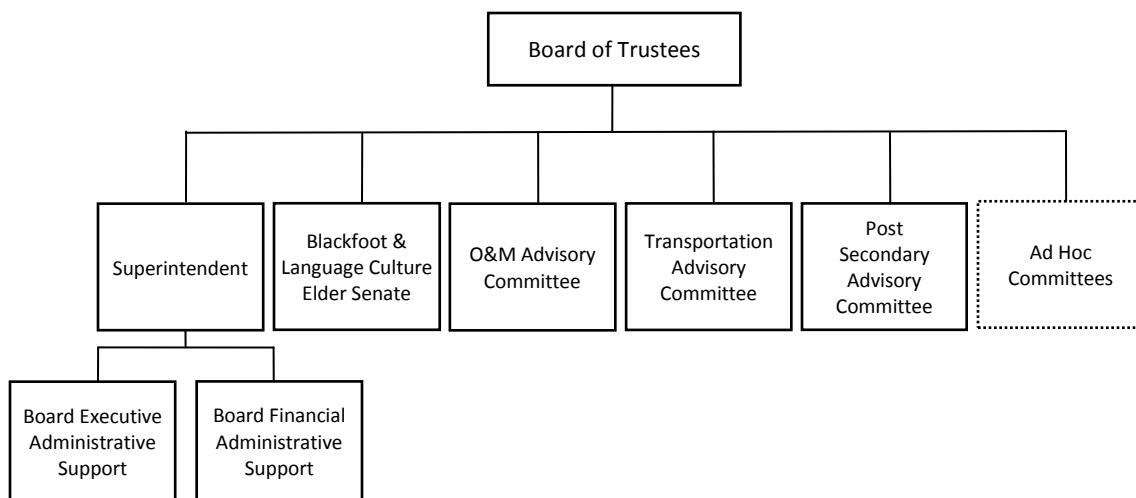
- 1.4. Elders Senate is an elected or selected group of elders who are called upon to provide leadership and direction for various policies, activities or committee obligations.

1.4.1. The purpose of the Elders Senate holds no operational authority but will be called upon from time to time for the high value that is held within the culture and traditions of the Piikani Nation People.

1.4.2. The Elders Senate is crucial to the continuance of Piikani cultural and traditional teachings and practised with the Peigan Board of Education organization.

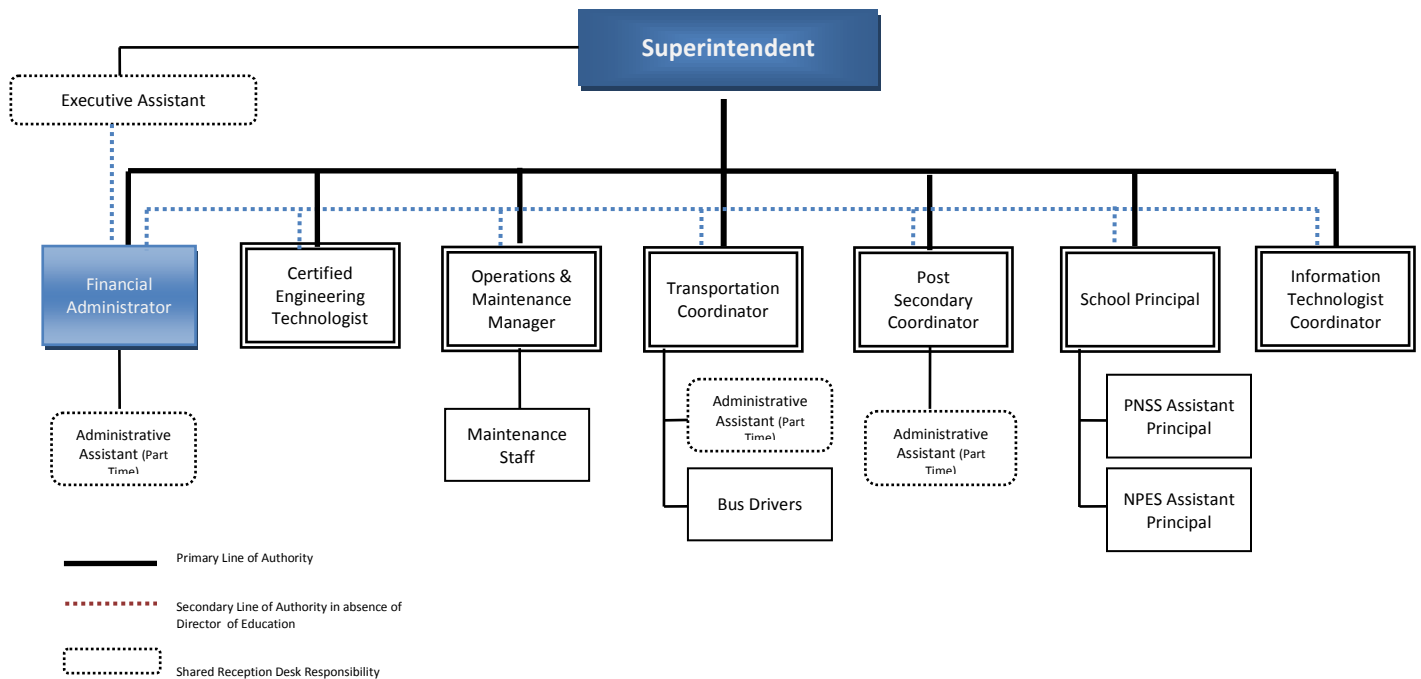
- 1.5. The Superintendent reports to the Board of Trustees and is their only employee. This position has five direct reports with line/management and budgetary responsibilities: financial administrator, operations & maintenance manager, transportation coordinator, post secondary coordinator, school principal.

2. Board Level Structure:



- 2.1. The Superintendent who is responsible for all organizational operations.
- 2.2. Committees are set up for advisory and advocacy purposes and do not hold authority as they must report to the Board of Trustees.
- 2.3. Board Financial Administrative Support duties are to be carried out by the financial administrator and will include: collection of annual dues for deposit; receives all monies paid to the Society for deposit; accounting and book keeping duties; financial reporting to the Board. This position reports to the Superintendent.
- 2.4. Board Executive Administrative Support duties are carried out by the Executive Assistant to the Superintendent and will include: attend all meetings of the Society and Board; keep accurate minutes of these meetings; assists with the organizing of agendas, meetings, materials and minutes. This position reports to the Superintendent.

3. Superintendent Level Structure



- 3.1. This Superintendent is the position that holds the highest authority within the organization. This position provides leadership and direction to the employees of the Peigan Board of Education organization as stated in policy and outlined in the organization structure.
- 3.2. The Financial Administrator is responsible for the budget, accounting, payroll, pension and benefits. This position is the alternate authority figure within the Peigan Board of Education organization in the absence of the Superintendent.
 - 3.2.1. The Financial Administrator supervises one administrative assistant who assists with office administration duties within the finance department on a part time basis. All administrative assistants provide support to the managers as well as fulfilling receptionist duties.
- 3.3. The Certified Engineering Technologist position works directly with the Operations & Maintenance Manager assisting in capital asset maintenance. This position also works with the Financial Administrator on projects associated with operations and maintenance.
- 3.4. Operations & Maintenance (O&M) Manager is responsible for the upkeep of Peigan Board of Education property, including buildings, mechanical systems, equipment and machinery as well as other structures within the property boundaries.
 - 3.4.1. The O&M Manager supervises maintenance employees and one part-time engineer; these employees carry out the necessary duties for the upkeep of the grounds and buildings
- 3.5. Transportation Coordinator is responsible for managing and administering the school bus transportation system.

- 3.5.1. The Transportation Coordinator supervises and directs bus drivers, bus contractors and one part-time administrative assistant
- 3.6. Post Secondary Coordinator is responsible for managing and administering the post secondary funding program for PBOE. This position is the alternate authority figure within the Peigan Board of Education organization in the absence of the Superintendent and the Finance Administrator.
 - 3.6.1. The Post Secondary Coordinator supervises one part-time administrative assistant
- 3.7. School Principal is responsible for managing school employees and education processes of the Piikani Nation Secondary School(PNSS) and Napi's Playground Elementary School(NPES).
 - 3.7.1. The School Principal supervises two Assistant Principals, teachers and support staff
- 3.8. The Information Technologist Coordinator administers the Computers for Schools program for the Miikyapii Center, works within the Schools to assist staff with data information; assists in configuring computer network and provides technical maintenance and support on-site to students and all PBOE staff.

References: The Constitution of the Peigan Board of Education; Appendix 200A to 200D (pg. 298 - 301); Board of Education Operations Policy 101- Role of Trustees (pg. 14); Board of Education Operations Policy 102 - Peigan Board of Education Trustee Code of Ethics (pg. 17)



Policy 202: Board - Administrator Relations

Effective Date: November 12, 2003

Revisions: October 2015, November 12, 2003

Policy Statement

The Board believes that it can best exercise its powers by performing largely a governance role and delegating the administrative role to employees. The governance role will include such aspects as representing the Piikani Nation Membership in educational matters, formulating and evaluating policies and procedures. The governance role shall include execution of Board decisions, provisions of feedback on decisions and policies, and recommendations for policy changes.

Regulations

1. The Board delegates to the Superintendent the task of formulating the regulations and procedures necessary for implementing Board policies.
2. The Board shall support the actions of the administrative staff as it pertains to policy and procedures.

References: Policy 201 - Organizational Structure (pg. 36); Policy 203 - Role of the Superintendent (pg. 41); Appendix 200A - Duties of the Superintendent (pg. 298)

Policy 203: Role of the Superintendent

Effective Date: November 12, 2003

Revised: October 2015, November 12, 2003

Policy Statement

The Superintendent is the Chief Executive Officer of the Board. He or she has general responsibility for advising the Board on matters arising in all areas of its jurisdiction, and for recommending appropriate policies adopted by the Board. In the execution of this general function, the Superintendent shall give particular attention to the approved job description and Board approved policies.

Regulations

1. The Board, at its option may define the role of the Superintendent by a "written contract".

References: Appendix 200A - Duties of the Superintendent (pg. 298)

Policy 204: Principal's Annual Report

Effective Date: November 12, 2003

Revised: October 2015, November 12, 2003

Policy Statement

The Board believes that its primary function is to assure that there is a sound teaching/learning situation within the school. Since the principal is the Board's designated educational leader within the school, the responsibility for a sound teaching/learning situation is the responsibility of the principal. Thus, the Board wishes the principal to assure the Board, on an annual basis, that the Board's objectives have been duly considered. Code of Confidentiality needs to be implemented.

Regulations

1. The Principal's report shall include the following:
 - 1.1. Outcomes as per strategic plan;
 - 1.2. Outcomes as per school evaluation;
 - 1.3. Standardized Achievement Test Results;
 - 1.4. Attendance by month and grade with yearly average;
 - 1.5. New program initiatives and evaluation;
 - 1.6. Concerns and recommendations for next year;
 - 1.6.1. Evaluation of Teachers as per Alberta Teacher Association Teacher Growth Supervision and Evaluation (ATA, TGSE);
 - 1.6.2. Evaluation of support staff;
 - 1.7. Summary of major successes and deficiencies;
 - 1.8. Adherence to Code of Confidentiality will be adhered to in the reporting process.

Policy 205: Board of Trustees Annual Strategic Plan Review

Effective Date: November 12, 2003

Revised: October 5, 2015, November 12

Policy Statement

The Board recommends an annual plan to be implemented and such a plan would outline the Board's mission statement and be used by the Board's administrators in planning for the year.

Regulations

1. At the annual summer retreat each year, the Board shall develop and distribute to each administrator, an education plan for the subsequent year for each department. The Superintendent will distribute to each administrator the education plan which shall:
 - 1.1. List the goals and objectives the Board wishes emphasized during the coming year;
 - 1.2. State when the school shall be evaluated under the Board's School Evaluation Policy;
 - 1.3. List the programs the Board wants evaluated under the Program Evaluation Policy;
 - 1.4. Identify a number of policies for the Principal to review and report on the success of implementation;
 - 1.5. Identify the areas the Board believes should be in-serviced during the subsequent year.

References: Peigan Board Administration Policy 208 - School System Evaluation (pg. 44); Board of Education Operations Policy 101 - Role of Trustees (pg. 14)

Policy 206: School System Evaluation

Effective Date: November 12, 2003

Revised: October 5, 2015, November 12, 2003

Policy Statement

The Board of Trustees believes that a school system evaluation is necessary to ensure that management and operation of the human, physical, social and economic resources are being utilized for the optimal benefit of the students.

Regulations

1. The Board of Trustees shall initiate a school system evaluation and establish the terms of reference.
2. The school system evaluation shall be conducted by an external team as determined by the Board and shall be completed no later than May 1 on the evaluation year.
3. A school system evaluation will assume:
 - 3.1. appropriateness and completeness of Board policies and regulations;
 - 3.2. the achievement of Board policies and regulations;
 - 3.3. the efficiency of the system.
4. The school system evaluation shall occur at least once every five years.
5. The results of the school system evaluations shall be used to make decisions with respect to the maintenance, modification, or discontinuation of existing policies, regulations and practises.
6. The school system evaluation will, in the final report to the Board, become a public document.

Policy 207: Board Manual Update Procedure

Effective Date: November 12, 2003

Revised: October 5, 2015, November 12, 2003

Policy Statement

The policy manual is a dynamic guide to the Board's method of operation. As circumstances and conditions change the policy manual must adapt and reflect the current direction of the Board and the organization. Changes in the policies of the Board must be presented to the membership.

Regulations

1. When policy additions or changes are approved the Financial Administrator is authorized to make changes within the physical policy manual.
 - 1.1. One physical original policy manual will be updated and kept in-tact in a secure location within the Board office safe.
 - 1.2. Manuals may be kept in the offices of the Superintendent, managers, Board Office, principal and the school office.
2. The new policy will be included on the appropriate index page.
 - 2.1. One old version will be kept on record to provide historical perspective to be kept in a secure place for the purpose of preventing confusion and chaos of policy manuals;
 - 2.2. All other old copies must be shredded.
3. The policy manual may be viewed in hard copy at Peigan Board of Education office or electronically on official web page.

Policy 208: Piikani Chief and Council and Board Relations

Effective Date: November 12, 2003

Revised: October 5, 2014, November 12, 2003

Policy Statement

The Board has a constitutional responsibility to the Peigan Nation Chief and Council. This includes maintaining effective liaison relationships with Chief and Council. In part this responsibility lies with Council's appointed Board members. The Board furthers this relationship by making available the Superintendent to report to Council.

Regulations

1. The Board or Superintendent may request audience with Council.
2. It is the responsibility of the Council appointees to make regular monthly reports to the Council. The Council appointee may request the attendance of the Superintendent at such meetings.
3. From time to time the Superintendent will bring specific concerns to Council's attention in person or by electronic media.
4. In accordance with Section (C)-3(d) of the Board's constitution (by-laws) the Council's representatives are appointed to the Board of trustees as members with full voting privileges.

References: Peigan Board of Education Constitution; Peigan Board Administration Policy 201 - Organizational Structure (pg. 36)



Policy 209: Board - School Communication

Effective Date: November 12, 2003

Revised: October 5, 2015, November 12, 2003

Policy Statement

Through the monthly principals report the Board will be made aware of academic and extra-curricular activities at the school.

Regulations

1. The Principal will make monthly presentations to the Board.
2. The Principal shall make available to the Board the following:
 - 2.1. Staffing/student updates;
 - 2.2. Monthly newsletter;
 - 2.3. Curriculum update;
 - 2.4. Extracurricular updates.
3. The Education Office shall maintain a Board mailbox for school correspondence.
4. School plans to be submitted by end of October for the school year.

References: Peigan Board Administration Policy 201 - Organizational Structure (pg. 36); Peigan Board Administration Policy 204 - Principal's Annual Report (pg. 42); Peigan Board of Education School Programs Policy 509 - Student Evaluation (pg. 134)

Policy 210: Access to Information

Effective Date: November 12, 2003

Revised: October 5, 2014, November 12, 2003

Policy Statement

The Board of Trustees encourages members to seek out and request information which is related to the operation of the Society. Provisions entitle society members to inspect and request a copy of items provided that payment for copying is made for such items.

Regulations

1. Members of the Peigan Board of Education Society may, between the hours of 8:30 a.m. to 4:00 p.m., on the days that the education office is open, inspect any one or more of the following items:
 - 1.1. The agenda of any Board meeting or AGM;
 - 1.2. The minutes of any Board meeting or AGM;
 - 1.3. A by-law of the Board;
 - 1.4. An agreement entered into by the Board, with the exception of a contract of employment, student records, or staff personnel records;
 - 1.5. An audited financial statement prepared pursuant to a requirement of the Society Act.
2. A member of the Society may request a copy of any item listed in Regulation #1 provided the following conditions have been met:
 - 2.1. The request for document form has been fully completed and signed by the Society Member;
 - 2.2. The copy fee has been received at a rate of \$0.25 per page.
3. The Executive Assistant to the Board shall provide the requested document within three working days of receipt of request.

Policy 211: Security of Information

Effective Date: July 2009

Revisions: October 5 2015, July 2009

Policy Statement

The Peigan Board of Education makes public information of value to the public and its members. Such information includes Board meetings minutes, audited financial records, school newsletters, and notices of meetings. Some information, because of its confidential and security nature, must be withheld and be protected by the organization.

Regulations

1. The following information is confidential with restricted access to approved designated individuals:
 - 1.1. Personal and contact information for Board members, staff, volunteers and contracted workers;
 - 1.2. School and personal information of students in grades K - 12 and in post secondary studies;
 - 1.3. Student records include: student performance, assessments (including third party), health, and behavioural records.
2. Access to secured information is limited to authorized individuals appointed by the Superintendent. Parents or legal guardians of students under eighteen years of age may have access to their child's student records through permission granted by the school principal. Parental review of their child's records shall include the attendance of an authorized and qualified staff member to discuss the contents of the student records.
3. Access to secured information is also permitted by regulation or law including the School Act, the Child Welfare Act, the Income Tax Act, and the Freedom of Information and Privacy Act.
4. Only authorized individuals may amend, add or delete secured information.
5. Authorized individuals in possession of secured information must ensure that such records are held in such a manner so as to prevent the disclosure or access of secured information by non-authorized individuals.
6. The Superintendent shall set guidelines for the level of security necessary for the protection of electronic information, hard copy information, and security facilities such as storage rooms and file cabinets.
7. During the use of secured information the authorized individual must follow a clear desk policy, which ensure that such information cannot be observed by any un-authorized individual.
8. The Superintendent shall set guidelines for the disposal of secured information that is no longer required by law or for the needs of the organization.
9. The Superintendent is appointed as the Freedom of Information and Privacy Protection Coordinator (as defined by the Freedom of Information and Privacy Protection Act of Alberta) and is responsible for addressing all privacy complaints.
10. All staff will submit a Child intervention Check and Police Record Check yearly.

References: Peigan Board Administration Policy 201 - Organizational Structure (pg. 36) ;Peigan Board Administration Policy 203 - Role of the Superintendent (pg. 41); Appendix 200A - Duties of the Superintendent (pg. 298); Personnel Policy 407 - Confidentiality (pg. 80)



Policy 212: Use of Electronic Information Resources

Effective Date: July 2009

Revisions: October 5 2015, July 2009

Policy Statement

The Peigan Board of Education believes that all electronic information and resources owned or in possession of the organization are strictly for the use of staff and students for the purposes of management, administration, learning and teaching.

Regulations

1. Each organization manager is responsible for ensuring that use of electronic information resources are exclusively used for the management, administration, learning and teaching purposes of the organization.
2. The Superintendent is responsible for the supervision of organization managers and the managers are responsible for the supervision of their staff. Teaching staff are responsible for the students under their supervision.
3. Organization employees and students may not access electronic information resources for personal purposes. This includes internet websites, email, electronic storage, or software resources.
4. The following electronic information resources are considered unacceptable use:
 - 4.1. Any vulgar or lewd descriptions of the human body including those of educational value and are part of approved learning resources;
 - 4.2. Any depiction of a sexual act that is not part of an approved learning resource is accessible only to adults;
 - 4.3. Information that encourages the use of illegal drugs, alcohol or tobacco or promotes the use of on-line gambling;
 - 4.4. On-line gambling;
 - 4.5. Vulgar gestures and offensive language;
 - 4.6. The promotion of violence or hatred towards individuals or groups;
 - 4.7. The promotion of illegal activities including terrorism, crime and violence;
 - 4.8. The transfer of copyrighted material without the permission of the owner;
 - 4.9. The unauthorized transfer or access of secured information.
5. The personal use of electronic information resources for inappropriate content or for illegal use by a staff member may result in the suspension or termination of the employee.
6. The personal use of electronic information resources for inappropriate content or for illegal use by a student may result in the suspension or expulsion of the student.
7. It is the responsibility of the organization's managers to inform staff, on a regular basis, of the procedures for this policy.

8. Teachers will rearrange the computer monitors to be visible at all times.
9. Teachers will be visible and present at all times when students are using electronic information resources.

References: Information Technology Policy 702 - Network Maintenance (pg. 209); Information Technology Policy 703 - IT Handbook(pg. 211) ; Information Technology Policy 704 - Access to Network Resources (pg. 212)



300 - BUDGET AND FINANCE



Section 300 - Budget and Finance

Preface.....	55
Policy 301: Board of Education Budget	56
Policy 302: Auditor.....	59
Policy 303: Purchasing	60
Policy 304: Travel Expenses	61
Policy 305: Student Organizations	63
Policy 306: Service Contracts	64
Policy 307: Proposal Driven Funding/Own Source Revenue	65

Budget and Finance

Preface

The Peigan Board of Education realizes that to run an efficient operation it is necessary to maintain the highest standards in controlling the financial affairs of the organization. The budgeting process is designed to provide an overall comprehensive and coherent plan to allocate resources that will best meet objectives and serve the needs of the current student body.

The most effective expenditure of these financial resources is determined by receiving input from all stakeholder including administrators, managers, teachers, and support staff. Once approved, each manager's goals, objectives, and expenditure budgets become their plan of action for the upcoming year. At year's end, their actual expenditures will be measured to determine if these goals and objectives have been accomplished.

Policy 301: Board of Education Budget

Effective Date: November 25, 2003

Revisions: October 2015, July 2009, November 25, 2003

Policy Statement

The annual budget is continually reviewed for ratification by April 1st of the following year (beginning of new fiscal year). Taken into consideration is the number of students, the fixed costs, the goals and objectives of the community and the Board, and the present fiscal position of the operation. The budget is reviewed by the Board's Trustees and the Management Staff (Superintendent, Financial Administrator, School Principal(s), Post-Secondary Co-ordinator, Transportation Coordinator, and Operations & Maintenance Manager). The review will address all areas of need and what must be negotiated with AANDC.

Regulations

1. The Board will review previous year objectives during the summer retreat of the Board and develop new objectives for the next year at this time.
2. The budget development process and review shall follow the listed schedule:
 - 2.1. January -March: Development of next fiscal year budget by Management;
 - 2.2. February / March: Interim Audit;
 - 2.3. March / April: Contribution Agreement Signing;
 - 2.4. April: Review and ratification of the budget by the Board;
 - 2.5. May: Audit of Accounts by Auditor ;
 - 2.6. June: Audit Review ;
 - 2.7. Annual General Meeting: Presentation of Annual Audit to Society
3. In accordance with Board financial policy, the Board shall divide the annual budget into the following categories or "Profit Centres":
 - 3.1. Administration;
 - 3.2. Board;
 - 3.3. Post-Secondary;
 - 3.4. School - PNSS;
 - 3.5. School - NPES;
 - 3.6. Transportation;
 - 3.7. Operations & Maintenance;
 - 3.8. First Nation Student Success Program;

- 3.9. Special Education;
 - 3.10. Student Lunch Program;
 - 3.11. Capital Projects.
4. Profit Centres are used to monitor transfer of funds within the budget according to the following:
- 4.1. Administration financial support is obtained through AANDC funding specific for administration (i.e. Band Employee Benefits) and through transfers from six Board of Education Profit Centers which are: Post-Secondary, Piikani Nation Secondary School, Napi's Playground Elementary School, Transportation, Operations & Maintenance and Special Education.
 - 4.1.1. The maximum amount allowed by AANDC for Administration is ten percent which includes any transfers for the Board operations;
 - 4.1.2. Expenditures in this category include Board Office Administrators and staff salaries not allocated elsewhere, travel, Group Insurance and Pensions, Canada Pension Plan, Employment Insurance and other expenses relating to office operations.
 - 4.2. Board financial support is obtained through transfers from the six Profit Centres stated in 4.1. with the exception of Special Education.
 - 4.2.1. Board expenditures include Trustee honorariums, elections, travel, meetings, and other related expenses.
 - 4.3. Post-Secondary annual funding is received to provide financial support to post-secondary students attending or wishing to attend university or college programs.
 - 4.3.1. Ten percent of AANDC funding is allocated to Education Office Administration including Board operations;
 - 4.3.2. Expenditures include tuition, books, living allowance, awards, travel and other related expenses.
 - 4.4. Piikani Nation Secondary School & Napi's Playground Elementary School
 - 4.4.1. The Board realizes that funds for the schools are largely based on nominal roll;
 - 4.4.2. Ten percent of AANDC funding is allocated to Education Office Administration including Board operations;
 - 4.4.3. Expenditures include staff salaries, substitutes, field trips, travel and other school related costs.
 - 4.5. Transportation annual funding is allocated for expenditure on student transportation including special needs transportation.
 - 4.5.1. Ten percent of AANDC funding is allocated to Education Office Administration including Board operations;
 - 4.5.2. Expenditures include staff salaries, contractors (based on AANDC rate), Board bus drivers, bus payments, travel, and repair/maintenance costs including fuel and insurance.
 - 4.6. Maintenance annual funding is received from AANDC for expenditure on all costs relating to the maintenance and upkeep of the facility.
 - 4.6.1. Ten percent of AANDC funding is allocated to Education Office Administration including Board operations;

- 4.6.2. Expenditures include staff salaries, substitutes, janitorial supplies, travel and professional development, equipment repair, utilities and other related costs.
- 4.7. First Nation Student Success Program(FNSSP) funding is received from AANDC for expenditure on all costs relating to the First Nation Student Success Program.
 - 4.7.1. Expenditures include staff salaries, educational resources and supplies, travel and professional development, and other related costs.
- 4.8. Special Education annual funding is received from AANDC for expenditure on all costs relating to the Special Education needs of the students.
 - 4.8.1. Ten percent of AANDC funding is allocated to Education Office Administration;
 - 4.8.2. Expenditures include staff salaries, professional fees, travel and supplies.
- 4.9. Lunch Program fund is specifically resourced from AANDC and the Piikani Nation to provide a hot lunch program for all the students in the school.
 - 4.9.1. Expenditures include staff salaries, meal and supplies costs.
- 4.10. Capital Projects budget is mainly resourced from AANDC for capital projects. Funds received are for separate capital agreements.

Policy 302: Auditor

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

The Board shall appoint, no later than March 31st of each fiscal year, an incorporated company to audit the books and accounts of the Board.

Regulations

1. No auditor shall be appointed:
 - 1.1. Who is then, or was during the preceding year, a member of the Peigan Board of Education;.
 - 1.2. Who is then, or was during the preceding year, Financial Administrator or Superintendent of the Board;
 - 1.3. Who has now, or had then during the preceding year, an interest in a contract made by/ with the Board;
 - 1.4. Who is now, or was during the preceding year, employed by the Board, or the Chief and Council, in any capacity except that of an auditor.
2. Chief and Council, at their expense, can request an audit of the Board's finances at any time.
3. Annual audit of the Board will be submitted to Piikani Nation Administration Auditor to be reviewed in overall Piikani Nation finances.

Policy 303: Purchasing

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

The Board recognizes that a good purchasing system is necessary for efficient school business management. A well organized purchase order system provides overall assistance in budget control as well as specific information for allocating expenditures to the books of accounts, and for assuring that purchases have been authorized by the proper personnel.

Regulations

1. A purchase order may be used for requisitions to suppliers for goods or services.
2. Purchase orders are to be issued under the control of each department manager.
3. All purchase order requisitions should be filled out as completely as possible, providing sufficient information so that orders may be processed promptly and accurately.
4. Requests for supplies for the teaching staff shall be submitted to the School Principal. The order will then be sent to the Financial Administrator who will sign his/her approval if there are funds available in the budget for the purchase.
5. Request for supplies for the maintenance staff and office staff shall be submitted to the Financial Administrator who will sign his/her approval if there are funds available in the budget for the purchase.
6. Request for supplies from other education department staff members go directly to the Superintendent who will indicate his/her approval if he/she is in agreement. The order will then be sent to the Financial Administrator who will sign his approval if there are funds available in the budget for the purchase.
7. The Financial Administrator shall not process any purchase order requisition which has not passed the required channels of approval.
8. Any purchase exceeding \$1,500 must have prior approval of the Financial Administrator and must be authorized by the Superintendent.
9. The Board shall review the monthly expenditures at each regular meeting.

Policy 304: Travel Expenses

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

The Board recognizes that to effectively carry out the goals and objectives of the education program it will be necessary for the Board and staff members to travel on occasion. The Board will reimburse staff and Board members for legitimate travel expenses that are approved by the program coordinator/managers. The Board will pay only for travel expenses which have been properly authorized prior to departure.

Regulations

1. Types of Travel: for the purpose of this policy travel will be broken down into two categories.
 - 1.1. Routine Travel - travel within the province of Alberta;
 - 1.2. Out of Province Travel - travel to destinations outside of Alberta.
2. Travel Rates
 - 2.1. The rates of travel expenses shall be the same as those of Alberta Treasury in the case of routine travel. Rates will be reviewed by March 31 of each year and adjusted accordingly.
3. Authority for Travel
 - 3.1. Routine Travel - travel shall be under the authority and discretion of the Superintendent;
 - 3.2. Out of Province Travel - All Out of Province Travel must be approved by the Board at a duly called meeting. A proposed budget must be submitted with the request.
4. Frequency of Claims
 - 4.1. All expense claims (mileage, hotel, meals, registration, etc.) shall be submitted prior to the time of travel along with proper documentation (agenda, registration, etc);
 - 4.2. It is required that any individual who is paid for any travel prior to departure shall reimburse the Peigan Board of Education accordingly should they return home earlier than anticipated;
 - 4.3. Any individual who finds it necessary to extend their trip beyond the approved limit shall notify the Superintendent immediately. There is no guarantee that additional travel funds will be made available.
5. Procedure for Travel Claims
 - 5.1. Mileage claims shall be completed and signed by the person making the claim.;
 - 5.2. Mileage claims shall be submitted to the Superintendent for his/her approval;
 - 5.3. Mileage claims will then be forwarded to the Finance Administrator who will check them for accuracy and then prepare a cheque;

6. Carpooling will be a best practice for employees and Board of Trustee members.
7. Reporting Requirements
 - 7.1. Any employee, Board member, or council committee member who travels on education business and who receives funding from the education department must provide a one page maximum written report which outlines what they did and what was accomplished while they were travelling;
 - 7.2. This report must be submitted prior to their next committee meeting. Further travel funds will not be provided to that individual until this report is presented and accepted.
 - 7.3. The Financial Administrator has the responsibility to monitor travel expenses and ensure that proper procedures are followed;
 - 7.4. A travel file shall be maintained for each employee and trustee which will record the reports and their approval dates.

Policy 305: Student Organizations

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

The Board believes that the support of in-school student organizations will encourage students to take self-initiatives and develop leadership skills.

Regulations

1. Funding will be available only to in-school organizations, and at the discretion of the Principal and Superintendent.
2. Organizations must be sanctioned by their School Principal and supervised by a staff member.
3. Funding is based on a per capita basis. The level will be set by the School Principal and the Superintendent each school year.
4. Organizations will be eligible for one sponsorship per school year.
5. All applications must be recommended by the planning committee of the Board.
6. Clubs receiving support from the Board are required to provide a written financial statement indicating how the funds were expended.

References: Peigan Board of Education School Programs Policy 531 - Projects of Charity (pg. 160)

Policy 306: Service Contracts

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

From time to time the Board shall contract with private individuals or firms for the provision of specific services not available from the staff. These contracts are of a short term or specific nature and are not meant to displace staff.

Regulations

1. Only the Superintendent or authorized designates may sign contracts on behalf of the Board.
2. All service contracts must be approved by the Superintendent prior to signing.
3. Contracts must clearly outline the purpose, the expected outcome and total cost as well as meet all requirements of law.
4. The Board authorizes the Superintendent to oversee all contracts on behalf of the Board.

References: Personnel Policy 406 - Contract Management (pg. 78) ; Personnel Policy 429 - Use of Elders/Resource Personnel (pg.116) ; Operations & Maintenance Policy 801 - Contracts - Building and Maintenance (pg. 220)

Policy 307: Proposal Driven Funding/Own Source Revenue

Effective Date: October 5, 2015

Revisions:

Policy Statement

In addition to AANDC funding, there are other avenues to obtain income for the various operations of the organization.

Regulations

1. Ten Percent(10%) of Proposal Driven Funding through AANDC will be allocated to Administration. In all other cases the rate will be Twelve and one half percent(12.5%).
 - 1.1. The remainder of Proposal Driven Funding will be used for their intended purpose.
2. Twelve and one half percent of Own Source Revenue will be allocated to Administration.
 - 2.1. The remainder of the Own Source Funding will be allocated as deemed by the Superintendent and Financial Administrator.



400 - Personnel



Section 400 - Personnel

Preface.....	69
Policy 401: Employee Professional Code of Conduct.....	70
Policy 402: Employment Equity	73
Policy 403: Recruitment and Selection.....	74
Policy 404: Reference Checking	76
Policy 405: Employment Offer	77
Policy 406: Contract Management	78
Policy 407: Confidentiality.....	80
Policy 408: Personnel Records	81
Policy 409: Probationary Period	83
Policy 410: Orientation	84
Policy 411: Personnel Evaluation	85
Policy 412: Hours of Work.....	86
Policy 413: Salary and Wage Advances	87
Policy 414: Termination of Employment	89
Policy 415: Early Retirement – Teacher.....	91
Policy 416: Employment Classifications	92
Policy 417: Twelve Month Employees Annual and Other Leaves of Absence.....	94
Policy 418: Ten Month Employees Leaves of Absence.....	97
Policy 419: Absent Without Leave	99
Policy 420: Statutory and Public Holidays	100
Policy 421: Participation in Political Activities	101
Policy 422: Group Benefits and Pension Program	102
Policy 423: Employee Assistance Program	103
Policy 424: Employee Grievances	104
Policy 425: Personal or Sexual Harassment	106
Policy 426: Professional Development.....	109
Policy 427: Memberships in Professional Organizations.....	111
Policy 428: Discipline	112
Policy 429: Email and Internet Usage.....	114
Policy 430: Social Media.....	115
Policy 431: Use of Elders/Resource Personnel	116
Policy 432: Communicable Diseases - Employees.....	117
Policy 433: Employee Health and Safety	119

Personnel

Preface

The Personnel section of the PBOE Policy and Procedures Manual provides the policies and procedures for managing and developing staff. It also provides guidelines PBOE will use to administer these policies, with the correct procedure to follow to ensure a fair and equitable approach to personnel management. The policies contained within this section will also serve to set the terms and conditions of employment relating to remuneration, hours of work, employee benefits and working conditions.

PBOE will keep personnel policies current and relevant and from time to time, it will be necessary to modify and amend some sections of the policies and procedures or to add new procedures.

Any suggestions, recommendations or feedback on policies and procedures specified in this section of the manual are welcome and may be forwarded to staff respective supervisory member of management.

These personnel policies and procedures apply to all PBOE employees.

Policy 401: Employee Professional Code of Conduct

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The Board believes that all employees and Board members must act in accordance to the highest standards and expectations of the Piikani Nation. In developing a professional code of conduct it is expected that such is not an exhaustive list but a minimum standard.

Regulations

1. The code of conduct is developed for employees in relation to the organization's key stake holders.
2. Code of Conduct in relation to students and teachers is as follows:
 - 2.1. The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, sex, physical characteristics, age, ancestry or place of origin;
 - 2.2. The teacher is responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating the progress of students;
 - 2.3. The teacher may delegate specific and limited aspects of instructional activity to non-certified personnel, provided that the teacher supervises and directs such activity;
 - 2.4. The teacher treats students with dignity and respect and is considerate of their circumstance;
 - 2.5. The teacher may not divulge information about a student received in confidence or in the course of professional duties except as required by law or where, in the judgment of the teacher, to do so is in the best interest of the student;
 - 2.6. The teacher may not accept pay for tutoring a student in any subjects in which the teacher is responsible for giving classroom instruction to that student;
 - 2.7. The teacher may not take advantage of a professional position from the sale of goods or services to or for students in the teacher's charge.
3. The Code of Conduct in relation to students and school and office employees is as follows:
 - 3.1. Employees are delegated specific and limited aspects of instructional and supervision activity under the direction of a certified teacher or school principal;
 - 3.2. Employees are sworn to confidence regarding specific information about a student. Information may only be shared with organization personnel on the basis of providing assistance for the student;
 - 3.3. Non-certified personnel may not discuss student information with a student's family or non-organization personnel. Non-certified personnel must direct student information inquiries to certified personnel;
 - 3.4. Employees may disclose non-confidential information under the direction of an employee's supervisor;

- 3.5. Employees will treat students with dignity and respect and are considerate of their circumstances;
- 3.6. Employees may not take advantage of a professional position to profit from the sale of goods or services to or from students in the employee's charge.
4. The Code of Conduct of all employees in relation to the Board and organization management:
 - 4.1. The employee may protest the assignment of duties if it is the opinion of the employee that a professional service cannot be provided by the employer;
 - 4.2. The employee recognizes the Peigan Board of Education organizational structure and follows the authoritative process and procedures outlined by this structure;
 - 4.3. The employee fulfils contractual obligations to the employer until released by mutual consent or according to law;
 - 4.4. The employee provides as much notice as possible of a decision to terminate employment.
5. The Code of Conduct of all employees in relation between colleagues:
 - 5.1. The employee does not undermine the confidence of students and colleagues with other employees;
 - 5.2. The employee criticizes the professional competence or professional reputation of another employee only in confidence to proper officials and after the other employee has been informed of the criticism;
 - 5.3. The employee, when making a report on the professional performance of another employee, does so in good faith and provides the employee with a copy of the report;
 - 5.4. The employee does not take any steps to secure the dismissal of another employee because of animosity or for personal advantage;
 - 5.5. The employee recognizes the right to protest through proper administrative grievance policies and practices.
6. The Code of Conduct of all employees in relation between employees and the community:
 - 6.1. The employee acts in a manner which maintains the honour and dignity of the organization and community;
 - 6.2. The employee does not engage in activities which adversely affect the quality of the employee's professional service;
 - 6.3. The employee submits to the management employee disputes arising from professional relationships with other employees which cannot be resolved by personal discussion;
 - 6.4. The employee does not engage in activities which may dishonour community members;
 - 6.5. Employees who are not members of the community shall act in accordance to their responsibility as guests of the community;
 - 6.6. Employees shall recognize their role beyond the formal responsibilities of their duties to include participation in non-organization events and activities;

7. The Code of Conduct in addition to the performance appraisal of an employee shall be the standard of employment for all employees. Any employee who does not adhere to the organization's standards may be disciplined as per policy.

Policy 402: Employment Equity

Effective Date: October 5, 2015

Revisions:

Policy Statement

The Peigan Board of Education recognizes, believes and supports the intent of the Canadian Human Rights Code. While remaining alert and sensitive to the issue of fair and equitable treatment for all Peigan Board of Education, as a member of one of the four designated groups that have been disadvantaged in employment, has a special concern with the participation and advancement of aboriginal peoples, women, visible minorities and persons with disabilities.

Regulations

1. The Board shall employ personnel without regard to race, ancestry, place of origin, colour, ethnic origin, language, citizenship, creed, religion, gender, sexual orientation, age, marital status, physical and/or mental handicap or financial ability.
2. All candidates will be selected on the basis of education and training, skills and ability, past work experience and performance, competence, and satisfactory employment references.
3. All employees will be held accountable for meeting the standards set out in the Canadian Human Rights Code
4. Employees have the right to lodge a complaint as per policy in the event they are being discriminated against or harassed by anyone in the work environment on any of the grounds protected in the Canadian Human Rights Code.
5. Employees are encouraged to bring such complaints to the attention of management in order that the Peigan Board of Education may ensure that all individuals can enjoy a workplace free from discrimination and harassment.
6. Employees who engage in acts of discrimination or harassment are subject to disciplinary action up to and including dismissal.
7. Section sixteen (16) of the Canadian Human Rights Charter allows Peigan Board of Education, as an Aboriginal organization, to practice preferential hiring of Aboriginal people.

Policy 403: Recruitment and Selection

Effective Date: October 5, 2015

Revisions:

Policy Statement

Well-qualified personnel are essential for the efficient operation of all aspects of any organization. It is the general policy of the Peigan Board of Education to choose the best qualified personnel available for vacancies through a fair and clearly defined selection process.

Regulations

1. The supervisor or manager for the open position will be the "hiring manager" for the competition.
2. The Hiring Manager or designate shall be responsible for:
 - 2.1. Compiling documents required for the recruitment process;
 - 2.2. Organizing and managing the recruitment process:
 - 2.2.1. All positions will be adequately posted and advertised for a minimum two week period
 - 2.3. Organizing and managing the screening process;
 - 2.4. Preparing appropriate interview questions;
 - 2.5. Coordinating, organizing and conducting interviews:
 - 2.5.1. When a member of the interview committee is in conflict of interest with a person being interviewed, they must remove themselves from the entire interview process for that position;
 - 2.5.2. All selections will require a unanimous decision from the interview committee.
 - 2.6. Reviewing references and employment histories of candidates; (refer to Policy 403)
 - 2.7. Preparing the offer of employment letter and employment agreement;
 - 2.8. Organizing the "offer meeting" with the successful candidate:
 - 2.8.1. The successful candidate will be required to respond to the job offer within two days of receipt of the job offer.
 - 2.8.2. If the candidate does not respond by 4:00 p.m. Of the second day the Board of Education shall be released from any obligation with respect to the offer;
 - 2.8.3. Appointments to positions are subject to appeal and a successful candidate may be appointed while the appeal is heard by the Board
 - 2.8.4. All appeals must be in writing and must be received by the Board within one week of the date of notification of successful candidacy.
 - 2.9. Notifying, in writing, all unsuccessful candidates.
3. Selection and Interview panel configurations.
 - 3.1. The interview panel for the Superintendent of Education position shall consist of:

- 3.1.1. The Board Chairperson;
 - 3.1.2. An Education Council Representative;
 - 3.1.3. An out of jurisdiction Superintendent;
 - 3.1.4. A professional within the respective field;
 - 3.1.5. A Piikani Nation Elder.
- 3.2. The interview panel for Coordinator/Manager and administrative support positions for the Board office shall consist of:
- 3.2.1. The Superintendent of Education or his/her designate;
 - 3.2.2. Two senior managers/coordinators;
 - 3.2.3. A Piikani Nation Elder.
- 3.3. The interview panel for maintenance positions shall consist of:
- 3.3.1. The Maintenance Manager;
 - 3.3.2. One Senior Manager/Coordinator;
 - 3.3.3. A Piikani Nation Elder.
- 3.4. The interview panel for school support employee positions will consist of:
- 3.4.1. The School Principal(s) or Assistant Principal(s);
 - 3.4.2. A Piikani Nation Elder.
- 3.5. The interview panel for seasonal and term employees shall be overseen and determined by the coordinator/manager for the position.
- 3.6. Casual employees shall be recommended by the supervisor for the position to the Superintendent of Education for approval.
- 3.7. The interview panel for the School Principal(s) position(s) shall consist of:
- 3.7.1. The Superintendent;
 - 3.7.2. Chairperson;
 - 3.7.3. A Piikani Nation Elder.
- 3.8. The interview panel for the Assistant Principal position shall consist of:
- 3.8.1. The Superintendent of Education;
 - 3.8.2. The School Principal;
 - 3.8.3. A Piikani Nation Elder.
- 3.9. The interview panel for teaching positions shall consist of:
- 3.9.1. The Superintendent of Education;
 - 3.9.2. The School Principal(s);
 - 3.9.3. A Piikani Nation Elder.

Policy 404: Reference Checking

Effective Date: **October 5, 2015**

Revisions

Policy Statement

Background checks and references confirm the credentials and stated work experience of prospective employees to help ensure the most qualified candidates are hired. Background checks are designed to protect the safety of our employees and students by minimizing the hiring of potentially dangerous individuals with violent criminal backgrounds.

Regulations

1. Employment at Peigan Board of Education is dependent on the obtainment of a candidates' satisfactory references which ensures a candidates' qualification for the position.
2. The hiring manager must contact references prior to making an offer of employment as the reference checks will be deemed a condition of the offer of employment.
3. Reference checks will confirm the information that has been provided by the candidate such as education and employment history, candidate strengths and suitable skills, motivation, initiative and work habits.
4. Every effort must be made to ensure that the reference check process does not jeopardize a candidate's current employment and therefore the reference check must be performed with the candidates' knowledge and full consent.
5. A minimum of three references is required to finalize a hiring; references will include a former manager/supervisor, a subordinate or a peer.
6. References obtained should be summarized in written format by the Superintendent or manager overseeing the selection process for the position.
7. Negative information acquired during the course of the reference check should be supported by more than one reference.

Policy 405: Employment Offer

Effective Date: October 5, 2015

Revisions:

Policy Statement

Peigan Board of Education shall give a conditional offer of employment to applicants that have been selected through the application and interview process.

Regulations

1. A conditional offer of employment letter will be given to a new employee when offered employment with Peigan Board of Education. Employment offers shall be contingent on the applicant's agreement to Board policies, successful reference and background checks, the ability to pass a drug test where applicable and any other condition relevant to the position that is required of the employee.
2. The offer of employment letter will include salary/wage rate, start date, end date if applicable, position title, will reference the three month probationary period and will also outline benefits and vacation entitlement. Copies of both Peigan Board of Education Personnel Policies and Procedures and the job description shall accompany the employment agreement.
3. All new employees are required to sign a letter of acknowledgement stating they have read and understood the Personnel Policies and Procedures Manual within the first week of commencing work.
4. Two copies of the offer of Employment Letter will be signed within two working days before commencing work. Both Peigan Board of Education and the new employee will retain a copy for their records.

References: Personnel Policy 407 - Contract Management (pg. 78)

Policy 406: Contract Management

Effective Date: November 12, 2003

Revised: October 5, 2015, November 12, 2003

Policy Statement

The Board is committed to ensuring the contract processes and standards of the organization are consistent and promote sound financial management. As such, an evaluation is required to determine the status of an individual service provider as an Employee or an Independent Contractor. The determination process shall be stated here and shall be the responsibility of the Superintendent to oversee and administer.

Regulations

1. Employees

- 1.1. An employee shall be an individual who is paid via the payroll process from Peigan Board of Education where all mandatory employment related costs (MERC) are deducted and who fall into section one to five of the classification/category system outlined in Policy 405 of this manual;
- 1.2. PBOE, as the employer, determines the scope of work of an employee which is communicated through the job description;
- 1.3. An employee shall have a direct supervisor who shall control and direct employee activities;
- 1.4. All Peigan Board of Education employees upon hiring shall receive an employment agreement that shall outline the employer - employee relationship, the employee job description shall be an attachment to the agreement.

2. Independent Contractors

- 2.1. Individuals who own their own business;
- 2.2. Have a registered business number for billing purposes;
- 2.3. Payments are paid to the business and not directly to the individual;
- 2.4. Have a registered GST number;
- 2.5. Must have their own liability insurance;
- 2.6. Have a valid clearance certificate under the Workplace Safety and Insurance Act;
- 2.7. Have a separate workplace;
- 2.8. Not directly supervised or controlled by PBOE;
- 2.9. Have their own policies and procedures;
- 2.10. Must abide by pertinent health and safety legislation;
- 2.11. Responsible for the means and methods for completing services/products based on specifications stated in a contract with PBOE

3. The Superintendent and the Financial Administrator are the signing authorities for the contracts stated within this policy.

Policy 407: Confidentiality

Effective Date: October 5, 2015

Revisions:

Policy Statement

In the course of their employment, Peigan Board of Education employees may be privy to information about Peigan Board of Education business either directly or indirectly, in writing, conversation or through observation, which Peigan Board of Education does not wish to have disclosed to other persons, organizations, or a third party. All employees of Peigan Board of Education are required to sign a Confidentiality Agreement when they begin employment.

Regulations

1. Employees shall keep confidential any information obtained about Peigan Board of Education students, employees and/or their families in the course of their employment, except where that information is required for the functioning of Peigan Board of Education, in which case, employees shall give the information only to the party that requires the information. In all other cases confidential information shall not be disclosed without the written consent of Peigan Board of Education. (Refer to Privacy Act)
2. Upon direction from the Superintendent, employees shall keep confidential any and all other matters concerning Peigan Board of Education. Discussion of Peigan Board of Education at work related meetings should not be considered a breach of this policy, provided that employees exercise discretion.
3. When employees are unsure of the appropriateness of a request for information, the request should be directed to the Superintendent.
4. The Superintendent will represent Peigan Board of Education publicly and answer any inquiries on behalf of the organization.
5. The disclosure of any information contrary to this agreement may result in disciplinary action up to and including termination.
6. Due to the nature of the work carried out by the organization the expectations of confidentiality is held at the highest degree and therefore confidentiality agreements will be embedded within the employment agreements of all newly hired employees.

Policy 408: Personnel Records

Effective Date: October 5, 2015

Revisions:

Policy Statement

Personnel records are the property of the Peigan Board of Education and are not to be removed from the Head Office without the approval of the Superintendent. The Superintendent shall maintain a procedure to ensure that the accuracy and integrity of the records in the personnel files is preserved.

Regulations

1. Personnel Records will include the following contents:
 - 1.1. Recruitment and selection information;
 - 1.2. Copy of certification;
 - 1.3. Transcripts, diplomas;
 - 1.4. Employment agreement;
 - 1.5. Qualifications and work placement;
 - 1.6. Job assignment and employment history;
 - 1.7. Performance evaluations;
 - 1.8. Records relevant to compensation;
 - 1.9. Commendations;
 - 1.10. Discipline;
 - 1.11. Termination of employment;
 - 1.12. Correspondence from and to the employee;
 - 1.13. Other relevant documents.
2. An employee shall notify their supervisor of any change in name, address, beneficiary or dependent status as soon as possible. These changes should be communicated to Administration Office and the designated pension and benefits administrator.
3. In all cases the employee files will be deemed "Confidential" and will be accessible only to those designated as "Authorized" by the Superintendent. (refer to 407 - Confidentiality)
4. An employee may have access to his/her personnel file only upon request to the Superintendent.
5. An employee must provide twenty four hours' notice to the Superintendent to view his/her personnel file.
6. The Superintendent or his/her designate will be present when the employee is examining his/her file.

7. An employee may request to add to his/her personnel file their written objection of, or explanation or interpretation of, any matter contained in the personnel record.
8. An employee may request and receive a photocopy of any document in the file.
9. An employees' personal information should be updated yearly.

Policy 409: Probationary Period

Effective Date: October 5, 2015

Revisions:

Policy Statement

The first three months of employment are probationary. During this period both parties may assess suitability for employment with Peigan Board of Education.

Regulations

1. To ensure organizational standards are met supervisors will evaluate all aspects of an employees work throughout the probationary period. Supervisors should be observing, coaching and evaluating new employees:
 - 1.1. Skill base;
 - 1.2. Overall previous experience as stated in the interview process;
 - 1.3. Work ethic;
 - 1.4. Attitude;
 - 1.5. Potential for development.
2. During the probationary period supervisors are responsible for:
 - 2.1. Ensuring proper orientation to the working environment;
 - 2.2. Ensuring adequate coaching and training to enable the success of new employees to the workplace;
 - 2.3. Monitor the progress of new employees;
 - 2.4. Recommend whether employment continues after the completion of the probationary period.
3. Permanent or continuous employment will be subject to successful completion of the probationary period at the end of three months, the supervisor will meet with the employee to discuss his/her progress.
4. If a supervisor is not satisfied with the progress of the new employee within the probationary period they may submit a written request to the Superintendent to extend the probationary period for the new employee to further assess suitability,
5. Employees will be given written confirmation of their extended probationary period or their continuous employment with the Peigan Board of Education.
6. Probationary period for ten month employees are subject to the terms of their Employment Agreement.
7. Health benefits and pension plan will commence upon confirmation of employment as well as benefit providers' requirements.

Policy 410: Orientation

Effective Date: **October 5, 2015**

Revisions:

Policy Statement

All new employees to the Peigan Board of Education shall receive an orientation session which will encompass an overview of general policies, procedures and operations. The purpose of orientation is to provide an opportunity for new employees to learn the performance expectations of Peigan Board of Education.

Regulations

1. Supervisors will provide to new employees the following critical information during the orientation session:
 - 1.1. Copy of signed employment agreement;
 - 1.2. Copy of signed confidentiality agreement;
 - 1.3. Acknowledge receipt of section 400-personnel policies of the Peigan board of education;
 - 1.4. Organizational chart;
 - 1.5. Reporting structure;
 - 1.6. Benefits information if applicable;
 - 1.7. Review of timesheet procedures;
 - 1.8. Introduction to coworkers;
 - 1.9. Facilities tour;
 - 1.10. Work schedule ;
 - 1.11. Safety and security information;
 - 1.12. Other information deemed appropriate by supervisor
2. An orientation package will be prepared which will include the above and presented to all new employees within their first week of employment by their immediate supervisor.

References: Peigan Board Administration Policy 201 - Organizational Structure (pg. 36)



Policy 411: Personnel Evaluation

Effective Date: November 12, 2003

Revisions: October 5, 2015

Policy Statement

It is the intention of the Board, that in the process of evaluation, all employees will be treated with respect and dignity with the primary purpose to improve on-job performance. A secondary purpose of evaluation is to assist in administrative decision-making related to continuing contracts, permanent certification, transfer or dismissal. Where deficiencies in job performance are noted, effort is to be made to assist the individual in diminishing the deficiency.

Regulations

1. Teachers will be supervised and evaluated using Alberta Teacher Association Teacher Growth and Supervision Evaluation Guidelines (ATA TGSE).
 - 1.1. Principal(s) shall be responsible for the administration and monitoring of the Teacher Growth and Supervision guidelines;
 - 1.2. Superintendent of Education and/or Principal shall be responsible for Teacher Evaluations;
 - 1.3. Detailed evaluation guidelines and procedures can be found online at www.teachers.ab.ca.
2. Staff evaluations will be based on the three year plan, individual work plans and job descriptions and will be completed by the Superintendent of Education.
3. School support staff evaluations will be based on job descriptions and will be completed by the School Principal or direct supervisor.

Policy 412: Hours of Work

Effective Date: October 5, 2015

Revisions:

Policy Statement

This policy establishes the basic hours of work, absenteeism and tardiness, meal and rest periods. Adherence to this policy is essential to legal compliance and to the efficient operation of the Peigan Board of Education.

Regulations

1. The standard work week for most PBOE Administration Office employees is a 37.5 hour week consisting of five 7.5 hour days. The normal business operation hours are 8:00 a.m. to 4:00 p.m., Monday through Friday with a thirty minute lunch break and a fifteen minute break in the morning and in the afternoon.
2. Employee hours are based on a schedule determined by the supervisor and employee to meet the needs of the organization.
3. Maintenance and custodial employees have scheduled shift work hours determined by the supervisor.
4. All employees of Peigan Board of Education play a vital role and are expected to be prompt and regular in their attendance.
5. Employees unable to attend work as scheduled must notify their supervisor as soon as possible or at least two hours prior to the start of their work day. They must provide the reason for absence and the expected date of return.
6. Employees are encouraged to be at work ten minutes before the start of their scheduled work time to settle in and ensure preparedness for the start of their work schedule. Supervisors must be aware and keep accurate records of employee work times. At the discretion of the Superintendent a time clock or other time management device may be implemented.
7. All employees are responsible for regular attendance and punctuality. Excessive absence and tardiness will be subject to disciplinary action up to and including dismissal.
8. Overtime:
 - 8.1. Must be preapproved by the supervisor;
 - 8.2. Shall not be paid out but arrangements made for the employee to take time off in lieu (TOIL);
 - 8.3. TOIL must be taken within thirty days or as scheduled by Superintendent or Supervisor;
 - 8.4. Unapproved overtime must be addressed by the supervisor;
 - 8.5. Managers, Teachers and Bus Drivers are exempt from overtime.

References: Appendix 400B - Management or Supervisory Questionnaire (pg. 305)



Policy 413: Salary and Wage Advances

Effective Date: October 5, 2015

Revisions:

Policy Statement

PBOE discourages the use of salary/wage advances. However on rare occasions, employees may have an extraordinary personal need to receive a salary/wage advance. In such extraordinary circumstances an eligible employee's request for a salary/wage advance may be considered, subject to the requirements and limitations outlined in the policy.

Regulations

1. PBOE discourages the use of salary/wage advances. However on rare occasions, employees may have an extraordinary personal need to receive a salary advance. In such extraordinary circumstances an eligible employee's request for a salary advance may be considered, subject to the requirements and limitations outlined in the policy.
2. An eligible employee may request a salary advance only in extraordinary emergency or personal circumstances and subject to the requirements.
3. Limitations and approval requirements set forth below.
 - 3.1. An employee who is working within a performance improvement plan is not eligible to apply for an advance
 - 3.2. An employee who has a negative sick or annual leave accrual balance is ineligible to apply for a salary/wage advance.
4. In the event an advance is approved, the following shall apply
 - 4.1. The employee may not request or receive more than two (2) salary/wage advance within a 12 month period;
 - 4.2. The employee may not request or receive salary advances in consecutive pay periods, even if the consecutive pay periods cross a fiscal year;
 - 4.3. The maximum amount an employee can be advanced is one thousand dollars (\$1,000.00)
 - 4.4. The amount of salary advanced may not exceed the amount of salary due to the employee at the time funds are advanced;
 - 4.5. Repayment of the amount advanced must be made in full from the next two (2) regularly-processed pay checks.
5. All salary advance requests must be approved in advance by the eligible employee's supervisor and by the Superintendent and Finance Administrator as follows.
6. To initiate a salary advance request the eligible employee must discuss the reasons for the request with their immediate supervisor.
 - 6.1. If the supervisor determines that the request meets the criteria for a salary advance as set forth in this policy the supervisor should provide a memo that is signed and dated;

- 6.2. The supervisor then must attach the timesheet or leave report for the employee that corresponds to the current pay period;
- 6.3. Obtain from the Superintendent approval indicated by signature and date;
- 6.4. Submit the documentation to the Finance Administrator for final approval and processing;
- 6.5. Salary advance requests including all above documentation must be received in the Finance Office no less than four (4) business days prior to the eligible employee's next scheduled pay date.

Policy 414: Termination of Employment

Effective Date: October 5, 2015

Revisions:

Policy Statement

Terminations arise from resignation, retirement, involuntary termination and / or indefinite layoff. This policy will ensure that all terminations shall be handled in a fair and lawful manner. It is the responsibility of the Superintendent to carry out terminations according to policy and pertinent employment legislation.

Regulations

1. Supervisors of terminated employees are responsible for ensuring all necessary procedures and documentation is followed and presented to the Superintendent.
2. When an employee resigns from their position they must notify their immediate supervisor, in writing, two weeks prior to their expected last day of work. A copy of this letter will be placed in the individual's personnel file.
3. Voluntary retirement is deemed to be a resignation from employment for the purposes of this policy.
4. Employees who resign voluntarily are not entitled to severance pay or any other payments except pay for all work performed and any vacation accrued in accordance with employment legislation.
5. Peigan Board of Education will not tolerate the wilful, deliberate or continuing misconduct and illegal action of employees during working hours, organization-sponsored events, or on the work premises at any time. Such acts are grounds for termination with cause.
6. Termination with cause is also referred to as involuntary termination and might include the following:
 - 6.1. Wilful, deliberate or continuing misconduct, disobedience or insubordination;
 - 6.2. Wilful neglect of duty or gross violation of Peigan Board of Education policies;
 - 6.3. Violation of safety or health practises or engaging in conduct that creates a safety or health hazard;
 - 6.4. Disclosing or using (directly or indirectly) for personal purposes propriety or confidential information;
 - 6.5. Actual threatened physical violence or abuse towards other employees, visitors, volunteers or students;
 - 6.6. Sexual or other harassment of another employee, visitor, volunteer or student;
 - 6.7. Unethical or criminal actions;
 - 6.8. Deliberately destroying or damaging organization property or employee property;
 - 6.9. Possessing or brining firearms, weapons, alcohol or illegal drugs to the organization;
 - 6.10. Consuming alcohol or using illegal drugs while on Peigan Board of Education premises;

- 6.11. Inappropriate use of organization computers and communications equipment, including e-mail and internet.
- 7. An employee whose employment is terminated with cause will be notified in person, wherever possible, with at least two other supervisors present.
 - 7.1. The employee will be provided with a letter of termination of employment at the time of their termination or within forty eight hours of the termination meeting.
 - 7.2. The employee is expected to sign an acknowledgement of the letter, which sets out the effective date of the termination.
- 8. An employee who is terminated with cause shall receive notice or payment in lieu of notice.
- 9. It may be necessary to terminate employment without cause; in these cases employment legislation will dictate this process.
- 10. Employees who are terminated without cause are protected by employment legislation and are entitled to notice or payment in lieu of notice and/or severance pay which is based on length of employment.
- 11. Involuntary termination shall be fully documented by the supervisor and discussed with the Superintendent and the Board of Trustees prior to any termination meeting with an employee.
- 12. Lay-offs may be necessary at Peigan Board of Education due to circumstances beyond its control, such as a loss in funding or due to reorganization. Layoffs are considered involuntary termination.
- 13. Employees who are laid off are entitled to as much notice as possible but at minimum must be given a two week notice or payment in lieu of notice.
- 14. When a temporary layoff lasts thirteen weeks, it will be deemed a termination, and the termination date will be deemed the first day of the layoff.

Policy 415: Early Retirement – Teacher

Effective Date: October 5, 2015

Revisions:

Policy Statement

The Board recognizes that it may be advantageous for certified teachers to retire early.

Regulations

1. The employee must make application to the Board before January 1st of the year he/she wishes to retire.
2. The Board will notify the employee of its decision regarding the application by April 15th in the same year.
3. To Qualify the employee must be:
 - 3.1. At the maximum experience step on the salary schedule based on their training;
 - 3.2. Be at least fifty five (55) years of age;
 - 3.3. Must have been employed continuously by the Board for at least 10 years.
4. Terms of payment:
 - 4.1. If the employee is from 55 to 60 years of age as of June 30 of the year of application the payment shall be \$18,000;
 - 4.2. If the employee is over 60 years of age as of June 30 of the year of application the payment will be as follows:
 - 4.2.1. 61 years – 14000.00
 - 4.2.2. 62 years – 12000.00
 - 4.2.3. 63 years – 10000.00
 - 4.2.4. 64 years – 8000.00
 - 4.3. Payments will be made as follows: September 30 – 50%, January 30- 50%
5. The Board reserves the right to refuse or defer an application based on circumstances that may exist at the time.
6. An application will not normally be considered unless the employee is retiring from the profession and the date of retirement coincides with the school year-end.

Policy 416: Employment Classifications

Effective Date: October 5, 2015

Revisions:

Policy Statement

Each position with Peigan Board of Education shall be classified according to the duties assigned, schedule of hours and qualifications or certification requirements.

Regulations

1. Definitions:
 - 1.1. Exempt Employee - an employee who does not qualify for overtime hours and payment under the Alberta Labour Standards Code;
 - 1.2. Non-Exempt Employee - an employee who qualifies for overtime hours and payment under the Alberta Labour Standards Code.
 - 1.3. Full Time Employee - an employee who works thirty (30) hours or more per week;
 - 1.4. Part-Time Employee - an employee who works less than thirty (30) hours per week;
 - 1.5. Permanent Employee - an employee who is employed on a permanent year round basis;
 - 1.6. Term Employee - also referred to as a contract employee who is employed for a specific period of time with a defined start and finish date;
 - 1.7. Casual Employee - an employee who is not continuous from month to month and is not expected to continue beyond five months;
2. Twelve Month Employee - an employee who is scheduled to work the full year pursuant to the Board Office operations and functions.
 - 2.1. Exempt positions as follows:
 - 2.1.1. Superintendent;
 - 2.1.2. Financial Administrator;
 - 2.1.3. Post Secondary Coordinator;
 - 2.1.4. Transportation Coordinator;
 - 2.1.5. Operations and Maintenance Manager;
 - 2.1.6. School Principal - is traditionally a ten month employee, however, in cases of operational need shall be called upon during summer break months.
 - 2.2. Non-exempt positions as follows:
 - 2.2.1. Certified Engineer Technologist;
 - 2.2.2. Information Technologist;
 - 2.2.3. Administrative Assistants;
 - 2.2.4. Maintenance Custodial;
 - 2.2.5. Casual/Seasonal/Student/Term.

3. Ten Month Employee - a school year employee who is scheduled to work the days designated on the school calendar.
 - 3.1. Exempt positions as follows:
 - 3.1.1. Assistant Principal;
 - 3.1.2. Teacher;
 - 3.1.3. Educational Assistants/Librarian;
 - 3.1.4. Counsellor/Family School Liaison;
 - 3.1.5. Administrative Assistants;
 - 3.1.6. Coaches.
 - 3.2. Non-exempt positions as follows:
 - 3.2.1. Cafeteria;
 - 3.2.2. Bus Driver;
 - 3.2.3. Casual/Seasonal/Student/Term;
 - 3.2.4. This is not an exhaustive list for this category and may be added to at the direction of the Superintendent.
4. If it is determined that a change in job classification is required, the employee supervisor shall assign a new classification and appropriate salary or wage for that position with the knowledge and approval of the Superintendent. The affected employee will also be notified within the appropriate time frame as per employment legislation.
5. The terms of employment for part-time, casual or term employees may be extended or amended in writing with the knowledge and approval of the Superintendent.
6. A contractor is an independent professional who is paid a fee to complete work specifications stated in a contract and is NOT an employee of the Peigan Board of Education.

Policy 417: Twelve Month Employees Annual and Other Leaves of Absence

Effective Date: October 5, 2015

Revisions:

Policy Statement

Peigan Board of Education recognizes that it is important to the continued well-being of employees that leave of absence from work is necessary.

Leaves and Regulations

1. Annual Leave

Completed Years of Service	Annual Vacation Entitlement
1 to 2	10 days
3 to 5	15 days
6 to 10	20 days
11+	25 days

- 1.1. Employees become eligible for annual leave on the anniversary of their start date the first year of their employment with Peigan Board of Education.
- 1.2. A written request for annual leave will be submitted to the employee's supervisor for approval at least 10 days prior to the requested date of leave. Annual leave will be allowed at any time of year provided the employee's absence does not interfere with the operations of the Peigan Board of Education.
- 1.3. Employees are required to use their annual leave entitlement within the year it is earned. Annual leave days are not to be carried over into the next year.
- 1.4. The Superintendent of Education may request an extended time to utilize annual leave days from the Board of Trustees.
- 1.5. If a statutory holiday occurs during an employee's annual leave, that day shall not be deducted from their annual leave balance.
- 1.6. An employee who sustains a serious injury or illness requiring hospitalization for a period of five days or more, may request to terminate their annual leave and use his/her available sick leave credits instead. In such a case, a proof of hospitalization is required.
- 1.7. Any unused annual leave balance and/or unpaid annual leave pay, within the current contract year, will be calculated upon termination of employment and will be paid to the employee on their final pay cheque as per employment legislation.
- 1.8. Any employee who ceases employment before completing five calendar days of employment is not entitled to annual leave pay.
- 1.9. For the purposes of proper financial and staff management the Superintendent of Education shall establish an annual leave calendar.
- 1.10. Part-time, casual, term and seasonal employees annual leave eligibility will be determined on a case by case basis.

2. Sick Leave

- 2.1. Sick leave credits accumulate at 1.25 days per month for the 12 months a year.
- 2.2. Sick leave can be used for personal illness, personal medical appointments and visits to specialists.
- 2.3. An employee must advise his/her immediate supervisor when he/she will be absent from work due to sickness and ensure that the immediate supervisor is aware of the length of time he/she is expected to be absent.
- 2.4. Peigan Board of Education reserves the right to request a doctor's note for absences of three days or longer.
- 2.5. Annual leave continues to accrue during the time for which the Employee is on paid sick leave.
- 2.6. If a statutory holiday occurs during an employee's sick leave, that day shall not be deducted from an employee's sick leave balance.
- 2.7. If an employee works for pay elsewhere during a period of sickness or disability, without prior written permission from the Peigan Board of Education, he/she will be deemed to have resigned their employment with the Peigan Board of Education.
- 2.8. Sick leave will not be paid out upon resignation, retirement, or termination of employment.
- 2.9. Employees working less than full time will have their rate of accumulation adjusted accordingly.

3. Severe Weather

- 3.1. The Peigan Board of Education Administration Office shall remain open, if possible, during adverse weather conditions. Employees are expected to make all practical efforts to report for work, or be available during normal work hours.
- 3.2. If an employee cannot report for work due to poor road conditions resulting from severe weather they shall inform their supervisor as soon as possible. It will be at the discretion of the supervisor whether the employee will receive a paid leave of absence on a case by case basis.

4. Compassionate Leave

- 4.1. An employee is entitled to a leave of absence without pay of up to eight weeks to provide care or support to an immediate family member if a qualified health practitioner issues a certificate stating that the individual has a serious medical condition with a significant risk of death occurring within a period of twenty-six weeks or less of the date of the certificate issuance.
- 4.2. The Superintendent must authorize an absence of this nature.
 - 4.2.1. Employees who wish to take a family medical leave shall advise their supervisor in writing that they will be doing so.
 - 4.2.2. If the employee must begin the leave before advising the supervisor, the employee shall advise the supervisor of the leave in writing as soon as possible after commencing it.

- 4.2.3. The employee shall provide the supervisor with authorized medical documentation as soon as possible.

5. Court Leave

- 5.1. Employees who miss work for court duty will receive full salary. Absence for subpoenaed witness duty is treated the same as jury duty. Employees are expected to return to work as soon as court duty has been completed.
- 5.2. Court duty must be reported to the immediate supervisor with a copy of supporting documentation.
- 5.3. Jury duty recognized as leave with pay on the condition that any stipend received be turned over to the Peigan Board of Education.

6. Spiritual Leave

- 6.1. Employees practicing religions with sacred days of observance other than those listed under the Peigan Board of Education Calendar will be given time off without pay or they may take annual vacation time for spiritual/religious traditions.
- 6.2. Employees who wish to take spiritual leave must discuss this with their supervisor at least two weeks prior to the date the leave is scheduled to begin.

7. Maternity, Parental and Adoptive Leave

- 7.1. This type of leave shall conform to the provisions of labour legislation and the full period of the leave is granted without pay.
- 7.2. Peigan Board of Education will issue a Record of Employment on commencement of leave to allow for the employee to begin the claim process for Employment Insurance benefits.
- 7.3. When the employee returns to work, employment is guaranteed in a similar position at the same rate of pay. Leave does not affect employee seniority as it pertains to annual vacation leave and sick leave benefits.
- 7.4. During the period of leave the employee has the option to continue to retain coverage of the group Pension and Health plan provided they make the monthly contribution. Peigan Board of Education will continue to make the employer portion contribution after evidence of an employee contribution has been made.

8. Bereavement Leave

- 8.1. In the event of a death of a member of an employee's immediate family, an employee is entitled to and shall be granted five days of Bereavement Leave for the purpose of arranging and/or attending the funeral.
- 8.2. An employee may request approval for additional time off for bereavement to be charged against annual vacation credits. If no accrued vacation leave credits are available the supervisor may grant leave without pay.
- 8.3. Requests for approval of bereavement leave in the event of the death of a person not defined as immediate family will be left to the discretion of the Superintendent.

9. Immediate Family Member - spouse, child, parent, brother, sister, grandparent, grandchild, legal guardian, mother-in-law, father-in-law, daughter-in-law, and spousal cohabitant/common law.

Policy 418: Ten Month Employees Leaves of Absence

Effective Date: October 5, 2015

Revisions:

Policy Statement

From time to time personnel require absences from work. Any absences must follow employment regulations. Requests for absences for ten month employees must be approved by their supervisor. Leave requests must be submitted at least two weeks before the leave where possible.

Leaves and Regulations

1. Sick Leave
 - 1.1. Sick leave credits accumulate at 1.25 days per month for the 10 months of a school year.
 - 1.2. Sick leave with pay shall be granted to a ten month employee for injury, illness, disability or for the purpose of obtaining medical or dental treatment.
 - 1.3. A ten month employee who is absent on sick leave for a period of three or more consecutive days will be required to submit a medical certificate to support the absence.
 - 1.4. A ten month employee may use up to five days of his/her sick leave per school year in order to care for an immediate family member.
 - 1.5. Unused sick leave cannot be carried forward from one school year to the next.
 - 1.6. Sick leave will not be paid out upon resignation, retirement, or termination of employment.
2. Temporary Leave of Absence with Full Pay
 - 2.1. A ten month employee is entitled to temporary leave of absence with pay for the following reasons:
 - 2.1.1. Five days due to the critical illness or death of an immediate family member;
 - 2.1.2. Three days in the event of the birth of their child or the adoption of a child by the ten month employee;
 - 2.1.3. Absence due to impassable road conditions; the employee must contact the School Principal on these days as soon as possible to advise of the absence;
 - 2.1.4. Jury duty recognized as leave with pay on the condition that any stipend received be turned over to the Peigan Board of Education;
 - 2.1.5. Two personal days leave per year upon approval by supervisor and a minimum of forty eight hour notice.
 - 2.2. Bus Drivers are ten month employees who DO NOT qualify for temporary leave of absence with full pay.
3. Maternity, Parental and Adoption Leave (for greater than temporary leave)
 - 3.1. A ten month employee is entitled to Maternity, Parental and Adoption Leave in accordance with Labour Legislation requirements.

- 3.2. The ten month employee will inform the Principal of the dates on which these leaves are to begin and end.
- 3.3. A ten month employee while on these leaves shall continue to participate in the insured employee benefit plans unless the ten month employee elects in writing not to do so; where a ten month employee continues to participate in these plans, the Board shall continue to pay the Board's share of the premiums during the leave.
- 3.4. Peigan Board of Education will issue a Record of Employment on commencement of leave to allow for the employee to begin the claim process for Employment Insurance benefits.
- 3.5. A ten month employee shall be responsible for their share of the premiums during the leave as she/he is not receiving a wage/salary during this period.
- 3.6. A ten month employee shall be granted credit for teaching experience for the period they are on this leave.
- 3.7. The ten month employee will be guaranteed a teaching position upon return from maternity leave.
4. Compassionate Leave
 - 4.1. An employee is entitled to a leave of absence without pay of up to eight weeks to provide care or support to an immediate family member when a qualified health practitioner issues a certificate stating that the individual has a serious medical condition with a significant risk of death occurring within a period of twenty-six weeks or less of the date of the certificate issuance.
 - 4.2. The Superintendent of Education must authorize an absence of this nature.
 - 4.2.1. Employees who wish to take compassionate leave shall advise their supervisor in writing that they will be doing so.
 - 4.2.2. If the employee must begin the leave before advising the supervisor, the employee shall advise the supervisor of the leave in writing as soon as possible after commencing it.
 - 4.2.3. The employee shall provide the supervisor with authorized medical documentation as soon as possible.
 - 4.3. Conditions outlined in section 3.3 to 3.6 of this policy shall apply.
5. Immediate Family Member - spouse, child, parent, brother, sister, grandparent, grandchild, legal guardian, mother-in-law, father-in-law, daughter-in-law, and spousal cohabitant/common law.
6. Employees in this section would include all 10 month – full time (75 hours bi-weekly) school employee: teachers, teacher/educational assistants, school office administrative assistant, family-student liaison/counsellor, librarian, cooks, cook assistants and bus drivers.

Policy 419: Absent Without Leave**Effective Date:** February 24, 1988**Revisions:** February 24, 1988**Policy Statement**

When an employee fails to report to his/her immediate supervisor to an impending absence or when an employee cannot justify with proper certification of a leave, the employee is considered absent without leave.

Regulations

1. In such cases the employee is not entitled to pay.
2. The employee may be suspended without pay.
3. The employee may be dismissed after three days on the basis of "abandonment of duty".
4. The employee is entitled to an appeal as per Grievance policy.

Policy 420: Statutory and Public Holidays

Effective Date: October 5, 2015

Revisions:

Policy Statement

This policy applies to all employees at Peigan Board of Education who are on active payroll and have completed 30 consecutive days of employment.

Regulations

1. Employees who qualify for statutory holiday pay shall receive all holidays with pay.
2. Where a statutory holiday falls on a Saturday the holiday will be observed on the preceding Friday.
3. Where a statutory holiday falls on a Sunday the holiday will be observed the following Monday.
4. An employee on a leave of absence without pay or on long-term disability at the time of the holiday is not eligible for statutory holiday pay.
5. An employee is not entitled to statutory holiday pay if the employee is absent from employment without the consent of the employer on the employee's last regular work day preceding or the first regular work day following a statutory holiday.
6. Twelve month employee statutory and public holidays list:
 - New Year's Eve (half day) - Public
 - New Year's Day - Statutory
 - Good Friday - Statutory
 - Easter Monday - Public
 - Victoria Day - Statutory
 - Aboriginal Day - Piikani Nation
 - Canada Day - Statutory
 - Civic Holiday - Public
 - Labour Day - Statutory
 - Treaty 7 Commemoration Day - Piikani Nation
 - Thanksgiving Day - Statutory
 - Christmas Eve (half day) - Public
 - Christmas Day - Statutory
- 6.1. Transportation department employees are twelve month employees whose operations provide service to students attending NPES, PNSS, Livingstone Range and Holy Spirit Schools therefore shall ensure transportation operations follow the school calendar of these schools;
- 6.2. Operations & Maintenance department employees are twelve month employees whose work schedules must include all PNSS and NPES school and/or operational days.
- 6.3. All ten month employees shall follow the statutory and public holidays listed in the PBOE school calendar.

Policy 421: Participation in Political Activities

Effective Date: June 26, 1991

Revisions: June 26, 1991

Policy Statement

The Board respects its employees' democratic right to become involved in politics at various levels of government. It therefore approves of their seeking election to local, provincial or federal governments, or to committees thereof. At the same time, it recognizes that such activities will undoubtedly interfere with their regular duties as employees of the Board, and thus deems it advisable to make regulations in respect of this policy.

Regulations

1. The employee will inform the Superintendent of the intention to seek election or appointment to a level of government or committee thereof.
2. The employee will identify the amount of time lost to their job function on an annual basis.
3. Employees who seek nomination for a position on Piikani Nation Chief and Council must take a leave of absence from nomination day to Election Day.
4. The Superintendent has the right to determine whether leave will be granted with or without pay based on the availability of employee annual leave credit.
5. The Superintendent does not permit its employees to be members of the Peigan Board of Education Trustees or the Piikani Nation Chief and Council.
6. Any contractors providing services to the Board are NOT permitted to be members of the Peigan Board of Education.
7. If an employee is elected to Piikani Nation Chief and Council they must resign within five working days from their employment with Peigan Board of Education.
8. A *current* employee may not seek election for a position on the Board of Trustees as per Elections Procedures.
9. If an employee is not elected to the Piikani Nation Chief and Council they will be reinstated to their position but will not be eligible to receive reimbursement for lost wages for the period of their leave of absence.

References: Board of Education Operations Policy 101 - Role of Trustees (pg. 14) ; Board of Education Operations Policy102 - Trustee Code of Ethics (pg. 17)

Policy 422: Group Benefits and Pension Program

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The Peigan Board of Education believes that an employee benefit and pension program is a positive step towards protecting both the employees and the Board from the unforeseen hazards of life. Optional coverage, such as dental care, life insurance and extended medical care may be purchased at an additional cost. The Board will contribute funds to the management and administration of the program. Participating employees will pay their share of the premiums associated with the program.

Regulations

1. Health benefits and pension plan contributions will commence within one month of employment with Peigan Board of Education.
2. Employees must sign on to the pension and benefits program according to the benefit provider's requirements. The Board will contribute to the actual cost of the employee's benefits as per Board directive.
3. Part - time employee eligibility shall be determined on a case by case basis.
4. Term, casual, seasonal employees are not eligible for the pension and benefits program.

Policy 423: Employee Assistance Program

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The Board recognizes that all people from time to time will suffer extreme personal difficulty. While the Board encourages employees to seek early counselling to prevent problems from becoming personal crisis, the Board feels it has the responsibility to intervene when the employee's performance substantially deteriorates.

Regulations

1. The employer's first responsibility to the employee is to ensure that the employee is able to perform their duties. The supervisor shall interview the employee to determine performance capability.
2. If in the event the supervisor determines the employee is unable to perform their duties then the supervisor will be pro-active in mentoring and supporting the employee with the following recommendations but not limited to:
 - 2.1. A treatment / therapy plan;
 - 2.2. Leave with or without pay;
 - 2.3. Evaluation of employment status;
 - 2.4. Documentation on personnel file.
3. The supervisor shall inform the Superintendent in writing of the above recommendations.
4. Should the unwanted actions of the employee continue the supervisor can recommend that the employee be immediately suspended either with pay or without pay.
5. The suspended employee may appeal the suspension as per grievance policy.
6. Should the employee's unwanted behaviour not be resolved, the Superintendent may dismiss the employee.

Policy 424: Employee Grievances

Effective Date: October 5, 2015

Revisions:

Policy Statement

The Grievance review process is designed to address employee dissatisfaction regarding conditions of employment for all employees with Peigan Board of Education. This policy pertains to all non-teaching employees. Teacher grievances will be administered as per Alberta Teachers Association procedures.

Regulations

1. Peigan Board of Education Employees have a right to express dissatisfaction on work related conditions such as:
 - 1.1. Wages;
 - 1.2. Working conditions;
 - 1.3. The administration of board policies;
 - 1.4. Perceived unfair or inequitable treatment;
 - 1.5. Written or final warning;
 - 1.6. Demotion;
 - 1.7. Termination.
2. A written grievance should include:
 - 2.1. The name of grievor;
 - 2.2. An outline of the alleged violation and the nature of the complaint;
 - 2.3. An outline of actions taken to resolve the conflict prior to making a formal grievance;
 - 2.4. An outline of the remedy sought;
 - 2.5. A signature of the grievor.
3. Grievance Review Steps:
 - 3.1. Step 1: A grievance shall be submitted in writing to the employees' immediate supervisor within thirty days of an incident. If the grievance is not addressed within five days of submission the grievor may proceed to step two. If the grievance is against an employees' immediate supervisor they may proceed straight to step two.
 - 3.2. Step 2: A grievance shall be submitted in writing to the Superintendent who has ten days to address and resolve the issue. Include in the grievance information as to why the grievor feels their issue has not been dealt with at the supervisor level. If the grievance is not resolved the employee may proceed to step three.

- 3.3. Step 3. The grievor may request audience with the grievance review committee to present their issue.
4. Formation of the Grievance review committee shall be the responsibility of the Superintendent.
5. Each supervisor or manager in the grievance review process is required to consider the specific concerns raised and determine if an investigation is warranted. Many times grievances are due to miscommunications and/or misunderstandings. A supervisor or manager's goal is to achieve the peaceful settlement of any differences, issues or dissatisfaction of employees as it relates to the conditions stated in section 1.1 to 1.7 of this policy.
6. Anonymous grievances shall not be reviewed.
7. No employee shall be disciplined for using the grievance review process.
8. Grievances that do not fit the conditions specified in section 1.1 to 1.7 of this policy are not eligible for resolution under this policy.

Policy 425: Personal or Sexual Harassment

Effective Date: October 5, 2015

Revisions:

Policy Statement

The organization shall ensure that the working and learning environment will be free of personal and sexual harassment.

Regulations

1. This policy applies to personal or sexual harassment from an employee, parent, student or volunteer against an employee, parent, student or volunteer within the learning or working environment of the organization.
2. Personal or sexual harassment may result in the suspension, termination of employment, exclusion from organization facilities or expulsion from the school.
3. Any personal or sexual harassment incidents that may be a violation of the Canada Criminal Code should be reported by the wronged party within one year. Also, the School Principal or Superintendent may report the matter to the police so that independent testimony may be gathered by an law officials.
4. Actions may be taken against members of the public who commit personal or sexual harassment against organizational personnel or violate the Canada Criminal Code.
5. It is the responsibility of the managers to inform themselves, their employee(s), parents, volunteers and students regarding this policy and regulations of personal and sexual harassment. Along with the employee's code of ethics.
6. Managers are expected to take immediate corrective action including notification to the Superintendent of any complaints of this nature.
 - 6.1. Each party to the complaint shall be asked to write a statement regarding any alleged incident of personal or sexual harassment;
 - 6.2. In a case of serious allegations or where one party fears the other, all communication shall cease between the two and accommodations made by management to ensure safety until a resolution is found;
 - 6.3. If a party feels threatened or cannot deal with the stress, the manager is to remove the employee and ask that he/she seek counselling/medical advice.
7. Any third party (i.e. an individual or group who is not directly involved) who chooses to become publicly involved with a personal or sexual harassment complaint shall also be subject to disciplinary action.
8. Any retaliation by or toward an individual who submits a complaint under this policy shall result in suspension, exclusion or in the case of a student, expulsion from school.
9. Any retaliation complaints must be investigated immediately by the Superintendent and the police may be called to take testimony related to an alleged incident.

10. If an investigation determines that a harassment or retaliation complaint is falsely accused or was with malicious intent then the complainant may be subject to disciplinary action including legal action.
11. The first step to resolving the complaint is for the complainant to discuss the incident with the accused.
 - 11.1. The complainant may wish to seek the advice of an organization manager before so doing;
 - 11.2. This is to occur in cases where the personal or sexual harassment was such that the complainant felt safe and had reason to believe that the matter could be resolved amicably.
12. Harassment complaints should be filed, in writing, within a reasonable time from the last incidence.
 - 12.1. The complainant may at any time lodge a complaint to the police or seek legal advice during the process;
 - 12.2. The organization may not consider complaints over one year old;
 - 12.3. All stakeholders are urged to lodge complaints in a timely fashion following an alleged incident;
 - 12.4. Incidents that occur beyond the limit of the school grounds or property should involve other legal authorities, especially if they are deemed to violate a statute of the Canada criminal code.
13. Harassment inquiries or complaints are considered confidential and should be treated as secured information.
 - 13.1. The parties are not to communicate to each other or involve others. All unfounded complaints must be kept separate of personnel records. Confirmed and investigated complaints form part of the offender's personnel record.
14. If the investigation does not confirm the complaint, then both parties are so advised in writing and all records of the complaint and investigation are struck from the organizations information (after the appeal period has expired).
15. If the complainant is not satisfied with the outcomes of the investigation they may request a third party investigation within ten days of receiving notice that their complaint has been dismissed.
 - 15.1. The Superintendent shall be responsible for coordinating a third party investigation;
 - 15.2. At no time shall the parties to the complaint be interviewed together, especially if one feels threatened or uncomfortable with being near the other party;
 - 15.3. A statement made by one of the parties shall not be shared with the other so as to avoid an exchange of opinions during the information gathering stage of the investigation;
 - 15.4. If the complaint is against the Superintendent then the Chair of the Board of Trustees shall be responsible for coordinating the investigation. It is in this instance only that the Board becomes involved in management matters as Superintendent is their employee.
16. This policy does not preclude the right of the individual to file a complaint directly to the Alberta Human Rights and Citizenship Commission or other legal agency.
17. The following acts are considered personal or sexual harassment:

- 17.1. Rude or degrading comments about an individual including put-downs and insults;
 - 17.2. Physical conduct of a sexual nature between non-consenting adults;
 - 17.3. Displaying sexist, racist, or other offensive material or by posting such by email;
 - 17.4. Criticizing an employee or student in public;
 - 17.5. Repeated assignments to task that are not normally part of the employee's duties;
 - 17.6. Repeated exclusion of an individual from activities or assignments for reasons other than the personal safety of the individual;
 - 17.7. Threats, retaliation, or intimidation of an employee who disagrees on moral or ethical rationale;
 - 17.8. Statements that damage a person's reputation.
 - 17.9. The organization does not consider the disciplining of an employee or student for inappropriate behaviours, standards of work, or mismanagement of organization resources as harassment.
18. Repeated acts of 17.1 to 17.9 is also termed bullying; and shall not be tolerated.

Policy 426: Professional Development

Effective Date: August 8, 1995

Revisions: October 5, 2015, August 8, 1995

Policy Statement

The Peigan Board of Education actively supports the professional development activities of employees, since it believes that these activities contribute significantly to the delivery of quality service and education to the Piikani Community. All employees are encouraged to complete a college certification, diploma, or university degree. Employees may be assisted through sponsorship through the Post Secondary Student Assistance Program or funds from the respective department.

Regulations

1. The Board in its annual budget shall allocate funds for professional development. It is within the Board's discretion to determine the level of allocation of funds.
2. The Board has the responsibility and authority to approve or deny professional development proposals from the Superintendent
3. The Superintendent has the responsibility and authority to approve or deny professional development proposals from employees.
4. All employees have the right to pursue and complete a post secondary education. As such they may be assisted through sponsorship through the Post Secondary Education Sponsorship Program.
5. Employees are permitted leave to pursue further education.
6. Employees may take evening courses and reduce the time off during the leave period.
7. An employee will speak to their immediate supervisor of their desire to enroll in a post secondary program. The employee must then indicate by letter to the Superintendent their intention to apply for a post secondary program which shall include an Education Plan.
8. An Education Agreement will be made between the employee, supervisor and the Superintendent which shall include:
 - 8.1. Education Plan;
 - 8.2. Status part/full time;
 - 8.3. Time off;
 - 8.4. Implication to employment.
9. The Superintendent will direct the employee to the Post Secondary Coordinator to apply for post secondary funding according to the guidelines outlined in the Post Secondary Education (PSE) Support Program policy.
10. Employee applications are processed in the normal cycle with other applications.
11. Employee members may be sponsored pending availability of funding as approved.

12. Employee members will not receive living allowance if they are continuing to receive a wage.
13. In order to be eligible for support, an employee must enrol in two classes per semester which is part-time status as per the Post Secondary Education Support Program.
14. An employee that is called back from education leave due to a request from the Superintendent shall have the education leave requirements waived for that year.
15. An employee who does not complete the education leave requirements shall have their employment status reviewed. Education attainment shall reflect the employee's status and pay with PBOE.
16. Should the employee member withdraw from courses the tuition and book allowance must be repaid to PSE department.
17. Ten & Twelve month employees who are considered full time employees who are granted education leave are guaranteed a position to return to.
18. Teachers who have been trained with financial sponsorship and time allowance with pay from Peigan Board of Education will be expected to sign an Education Leave Agreement which states they will remain employed with the PBOE for the period of time that equivocates to education/training costs.
 - 18.1. Six months training = Twelve months employment – or reimbursement;
 - 18.2. Twelve months training = Twenty Four months employment – or reimbursement.

Policy 427: Memberships in Professional Organizations

Effective Date: January 18, 1989

Revisions: October 5, 2015, January 18, 1989

Policy Statement

The Board recognizes the important role professional education organizations provide in the development of employee and the maintenance of high standards of education. The Board encourages all employee to participate with organizations that will assist employee in achieving the goals of the Peigan Board of Education.

Regulations

1. Fees for membership may be paid for by the Board but are not the responsibility of the Board.
 - 1.1. Only organizations that lead to professional development in the area of education and education support services will be considered for fee reimbursement by the Board
2. Under no condition will an employee be permitted leave with pay for purposes of fulfilling duties as an elected or appointed office of another organization without prior approval of the Superintendent. Employees shall use their annual leave credits or overtime credits; if none are available their leave will be unpaid.
3. In the event an employee wishes to stand for election to a professional organization the employee shall provide sufficient notice to the Board such that the Board may be able to give due consideration.
4. Employees must recognize their employment commitment and attention to their duties and work hour requirements with Peigan Board of Education shall remain a priority. Employees must also consider conflicts of interest in their pursuits in professional organizations to ensure no breach of Peigan Board of Education Policies exist.

Policy 428: Discipline

Effective Date: October 5, 2015

Revisions:

Policy Statement

Peigan Board of Education strives to attain a high standard of service delivery and a safe work environment for employees as such all employees who fail to observe Board policies and procedures may be subject to disciplinary action. In some circumstances this policy does not apply if an immediate termination is required due to serious misconduct.

Regulations

1. The following procedure is meant to guide the Superintendent, supervisors and the employee through the process of constructively improving an employee's behaviour, conduct, work habits, or performance if they do not meet the level of quality expected of Board employees. For each level the Disciplinary Action Form must be filled out. (refer to Appendix Item 400D, pg. 307) Levels of discipline are:
 - 1.1. Verbal warning by the immediate supervisor:
 - 1.1.1. A verbal warning will identify the nature of the problem; why it is a problem; what is expected; how to improve and a timeframe of improvement.
 - 1.1.2. A record of this disciplinary meeting will be kept in the employee's personnel file and should include the date of the discussion and be signed by the immediate supervisor
 - 1.2. Written warning:
 - 1.2.1. If a breach of conduct continues and a verbal warning has been issued, a Letter of Reprimand may be issued. It will include the nature of the problem; why it is a problem; what is expected; how to improve and a timeframe of improvement.
 - 1.2.2. The Letter of Reprimand will be placed in the employee's personnel file. The employee will be given the opportunity to address the situation in writing and/or in person. All correspondence will be kept in the personnel file.
 - 1.2.3. The Letter of Reprimand will indicate possible future consequences if identified problems are not adequately addressed.
 - 1.3. Suspension without pay
 - 1.3.1. An employee may be suspended when serious or repeated violations of conduct, work habits and/or performance violates the terms of Peigan Board of Education policies and procedures, the terms of the contract and/or education and employment legislation.
 - 1.3.2. An employee may be suspended without pay for a period of one to three days depending on the policy breach.
 - 1.3.3. An employee cannot be suspended without pay unless Section 1.3 of this policy is stated in the employment agreement. In such instances the supervisor shall either repeat Section 1.2 or move on to Section 1.4 of this policy.
 - 1.3.4. All correspondence will be placed in the personnel file.
 - 1.3.5. Following the suspension period, a written report stating the results of the suspension and/or any recommendations will be placed in the employee's personnel file.
 - 1.3.6. An employee who is wrongfully suspended will be reimbursed for any pay plus holidays, sick days or any other benefits withheld during the suspension and a letter of apology will be placed in the personnel file.

1.4. Suspension with pay pending an investigation

- 1.4.1. This type of suspension is not a disciplinary action but a step to allow PBOE time to investigate issues thoroughly and determine the appropriate actions to be taken.
- 1.4.2. Where an employee is suspended with pay pending an investigation, the employee will be:
 - 1.4.2.1. Notified of the actions/issues that determined the decision to investigate;
 - 1.4.2.2. Provided a timeframe for the investigation.
- 1.4.3. The suspended employee will be provided the details of the allegations and given an opportunity to respond to them.
- 1.4.4. The suspended employee shall be available for interviews during the course of the investigation.
 - 1.4.4.1. Will have the right to a PBOE representative present at any interview
 - 1.4.4.2. Will be given 24 hour notice prior to an interview
 - 1.4.4.3. Suspension is paid and if the employee cannot attend an interview he/she must submit a requested leave of absence form.
- 1.4.5. The suspended employee shall be required to temporarily turn over his/her office keys and all property and information shall remain at the workplace
- 1.4.6. The suspended employee shall not have contact with other PBOE employees except their supervisor or designated contact person.

1.5. Dismissal

- 1.5.1. In the event that an employee is dismissed, the employee will be notified in writing by the Superintendent. All terminations of employment must be approved by the Peigan Board of Trustees after reviewing the employee's personnel file and meeting with the Superintendent or School Principal. The written notice of termination will include the reason for the dismissal and the effective termination date.

Policy 429: Email and Internet Usage

Effective Date: January 18, 1989

Revisions: October 5, 2015, January 18, 1989

Policy Statement

The use of Peigan Board of Education email and internet systems are for the purpose of carrying out legitimate Board business.

Regulations

1. All technology based equipment and software are purchased by the Peigan Board of Education are considered property of the Board and the downloading of non-business related programs, data or software from the internet is prohibited.
2. Internet and email use may be monitored from time to time, without notice, to determine how the internet system is being used.
3. All employees who use Peigan Board of Education internet and email systems are prohibited from activity that:
 - 3.1. Breaches the confidentiality policy of the Board;
 - 3.2. Harass the receiver of information through either use of language or frequency of messaging;
 - 3.3. Is obscene or unethical;
 - 3.4. Infringes on copyright or trademark laws;
 - 3.5. Breaches harassment policies or professional codes of conduct.
4. All users of Peigan Board of Education internet and email must adhere to this policy and sign an acknowledgement of receipt.

Policy 430: Social Media

Effective Date: January 18, 1989

Revisions: October 5, 2015, January 18, 1989

Policy Statement

Social Media is a recognized form of effective communications that reach the stakeholders we serve. As such, employees may wish to use social media as a platform to share information vital to the successful operations of Board activities, programs and services and should do so using good judgement and adhere to confidentiality and privacy policy and pertinent laws.

Regulations

1. Employees are prohibited from publishing confidential information; this includes information pertaining to details of current and future projects, financial information and research not authorized for public viewing.
2. The Superintendent with the approval of the Board is the only authority who may approve the release of material for public viewing.
3. Privacy settings should be utilized to ensure limited access of information that should not be made public.
4. Employees are to use their real names and identify themselves as Peigan Board of Education employees when they are advertising programs and services of the Board. Pseudonyms or false names are not acceptable when representing the Board.
5. Careful use of language and personal opinion when addressing the general public is necessary and must reflect the wide audience that will access the information.
6. Confidentiality is paramount and employees must not conduct private work related business in a form that may be easily, or mistakenly accessible by a third party.

References: Personnel Policy 401 - Employee Professional Code of Conduct (pg. 70) ; Personnel Policy 407 - Confidentiality (pg.80) ; Information Technology (IT) Policy 704 - Access to Network Resources (pg. 212)

Policy 431: Use of Elders/Resource Personnel

Effective Date: November 12, 2003

Revisions: October 5, 2015

Policy Statement

The Board recognizes that from time to time members of the community could be utilized as resource personnel in the school. Hiring of resource personnel shall be at the discretion of the Superintendent, preferably resourced from the Piikani community.

Regulations

1. Per Diem rates are set by the Superintendent and the School Principal. The Superintendent or Principal may authorize payments consistent with these rates.
2. In the event that a "contractor" wishes a distinct pay schedule a contract proposal must be made and approved by the Superintendent.
3. At all times an activity involving students must be under the supervision of a certified teacher.

References: Budget and Finance Policy 306 - Service Contracts (pg. 64) ; Appendix 400A - Standardized Honorarium Grid (pg. 304)



Policy 432: Communicable Diseases - Employees

Effective Date: October 5, 2015

Revisions:

Policy Statement

The Board recognizes that communicable diseases, illnesses and infections may affect students, school staff and the school community. These diseases, illnesses and infections can be transferred to others and could be life-threatening. The Board acknowledges that part of providing a safe and caring work environment includes the responsibility to manage the potential dangers associated with communicable diseases.

Regulations

1. The Superintendent will collaborate and take advice regarding communicable diseases, illnesses and infections from the Medical Office of Health and Piikani Community Health Nurse(s).
2. The confidentiality and dignity of employees diagnosed with a communicable disease, illness or infection will be respected and is required by the Public Health Act.
 - 2.1. The number of employees who are aware of the infected employee's condition should be kept at the minimum.
3. Hygienic practices and procedures regarding routine cleansing of materials and surfaces should be reviewed with local community health staff to minimize the risk of potential transmission of a communicable disease, illness or infection.
 - 3.1. Employees must ensure up to date immunization against vaccine preventable diseases including but are not limited to:
 - 3.1.1. Rubella, measles, mumps, diphtheria, tetanus, pertussis, hepatitis B and poliomyelitis
4. Peigan Board of Education Stakeholder Responsibilities are as follows:
 - 4.1. The Superintendent is authorized to develop and implement procedures in support of this policy and shall:
 - 4.1.1. Ensure the distribution of communicable disease information sheets to employees at the direction of the Community Health Nurse(s);
 - 4.1.2. Notify the Community Health Nurse if 10% or more of employees are absent due to illness;
 - 4.1.3. Notify the Community Health Nurse when aware that an employee has been diagnosed with a communicable disease, illness or infection
 - 4.1.4. Ensure staff know this policy and procedures that guide it.
 - 4.2. Managers shall:
 - 4.2.1. Assist in the distribution of communicable disease information sheets at the direction of the Superintendent;
 - 4.2.2. Notify the Superintendent when aware that an employee has been diagnosed with a communicable disease, illness or infection;

5. Piikani Community Health should be consulted as to recommended timelines when infected employees may be absent from work as a result of having a communicable disease, illness or infection as recommended timelines vary.
6. The management of employees infected with Blood Borne Pathogens:
 - 6.1. Blood borne pathogens include HIV, AIDS, Hepatitis B and Hepatitis C;
 - 6.2. Employees infected with blood borne pathogens will not be discriminated against with regard to illness;
 - 6.3. Decisions regarding employment for HIV and AIDS infected employees should be based on the behaviour, neurological development, and physical condition of the employee and the expected type of interaction with others in the work environment.
 - 6.3.1. These decisions are best made using the team approach including the employees' physician recommendations;
 - 6.3.2. In each case, risks and benefits to both the infected employee and to others in the work environment should be weighed.

Policy 433: Employee Health and Safety

Effective Date: October 5, 2015

Revisions:

Policy Statement

Peigan Board of Education values employee safety and it is the Board's priority to ensure all work conduct and the work environment meets necessary health and safety regulations. Employees shall respect and comply with the safety requirements as outlined by this policy. To assist in achieving a healthy work environment employees are encouraged to bring potential safety hazards to the attention of their immediate supervisor.

Regulations

1. Immediate supervisors are responsible for ensuring the first aid kits are adequately stocked and accessible to employees. At least two employees per location should be trained in basic first aid procedures to assist in emergency situations.
2. Supervisors should post general guidelines for employees to follow in emergency situations especially in instances where 911 may need to be accessed.
3. Employees should have emergency contact information of a relative that can be called in case of emergency.
4. An immediate supervisor and at least one other employee must be familiar with emergency exits and fire safety procedure for their location.
5. Confidential information must be stored and kept in a locked place not easily accessible to the public;
 - 5.1. Computers need to be backed up daily to prevent loss of valuable information;
 - 5.2. Employees should not leave personal belongings unattended and should keep them locked in a desk or office to prevent theft.
6. Work spaces should be kept clean to maintain a professional workplace and to prevent hazards.
7. The Occupational Health and Safety Act requires that a workplace with more than twenty employees have a joint health and safety committee comprised of at least two people, one manager and one non-manager. The committee's primary responsibility is to ensure and enhance safety in the workplace.
8. The Safety Committee will be responsible for setting out safety protocols on school property. The Safety Committee shall consist of the Superintendent, Principal, School Administrative Assistant, Operations and Maintenance Manager and other employees as needed.

References: Threat Assessment Protocol Handbook; PNSS Lockdown Procedure



500 - Peigan Board of Education School Programs



SECTION
500



Napi's Playground
Elementary School

Section 500 - Peigan Board of Education School Programs

Preface.....	123
Policy 501: School Calendar Year.....	124
Policy 502: School Day	125
Policy 503: Regulations by the School Principal	126
Policy 504: School Keys	127
Policy 505: Junior Kindergarten - K4 (Nursery)	128
Policy 506: School Evaluations.....	129
Policy 507: Distance Education (Alberta Education).....	131
Policy 508: Student Council	133
Policy 509: Student Evaluation	134
Policy 510: Library Resource Centre	136
Policy 511: Board-Approved Materials	137
Policy 512: Standardized Testing for Students.....	138
Policy 513: Field Trips	139
Policy 514: Outdoor Education	140
Policy 515: Sports Activities	141
Policy 516: Homework	143
Policy 517: Drug and Alcohol Policy	144
Policy 518: Vending Machines	146
Policy 519: Salespeople	147
Policy 520: Advertising Materials in the Schools	148
Policy 521: School Closures	149
Policy 522: Selection of Textual Material	150
Policy 523: Extra-Curricular Activities.....	151
Policy 524: School Health and Well Being Program.....	152
Policy 525: School Spiritual Program.....	153
Policy 526: Piikani Cultural Days	154
Policy 527: Work Experience Programs	155
Policy 528: Communicable Diseases - Students	156
Policy 529: School Fund Raising Projects	158
Policy 530: Text Book Use & Sports Jerseys.....	159
Policy 531: Projects of Charity.....	160
Policy 532: Peigan Board of Education Student Organizations	161
Policy 533: Learning Support/ Inclusive Education.....	162
Policy 534: Student Referral Policy: Napi's Playground Elementary School.....	163
Policy 535: Community Based Collaboration	165
Policy 536: Knowledge and Employability Program.....	166

Peigan Board of Education School Programs

Preface

The fundamental goal of this section is to provide direction around all aspects of K-12 school program delivery and evaluation. The authority lies within the Board to provide education services for K-12 students entering the Piikani Nation Secondary School (PNSS) and Napi's Playground Elementary School (NPES). Although the direction of this section may reflect provincial legislation and provincial curriculum, the core of the educational philosophy will remain with the Peigan Board of Education. This centres the focus on working towards developing opportunities for students to learn subject materials grounded in Piikani culture.

School programs and services are meant to provide bridges to post-secondary education and/or training opportunities and in the long-term, future employment. The policies herein are meant to ensure students receive research-based quality programming to reach their full potential by developing the competencies of Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit across the requisite subjects and discipline areas.

Policy 501: School Calendar Year

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The length of the school year is determined by the current Provincial requirements. The length of the school year shall not be less than the school year of surrounding Provincial divisions.

Regulations

1. The Superintendent and the School Principal shall set the school calendar year based upon the requirements set out in the Alberta School Act hours of instruction for Early Childhood Education, Elementary, Junior High and Senior High.
2. Instructional hours shall be a minimum of 475 hours for ECS, 950 hours for Grades 1-9, and 1000 hours for Grades 10-12.
3. A copy of the School Calendar shall be provided to the Transportation department three weeks prior to the commencement of the school year.
4. The school calendar year, for the most part, shall align with neighbouring school jurisdictions for transportation purposes.

Policy 502: School Day

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The length of the school day must be designed in consideration of required instructional time, periods of rest, extracurricular activities, bussing and student management logistics. The length of the school day should be sufficiently flexible to allow for reasonable variance as needed.

Regulations

1. The school day time table will be adjusted by the School Principal and reviewed by the Superintendent.
2. Recess and Lunch Breaks
 - 2.1. A ten minute recess will be planned for Napi's Playground Elementary School students each morning, with approximately thirty minutes for lunch recess. In the afternoon the Napi's Playground Elementary school students may have a ten minute recess;
 - 2.2. Piikani Nation Secondary School Shall receive a lunch period of at least thirty minutes, with brief breaks in the morning and afternoon as set up by the School Principal and teaching staff.
3. Morning activities may include a time for prayer with a Blackfoot blessing or flag song. The prayer will be respectful of all religions.
4. All staff timetables of instruction and supervision shall be in a binder at the School Principal's office no later than September 30th of each school year.
5. Electronic copies shall be provided to the Superintendent.

Policy 503: Regulations by the School Principal

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

While Board Policy, the School Act, and Indigenous and Northern Affairs Canada (INAC) set the general framework for the operation of schools, more specific regulations are required to govern the internal operations of the schools.

Regulations

1. The School Principal shall place procedures and regulations for internal operations in a written handbook which must be provided to staff at the August orientation.
2. The School Principal shall review the handbook on an annual basis and the Board shall review any changes;
3. Copies of the following handbooks shall be provided by the School Principal to the Superintendent for approval by the Board:
 - 3.1. School Staff Procedures;
 - 3.2. Parent and Family;
 - 3.3. Threat Assessment
4. Policy and regulation for non-compliance by staff will be addressed utilizing Policy 427: Discipline.

Policy 504: School Keys

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The Board recognizes that teachers and other employees may need access to school facilities beyond school hours.

Regulations

1. The School Principal and/or Operations and Maintenance Manager shall provide school keys to teachers and other school staff members who need access to school facilities beyond school hours.
2. The School Principal and/or Operations and Maintenance Manager shall maintain an inventory of keys for all school facilities. All master key copies must be approved by the School Principal and Operations and Maintenance Manager.
3. All requests for temporary use of school keys by persons other than the school staff shall be made to the School Principal and/or the Operations and Maintenance Manager.
4. All keys must be returned to the School Principal or Operations and Maintenance Manager at the end of the school year.
5. There will be a replacement cost charged to individuals responsible for lost school keys:.
6. A key holder who is on a leave of absence greater than five days must return their keys to the School Principal or Operations and Maintenance Manager.

References: Operations & Maintenance Policy 805 - Community Use of Facilities and Equipment (pg. 224) ; Policy 806 - Staff Use of Facilities and Equipment (pg. 225)

Policy 505: Junior Kindergarten - K4 (Nursery)

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

In order to prepare students for entrance into the school, a pre-registration and orientation program is deemed advisable. The School Principal will organize a time for such a program.

Regulations

1. The criteria of Policy 601: Access to Education/Eligibility Requirements shall be maintained during pre-registration.
2. Regular nursery class shall have early dismissal for one week prior to June 15th.
3. During the week in June when regular K4 classes are cancelled the nursery teacher shall allow two days for the purpose of home interviews, two days to allow parents to bring their children to the nursery orientation and one day to allow the nursery teacher to do follow-up home visits.
4. K4 teachers and students will participate in the parent teacher interview processes.
5. K4 teachers will participate in supervision schedules for recess and lunch.
6. A minimum of 450 instructional hours will be maintained.
7. The Superintendent, the School Principal and the Board of Trustees shall decide the feasibility of Junior Kindergarten - K4 class based on student enrolment by the second Monday of September of each school year.

Policy 506: School Evaluations

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

To assure the Board that the school is operating in accordance with the philosophy, policies and regulations of the Peigan Board of Education and Alberta Education, the Board deems it necessary to have the school evaluated on a periodic basis. Because the School Principal is the designated educational leader within the school, the evaluation of the School Principal should form an integral part of the school evaluation.

Regulations

1. If the school is to be evaluated it will be identified by the Board by June 30th of the preceding year.
2. The evaluation of a school shall include an evaluation of the School Principal's performance.
 - 2.1. The performance evaluation for the School Principal position will be based on the Alberta Teacher Association School Principal Quality Practice Guidelines.
3. The school shall be evaluated every five years as per INAC school programs evaluation guidelines.
4. Parents have a right and responsibility to have input into the evaluation of the school.
 - 4.1. Parent input shall be collected through yearly parent surveys.
5. A model for school evaluations shall be structured and approved by the Board prior to the first evaluation.
6. Any model for the evaluation of schools shall include the following:
 - 6.1. A review of a school's written philosophy, goals and objectives and their consistency with Board philosophy, objectives and regulations;
 - 6.2. The School Principal's role within the school;
 - 6.3. The organization and management of the school, including staff assignments;
 - 6.4. The organization and delivery of the instructional program and it's consistency with Alberta Education Program of Studies;
 - 6.5. The degree and method of staff involvement in decision making;
 - 6.6. School climate as envisioned by administrators, teachers, support staff, students and parents;
 - 6.7. Parent and community involvement in school operations;
 - 6.8. The teaching/learning situation in each classroom;
 - 6.9. Student placement and achievement, including standardized test results;
 - 6.10. Specialized student services;

- 6.11. A review of co-curricular and extra-curricular program;
 - 6.12. A review of the school's budgeting process and financial accountability;
 - 6.13. The quality and suitability of the school plant, teaching materials and equipment.
7. All school evaluations will, in their final report to the Board, become public documents.

Policy 507: Distance Education (Alberta Education)

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The Board believes that educational opportunities for all students should be as broad as possible. Therefore, in selected cases, distance learning and homeschooling will be the alternatives offered.

Regulations

1. Distance Learning
 - 1.1. Distance learning is not intended to be a substitute for classroom based instruction and is only intended in cases:
 - 1.1.1. Where the number of students needing a particular course does not warrant the organization of a classroom based teaching environment;
 - 1.1.2. Who is sick or infirm;
 - 1.1.3. Who has timetable conflicts;
 - 1.1.4. When the recommendation of distance learning comes from an Internal Threat Assessment Team or from a Community Threat Assessment Team .
 - 1.2. Distance learning options include delivery via the Internet (cyber-based learning) and traditional correspondence learning.
 - 1.3. Purchase of distance learning services shall be the recommendation of the School Principal and notification to Superintendent.
 - 1.4. All distance learning requests shall be directed to and determined by the School Principal.
 - 1.4.1. The School Principal, after consideration of all factors, may approve such applications when a student is taking less than forty credits;
 - 1.4.2. School Principals shall not approve distance learning courses in cases where a student will then be taking more than forty credits during the instructional year, unless there are exceptional circumstances.
 - 1.5. Upon approval of distance learning a Peigan Board of Education certified school teacher shall:
 - 1.5.1. Ensure student and parent commitment contracts are in place prior to the commencement of distance learning courses;
 - 1.5.1.1. Students over 18 years of age may sign a commitment contract for themselves;
 - 1.5.2. Coordinate and monitor student progress via student counselling sessions;
 - 1.5.3. More consultations are necessitated if student progress is unsatisfactory;

- 1.5.4. Review at the end of each semester the student portfolio and credits earned toward an Alberta high school diploma or certificate of achievement of completion to determine the student's ability to succeed in distance education.
 - 1.6. The ADLC Supervisor shall:
 - 1.6.1. Provide monthly reports or emails to both the school principal and superintendent as to the student success with the program;
 - 1.6.2. Complete a minimum of two consultations each semester with the student's parent/guardian.
 - 1.7. Students are expected to complete distance education courses within the prescribed timeline.
2. Homeschooling
 - 2.1. General parent responsibilities:
 - 2.1.1. Notify Peigan Board of Education of their intent to home school their child(ren);
 - 2.1.2. Manage, deliver and supervise their child's(ren's) courses of study.
 - 2.2. General Board responsibilities:
 - 2.2.1. Provide the parents with support, if asked;
 - 2.2.2. Together with the parents, the board, must ensure that the child/ren meets the parents educational goals.
 - 2.3. Detailed legal rights and responsibilities of students, parents and Peigan Board of Education are outlined in the Alberta Education Home Education Handbook that may be accessed at <https://education.alberta.ca/parents/choice/homeeducation/>
3. Following each semester, the School Principal and the ADLC Supervisor shall report to the Board members the value of distance education offerings in terms of both student academic development and the effectiveness of the investment.
4. On an annual basis, the Superintendent, Financial Administrator and School Principal shall review the benefits and costs of this learning option.

Policy 508: Student Council

Effective Date: November 12, 2003

Revisions: October 15, 2015, November 12, 2003

Policy Statement

The Board recognizes that a Student Council can provide an invaluable learning experience in democratic governing. The Students' Council can also promote school spirit and help provide activities of social, cultural, and recreational interest to the student body.

Regulations

1. The Student Council shall elect annually an executive (Student Council) from the student enrolment.
2. The Student Council shall:
 - 2.1. Function with the assistance of a member of the school staff as an advisor;
 - 2.1.1. The primary role of the staff advisor is to act as a liaison between the executive student council and the School Principal.
 - 2.2. Develop and abide by terms of reference for Student Council activities;
 - 2.3. Obtain permission from the Board for all fund raising projects and co-ordinate the different projects between the different organizations and clubs and, where needed, between the different schools;
 - 2.4. Apply for prior permission from the School Principal before holding fundraising projects to supplement the school's budget for permanent equipment;
 - 2.5. Be responsible for the organization and control of activities within the Student Council;
 - 2.6. Follow established School Policy, School Board regulations and provisions of the School Act in all its decisions and activities;
 - 2.7. The School Principal shall act as an ex-officio member;

References: Budget & Finance Policy 305 - Student Organizations (pg. 63)

Policy 509: Student Evaluation

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The Board believes that a student evaluation program can satisfy a number of objectives. Evaluation of students' work can be used to motivate and encourage achievement, as well as inform the student and her or his parents of the student's school progress. Also, a well thought out evaluation program can assist parents and students in selecting the most appropriate educational programs. Lastly, carefully planned evaluation programs can be used to ensure the Board and the public of the establishment and maintenance of standards that will encourage each student to achieve to her or his potential.

Regulations

1. It is the responsibility of each teacher to develop evaluation procedures that are fair and just. It is the responsibility of the School Principal to see that this fundamental condition is met through Alberta Teacher Association Teacher Growth, Supervision and Evaluation policy.
2. Prior to the start of each course, the teacher shall prepare course outlines. Course outlines shall include:
 - 2.1. Main goals and objectives;
 - 2.2. Prescribed textbooks and other main resource references;
 - 2.3. Evaluation procedures and weighting;
 - 2.3.1. The course outlines shall be submitted to the School Principal for approval, and when approved, signed and filed in the office;
 - 2.3.2. The Course outlines shall be shared with students and parents and posted in the classroom;
 - 2.3.3. Assignments shall have a two week time frame for marked assignments to be returned to students by teachers.
3. Evaluation shall be a regular ongoing process related directly to the course objectives. If a final examination is given, it shall count for no more than fifty (50) percent of the final grading. However, if the teacher believes that it may be in the best interest of a student, then this percentage may be adjusted upward after consultation with the student.
4. At the end of each school year, the teacher will record each student's achievement in the students' Cumulative File.
5. A record of each student's marks shall be left with the School Principal at the end of the school year in order that appeals may be addressed.
6. Appeal procedures:
 - 6.1. If a student, parent or guardian believes an error has been made in determining a final grade, he or she may appeal the mark to the teacher;
 - 6.2. In the event the student, parent or guardian is not satisfied with the outcome of an appeal to a teacher, the mark may be appealed to the School Principal;

- 6.3. The School Principal shall report the results of the review to the appellant, in writing, within one week of the receipt of the appeal. A copy of each appeal and a record of the final disposition shall be forwarded to the Superintendent for information and the written record placed in the students' cumulative file.
7. Reporting to the Board:
 - 7.1. The School Principal shall report to the Board through the Superintendent, the mean and range of the final teacher marks in each subject area. Where the mean is below fifty five percent, or above seventy percent, the special circumstances accounting for the low or high mean also shall be reported.
8. Individual student evaluations information will be treated confidentially.
9. The School Academic Counsellor will be responsible to monitor and ensure students receive appropriate credits each semester.
 - 9.1. The School Academic Counsellor will provide a written summary to the School Principal on or before:
 - 9.1.1. January 30th - Semester one end date;
 - 9.1.2. June 30th - School Year end date.

Policy 510: Library Resource Centre

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The emphasis on education today is on the development of inquiry and thinking skills as well as the teaching of subject matter. In today's world, students require knowledge skills for gathering, interpreting and evaluating information that they need to know for self actualization. Furthermore, with the unprecedented changes in all facets of life, students must possess skills and attitudes that will enable them to adapt to change. If students are to develop these skills and discover concepts, large numbers of books and non-print materials and other technologies are necessary and learning resource centres become essential to the implementation of this philosophy. The Board is committed to the provision of adequate facilities of this kind in its schools insofar as circumstances permit.

Regulations

1. The Superintendent shall grant leave up to two times per year to librarians for travelling to Lethbridge or Calgary for the purpose of reviewing and/or purchasing materials.
2. A yearly Library evaluation will be carried out in the month of April by the School Principal or designate.
3. The Librarian shall be responsible for managing library book inventory.

References: Budget & Finance Policy 304 -Travel Expenses (pg. 61)

Policy 511: Board-Approved Materials

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

Print materials utilized in the school must be consistent with present Board and community philosophy. The selection of appropriate material is considered a serious matter and utmost consideration is necessary before implementation in the classroom.

Regulations

1. The Superintendent authorizes the School Principal, on behalf of school staff , to select and purchase any non-textbook materials which they deem to be most appropriate, subject to the constraints of the school's financial resources and the Board's purchasing procedures.
2. The School Principal and staff may purchase appropriate material from Alberta Education and other recommended suppliers.
3. Material not prescribed or, recommended by Alberta Education may not be purchased without authority of the Superintendent. The school Principal shall be granted some discretion in the selection of material.
4. Non-prescribed materials utilized as classroom sets must be approved by the Board.

References: Budget and Finance Policy 303 - Purchasing (pg. 60)

Policy 512: Standardized Testing for Students

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

While the use of standardized tests may form an integral part of a school's program, it is important that testing be carefully controlled to insure that the testing program adds directly to improvement in the educational program of the student and does not interfere unnecessarily with her or his personal privacy.

Regulations

1. Major changes in a school's standardized testing program shall require the School Principal to seek Board approval.
2. Students shall participate in a minimum of two Standardized Achievement Tests (SAT) per year (pre/post). These may include but are not limited to, Canadian Tests of Basic Skills (CTBS), Gates-MacGinitie (GM), and Student Reading Inventory (SRI) on literacy and/or numeracy.
3. Students shall participate in achievement tests as outlined in the Alberta School Act.(Student Learner Assessment (SLA), Provincial Achievement Test (PAT), High School Diploma Exams (DIP)
4. The School Principal and Special Education / Learning Support Team will be familiar and follow the criteria set out in the:
 - 4.1. AANDC Elementary/Secondary Education Programme;
 - 4.2. AANDC High Cost Special Education Program, National Program Guidelines.

Policy 513: Field Trips

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The Board believes that the whole community should be "the school" and therefore, the Board authorizes field trips to public institutions, private businesses or outdoor locations when such field studies have a definite educational value and complement the school curriculum.

Regulations

1. The field trip selected shall be an integral part of the school program.
2. There shall be three phases to a field trip, namely: preparing students for the trip, the actual trip, and the follow up activity.
 - 2.1. A teacher must prepare an outline that identifies Alberta Education Program of Studies outcomes from the area of study and assessment (i.e. Science Grade 2: Outcome 3.5.1 Students will compare samples of various rocks).
3. For all field trips, parents shall be given adequate notification. For all trips, written permission shall be obtained from the parents.
4. Field trips shall have adequate supervision. Schools are encouraged to use parents to assist in supervision.
 - 4.1. Parents/volunteers must complete a supervisor form and obtain a criminal record check.
5. Co-educational field trips involving overnight billeting or camping shall have both male and female adult supervisors designated prior to the trip.
6. Where a field trip includes high risk activities that require special supervision (for example, canoeing) the School Principal shall ensure that a "High Risk Activity" Form be completed.
7. If a field trip impacts upon another teacher's class time prior approval of the School Principal is required.
8. If a field trip is over 225 km one way, prior approval of the Superintendent is required.
9. All trips outside the Province of Alberta require Board approval.
10. Programs of more than three days require Board approval.
11. Application for the use of buses for field study shall be made to the School Principal and Student Transportation Co-ordinator. A statement of planning for the study shall be included in the application and kept on file in the school's main office.
12. The School Principal shall notify the teacher in writing of her or his approval of the field study.
13. The Student Transportation Co-ordinator and School Principal shall arrange for the required buses.

Policy 514: Outdoor Education

Effective Date: November 12, 2003

Revisions: October 5, 2014, November 12, 2003

Policy Statement

A knowledge and appreciation of the interrelationships in our natural environment, and of the place of Man and Woman in the whole natural framework, are assuming greater importance with each passing year. The Board, therefore, approves of Outdoor Education programs being developed by the school and encourages the cooperation of its personnel with other agencies able to provide assistance in these programs.

Regulations

1. Schools shall submit detailed outlines of the proposed content and administration of all Outdoor Education programs to the Superintendent for his or her approval and transmission to the Board.
2. Outdoor Education shall be at the discretion of the School Principal.
3. If outdoor education activities involve a high risk activity a "High Risk Activity" form must be completed and submitted to the School Principal.

Policy 515: Sports Activities

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The Board encourages participation in school sports by individual students to develop the goals of good sportsmanship and to foster school spirit.

Regulations

1. The Board approves of the school participating in the following scheduled sports:
 - 1.1. Junior high and junior and senior varsity basketball;
 - 1.2. Junior high and junior and senior varsity volleyball;
 - 1.3. Junior and senior high track and field;
 - 1.4. Junior / senior high badminton;
 - 1.5. Junior / senior high cross country running;
 - 1.6. Rodeo club;
 - 1.7. Soccer;
 - 1.8. Baseball;
 - 1.9. Hockey;
 - 1.10. Other approved sports
2. The Board approves of the schools participating in the following sport activities, such as:
 - 2.1. School ski program (3 days);
 - 2.2. Elementary Red Cross swimming lessons;
 - 2.3. Elementary skating;
 - 2.4. Annual indoor and outdoor track & field;
 - 2.5. Cultural and Traditional activities, meets, etc.
3. Any sport activities not a part of the regular physical education program or not listed in regulations 1 or 2, shall be agreed upon by the Board and the school prior to implementation.
4. Prior approval of the Superintendent is required if an activity impacts upon school time.
5. A parental activity consent form is required at the beginning of each sport activity.
6. Transportation of students to off-site sports activity events require a parental consent to transport form.

7. Students cannot use personal vehicles to and from off-site sports activity events.
8. Students will be picked up and dropped off at school for all off-site sports activity events unless prior arrangements have been made with parents for transport.
9. Teams and/or individuals reaching provincial competitions shall be given financial support, if funds are available, by the Board.
10. A Sports team will be allowed to enter:
 - 10.1. one two-day tournament per league/division;
 - 10.2. one tournament where an overnight stay is required per league/division
11. Funds will be allocated to the sports programs each year; the Athletic Director will submit a sports activity outline to the School Principal for approval.

Policy 516: Homework

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The Board recognizes that homework is necessary in order for some children to complete their program satisfactorily. The Board, therefore, approves of reasonable homework assignments.

Regulations

1. As a general rule, homework may be assigned in a limited amount as follows:
 - 1.1. Grades one, two and three: fifteen to twenty minutes;
 - 1.2. Grades four, five and six: twenty to thirty minutes;
 - 1.3. Grades seven, eight and nine: one hour ;
 - 1.4. Grades ten, eleven and twelve: two hours.
2. Where a student has not completed class assignments, and it is felt that it is within her or his capabilities to do so, he or she may be required to complete the assignments at home. Every effort shall be made to ensure that this practice does not become a routine practice, particularly in the primary grades.
3. Assignments in the junior and senior high schools shall be designed to develop independent study habits as well as contribute to the learning process generally.
4. Where students are responsible to more than one teacher, the teachers shall ensure that:
 - 4.1. each teacher can differentiate the type of assignment given to each student;
 - 4.2. a specific outcome is identified for each assignment;
 - 4.3. homework assignments do not become an impossible load.

Policy 517: Drug and Alcohol Policy

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The school, in cooperation with parents, should do everything possible to bring community resources and students together, to help resolve the problems leading to, and resulting from, the unlawful use of solvents, intoxicants, and controlled or restricted drugs and narcotics. While the Board of Education recognizes the compassionate treatment of persons with addictions the policy of zero tolerance to drug and alcohol use on school property or during school events is not allowed. Smoking is an illegal activity for students under 18 years of age and will be included under this policy.

Regulations

1. Smoking is an illegal activity for students under eighteen years of age and will be included as a prohibitive activity under this policy.
2. First offence of this policy occurs when a student is caught under the influence of alcohol or drugs or is in possession of alcohol or drug paraphernalia on school property or at a school sponsored event.
3. Where a first offense occurs the following actions will take place:
 - 3.1. Confiscated alcohol, drugs or drug paraphernalia will be turned over to the Royal Canadian Mounted Police;
 - 3.2. The School Principal will inform parents of their Childs' behaviour and the student will immediately be sent home from school or the school event;
4. When a student has been caught in breach of this policy for the first offence the following disciplinary action will take place:
 - 4.1. Five(5) day suspension from school;
 - 4.2. The student will not be allowed on overnight field trips for one semester;
 - 4.3. The student will be required to meet with a drug/alcohol counsellor or psychologist as a condition for continued enrolment in Piikani Nation Secondary School;
 - 4.4. Should a family refuse to obtain professional treatment the student will be dismissed from PNSS.
5. A repeat offense of this alcohol and drug policy will result in the immediate dismissal of the student from PNSS and placed on distance learning.
6. A student caught **distributing** solvents, intoxicants, controlled or restricted drugs and narcotics within the school or during any school sponsored activity shall be reported to her or his parents and to the Royal Canadian Mounted Police, and will be dismissed from attending PNSS. School personnel shall make recommendations to the authorities so that the needs of the student can best be met.

7. A reinstatement may occur only if the student can show proof of treatment from an accredited treatment institution or can provide a professional assessment from a counsellor/psychologist.
8. Should a student seek help related to addictions, approach anyone on school property and is thus found to be in illegal possession of a solvent, intoxicant, controlled or restricted drug or narcotic, the student shall be dealt with in his/her best interest. The illegal substance shall be removed from the student for disposal as per legal requirements.
9. When a student is found to be undergoing a severe reaction as a result of alcohol or drug use, immediate care of the student shall be taken by notification of parents and by taking the student to hospital or other medical clinic.

Policy 518: Vending Machines

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The Board believes that it has a responsibility to encourage students to have good nutritional habits. Therefore, the Board will only approve those vending machines that dispense food and drink of recognized nutritional value.

Regulations

1. Installation of vending machines must receive Board approval.
2. Installation and inspection must be at no cost to the Board.
3. A monthly report of income generated from vending machine sales must be provided to the School Principal.
4. All income generated from vending machine sales will be directed to the School Improvement Initiative. (i.e. school fundraising)
5. The fundraising committee will collectively decide where the proceeds of sales will be directed.

Policy 519: Salespeople

Effective Date: November 12, 2003

Revisions: October 5, 2014, November 12, 2003

Policy Statement

The School Act forbids canvassing or selling on school premises without the prior consent of the Superintendent or the School Principal.

Regulations

1. Non-nation salespeople are to obtain the required permit from Piikani Chief and Council which allows access on Piikani Nation. Refer to Indian Act: Section 81
2. Salespeople must have prior approval of the School Principal before visiting the school. Refer to School Act: Section 21.(2)
3. Piikani Nation crafts people must check in at the school office.

Policy 520: Advertising Materials in the Schools

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The Board recognizes that private business firms produce from time to time, or have produced from time to time, materials of considerable value for school use. Thus, the Board approves the selective use of such advertising materials in the schools.

Regulations

1. Advertising materials, if judged by the School Principal to have sufficient educational or other value to justify their being used in the school, may so be used.
2. All community event posters must be approved by the school Principal prior to posting on community events Board.
3. No political campaigning allowed on School property.

Policy 521: School Closures

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The Board believes that children should have the maximum opportunity to attend school for the total number of instructional days. Therefore, as a general rule, the school shall remain open even if buses do not run.

Regulations

1. The decision for school closure due to inclement weather shall be made only after a conference involving the School Principals, the Superintendent, the Transportation Co-ordinator, and the Operations & Maintenance Manager .
2. In case of other emergencies, the Board delegates to the Superintendent the authority to close schools.
3. In a case where consultation with the Superintendent is not possible, the School Principal is delegated the authority to take appropriate action.
4. The Superintendent or designate will call radio stations by 6:30 am.
5. In the event of a school plant failure - and before students are picked up by the school bus in the morning - the School Principal and Operations & Maintenance Manager in consultation with the Superintendent, has the authority to close a school.
6. Transportation Policy 908-Closure of Bus Routes shall be referred to for assistance in administering this policy.
7. In the event that school buses can deliver students to the school, it is the responsibility of the school to remain open and all employees to ensure that they report to work.
8. Staff unable to arrive at work must call in before school opens for the day.
9. Staff not reporting their absence shall be considered absent without leave in accordance with Policy 418-Absent Without Leave.
10. Closure due to death in the community:
 - 10.1. Although community members are important to the education system for Piikani Nation, especially elders, closures due to the death of an elder in the community will not occur;
 - 10.2. In the event of the death of a member of leadership the school will not close;
 - 10.3. In the event of the death of a current member of staff or a student the school will close on the day of the funeral.

Policy 522: Selection of Textual Material

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

Since textual material forms an integral part of a school's program, it is important that the selection of such material be based on written educational objectives.

Regulations

1. Where new textual materials are to be selected, the School Principal shall develop a plan outlining the procedure to be followed in evaluating the appropriate material. Said plan shall be communicated to the Superintendent.
2. At the conclusion of the evaluation period, the results of the evaluation program shall be submitted to the School Principal for his/her approval.
3. When dealing with textbooks on the subject of First Nations, Blackfoot - Piikani, books by First Nations authors will be considered a priority in purchasing decisions, provided their material meets the learning objectives of the course.
4. The inventory of all resource material shall be done by Teachers and education assistants prior to the last week of school and submitted to the School Principal.

Policy 523: Extra-Curricular Activities

Effective Date: February 28, 1996

Revisions: October 15, 2015, February 28, 1996

Policy Statement

The Board of Trustees are aware of appropriate extra-curricular activities being carried on in the school. They look favourably upon intramural and extra-curricular school activities.

Regulations

1. Voucher meal and transportation expenses resulting directly from the participation by staff and other volunteers in extracurricular activities shall be reimbursed.
2. A police record check and child welfare information check shall be submitted by all volunteers. (i.e. coaches, managers)
3. Supervision - Male and Female supervisors are required for all co-educational Field Trips.
4. If a child is left behind for safety reasons the local RCMP detachment must be contacted. Refer to Transportation Policy 904 - Passenger Discipline.
5. If a student has caused harm to another student they are placed on conditional participation in any further extra-curricular activities. A threat assessment may be activated at the discretion of the School Principal. Refer to Violence Threat Assessment Policy in PNSS manual.

Policy 524: School Health and Well Being Program

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

Health education and particularly, family life education, has a place in public school education. However, the sensitivity of family life education suggests that special effort must be taken to assure that both parents and staff are comfortable with the program.

Regulations

1. The decision to teach the human sexuality content of the Health Programs shall be made by the teacher instructing the class, in consultation with the School Principal.
2. When a decision has been made to teach the human sexuality content, the following criteria shall be met:
 - 2.1. The School Principal shall be notified;
 - 2.2. A parent information letter is to be sent home for parental consent;
 - 2.3. A student shall be excused from class attendance on parental request.
3. Refer to Alberta Safe and Caring School Guidelines.

Policy 525: School Spiritual Program

Effective Date: October 5, 2015

Revisions: October 5, 2015

Policy Statement

Spiritual education and particularly, family life education, has a place in public school education. However, the sensitivity of family life education suggests that special effort must be taken to assure that both parents and staff are comfortable with the program.

Regulations

1. The decision to teach the Spiritual Programs shall be made by the teacher instructing the class, in consultation with the School Principal.
2. When a decision has been made to teach content, the following criteria shall be met:
 - 2.1. The School Principal shall be notified;
 - 2.2. A parent information letter is to be sent home for parental consent;
 - 2.3. A student shall be excused from class attendance on parental request.
3. Where possible, Piikani Community members or Piikani Elders, should be consulted as resource people or as presenters of Blackfoot spiritual content/information.

Policy 526: Piikani Cultural Days

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The schools shall be supported to provide an annual celebration of the Piikani-Blackfoot heritage. The Board recognizes the benefit of such activities and will provide annual funding to support such.

Regulations

1. The Blackfoot Language and Culture Committee shall prepare an annual budget and submit such to the School Principals.
2. Funding shall be identified in the annual Blackfoot program budget.
3. Upon completion of activities the School Principal in collaboration with the Blackfoot teachers shall provide a report to the Superintendent.
4. The Blackfoot Language and Culture Committee will develop a plan of activities that will align to the outcomes in the core subject areas identified in the Alberta Program of Studies.

Policy 527: Work Experience Programs

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The Board recognizes that work experience is a cooperative effort of the community and the school to further the student's personal development, career planning, occupational knowledge and skills. Therefore, when warranted the work experience program will be an accepted course offered by the senior high School.

Regulations

1. Work Experience will be supplied and monitored through the School Principal (or designate).
2. Approval for Work Experience Programs will be through the School Principal (or designate).
3. The students shall make the initial contact with the Employer to initiate a possible placement in a Work Experience setting.
4. A contract shall be signed between the Work Place Supervisor, parent and/or guardian, student and School Principal (or designate) in the school as to the expectations of all involved.
5. Evaluation:
 - 5.1. The student must complete a DAILY LOG BOOK. This is a notebook that explains the tasks done in each day on-the job. Completion of the LOG BOOK and discussion of same with the School Principal shall comprise of 50% of the final mark.
 - 5.2. The WORK PLACE SUPERVISOR shall:
 - 5.2.1. complete two evaluation sheets, one at the half way mark of the program, and the second upon the completion of the required number of hours of work;
 - 5.2.2. visit the PLACE OF EMPLOYMENT at least two times to discuss the progress of the student with the WORK PLACE SUPERVISOR. The outcome of these discussions and the WORK PLACE SUPERVISOR'S written evaluation shall comprise 50% of the student's final grade.
6. The minimum wage rates do not apply to students in the work experience program.
7. Students may receive credits for a summer work experience program by providing a letter from the summer student coordinator or designate of the youth employment program.
8. Work Experience placement sites and locations require a minimum of two safety inspections by Operations and Maintenance Manager and/or Certified Engineer Technician.

Policy 528: Communicable Diseases - Students

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The Board recognizes that communicable diseases, illnesses and infections may affect students, school staff and the school community. These disease, illnesses and infections can be transferred to others and could be life-threatening. The Board acknowledges that part of providing a safe and caring school environment includes the responsibility to manage the potential dangers associated with communicable diseases.

Regulations

1. The Superintendent will collaborate and take advice regarding communicable diseases, illnesses and infections from the Alberta Medical Officer of Health Office and Piikani Community Health Professionals.
2. The confidentiality and dignity of students diagnosed with a communicable disease, illness or infection will be respected and is required by the Public Health Act.
 - 2.1. Persons involved in the care of an infected student should respect the student's right to privacy, including maintaining confidential records;
 - 2.2. The number of personnel who are aware of the infected student's condition should be kept at the minimum.
3. Hygienic practices and procedures regarding routine cleansing of materials and surfaces should be reviewed with local community health staff to minimize the risk of potential transmission of a communicable disease, illness or infection.
4. PNSS Immunization Program is important in managing communicable disease:
 - 4.1. The goal of the program is to maintain adequate levels of protection within the student body against major vaccine preventable diseases;
 - 4.2. The program operates in cooperation and participation of community health nurses, parents, students, school staff and administrators;
 - 4.3. Vaccine preventable diseases include but are not limited to:
 - 4.3.1. Rubella, Measles, Mumps, Diphtheria, Tetanus, Pertussis, Hepatitis B and Poliomyelitis
5. School Community Stakeholder Responsibilities are as follows:
 - 5.1. The School Principal is authorized to develop and implement procedures in support of this policy and shall:
 - 5.1.1. Ensure the distribution of communicable disease information sheets and/or letters home at the direction of the Community Health Nurse(s);
 - 5.1.2. Notify the Community Health Nurse if ten percent or more of students are absent due to illness;

- 5.1.3. Notify the Community Health Nurse when aware that a student has been diagnosed with a communicable disease, illness or infection
- 5.1.4. Ensure school staff know this policy and procedures that guide it.
- 5.2. School Teachers and support staff shall:
 - 5.2.1. Assist in the distribution of communicable disease information sheets and/or letters home at the direction of the Community Health Nurse(s);
 - 5.2.2. Notify the School Principal when aware that a student has been diagnosed with a communicable disease, illness or infection;
 - 5.2.3. Promote to students the importance of proper hand washing procedures.
- 5.3. Parent(s) / guardians shall:
 - 5.3.1. Notify the School Principal if their child has been diagnosed with a communicable disease, illness or infection that might put others at risk;
 - 5.3.2. Educate and promote proper hand washing procedures with their child(ren).
- 6. Piikani Community Health should be consulted as to recommended timelines when infected students may be absent from school as a result of having a communicable disease, illness or infection as recommended timelines vary.
- 7. The management of students infected with Blood Borne Pathogens:
 - 7.1. Blood borne pathogens include HIV, AIDS, Hepatitis B and Hepatitis C;
 - 7.2. Students infected with blood borne pathogens will be allowed to attend school;
 - 7.3. Decisions regarding the type of educational and care setting for HIV and AIDS infected children should be based on the behaviour, neurological development, and physical condition of the child and the expected type of interaction with others in that setting.
 - 7.3.1. These decisions are best made using the team approach including the child's physician, public health personnel, and the child's parent or guardian.
 - 7.3.2. In each case, risks and benefits to both the infected child and to others in the setting should be weighed.

Policy 529: School Fund Raising Projects

Effective Date: November 12, 2003

Revisions: October 5, 2015, November 12, 2003

Policy Statement

The Board is obligated to provide the necessary funds to operate the educational programs in the school. However, it recognizes that there is some value in the schools carrying out specific projects which require extra-budgetary expenditures. Fund raising projects are therefore permitted.

Regulations

1. School Fund raising projects shall not interfere with normal activities of the school. The group doing the fundraising will use them in the year in which they are raised.
2. Financial reports from any group raising funds must be submitted monthly to the School Principal, Finance Administrator and the Superintendent. A detailed summary must also be provided to the Board at the end of June each year. No group or club may have their own account.
3. A detailed financial and program report of fund raising projects and activities will be provided to the Fundraising Committee.
4. The School Principal and fundraising groups will be informed of any surplus of money at the end of the fiscal year.
5. A fund raising plan must be submitted and approved by the School Principal no later than September 30th of each school year.
6. All fundraising dollars must be given to the School Principal for the school and any programs.
7. All fundraising proposals and planning documents require Board approval if the intended finance target exceeds \$2,500.

Policy 530: Text Book Use

Effective Date: February 28, 1996

Revisions: October 5, 2015, February 28, 1996,

Policy Statement

The Peigan Board of Education operates a text book plan for the students attending school. The purpose of the plan is to ensure that the proper books are obtained, and to provide them for use of the students attending the Piikani Schools.

Regulations

1. Students who lose or deliberately damage books and supplies will be asked to pay for the costs of replacing the items.
2. Classroom teachers are responsible for ensuring that textbooks are returned at the end of the school year/semester. (See inventory responsibilities).
3. All textbooks must be stamped with school name and address. Also the library must include UPC scan code with student sign out and teacher sign out.

Policy 531: Projects of Charity

Effective Date: June 28, 1990

Revisions: October 5, 2015, June 28, 1990

Policy Statement

A charity fund raising project may be initiated at the classroom or school level if it is accepted by the teacher, approved by the School Principal and the Superintendent.

Regulations

1. Projects from registered non-profit societies or organizations from the Piikani Nation whose goals are not consistent with that of the Peigan Board of Education shall require only the Superintendent's approval upon recommendation the School Principal.
2. All other projects including those that the Superintendent does not feel are consistent with Board goals shall be reviewed by the Board for approval purposes.
3. A written letter fundraising request must be submitted to the Superintendent.
4. Families requesting donations for funeral meals must be approved by the Superintendent.
5. The Superintendent will inform the School Principal via email that food is being taken out of the cafeteria inventory.
6. No equipment can be released from the cafeteria to be used for funerals.

Policy 532: Peigan Board of Education Student Organizations

Effective Date: February 28, 1996

Revisions: October 5, 2015, February 28, 1996

Policy Statement

The Board believes that the support of intra/extra-curricular student organizations will encourage students to take self-initiatives and develop leadership skills.

Regulations

1. Funding will be available only for intra/extra-curricular organizations.
2. Organizations must be sanctioned by their School Principal and supervised by a staff member for intra/extra-curricular organizations.
3. All applications must be recommended by the supervising Teacher and the School Principal.
4. Student Organizations receiving financial support from the Board are required to provide a written financial statement indicating how the funds were expended as well as a Student Organization evaluation.
5. Sponsorship will be approved pending the availability of funds.
6. School Organizations include but are not limited to:
 - 6.1. Student Council;
 - 6.2. Grad Clubs - ECS, Grade 6, Grade 9, Grade 12;
 - 6.3. Travel Club;
 - 6.4. Recycling Club;

References: Budget and Finance Policy 305 - Student Organizations (pg. 63)

Policy 533: Learning Support/ Inclusive Education

Effective Date: July 2009

Revisions: October 5, 2015, July 2009

Policy Statement

The Board believes that students with special needs should be provided with an education program that will contribute to the student becoming a caring and contributing member of society. Inclusive education at Peigan Board of Education means accepting responsibility for all students.

Regulations

1. The placement of a student with special needs is subject to INAC Special Education Guidelines.
2. Each student with special needs must have a developed and implemented Individualized Program Plan (IPP).
3. The IPP's of students with special needs will identify:
 - 3.1. Special education and related services to be provided;
 - 3.2. Long-term goals and short-term objectives;
 - 3.3. Assessment procedures and diagnostic information on which the plan is based;
 - 3.4. Review dates, results and recommendations;
 - 3.5. Placement plans for students who are served outside the regular classroom;
 - 3.6. Placement plans to reintroduce students to the regular classroom who have been previously withdrawn;
 - 3.7. Annual evidence of the dates(s) that the teacher has discussed the IPP with the parent/guardian.
4. As the provisions of services of students with special needs may require the involvement of other agencies such as social services, child welfare, health and the police, the consultation with these other authorities will follow Policy 536 – Community Based Collaboration.
5. Parents/Guardians shall be fully involved and consulted with as to assessments, development of IPP, and approval of program services. Parents must be given the opportunity to choose and be fully knowledgeable of the best options for their children.
6. The school maintains the responsibility to determine if the best program option can be provided by the school and if the student should be referred to a suitable program.
7. If a Teacher Assistant (T.A.) is recommended in the IPP, then a male T.A. will be paired with a male student, and a female T.A. will be paired with female student.

References: Alberta School Act: Standards for Special Education, Peigan Board of Education School Programs Policy 535 - Community Based Collaboration (pg. 165)

Policy 534: Student Referral Policy: Napi's Playground Elementary School

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

The Board believes that some children have learning styles that are unique. In order to assist these children in learning effectively the organization must develop a referral procedure based upon the ability of the child and the support of the parent.

Regulations

1. The Learning Support Team (also referred to as Response to Intervention team) will be made up of the following:
 - 1.1. Learning Support Teachers;
 - 1.2. School Counsellor/Family School Liaison;
 - 1.3. Referring Teacher;
 - 1.4. School Principal;
 - 1.5. Educational Assistant;
 - 1.6. One Elder (if requested by the parent).
2. Who may refer students to the school assessment team?
 - 2.1. Concerns of, social agencies, support staff workers and parents about a given child should be referred to the child's teacher and School Principal;
 - 2.2. Only the child's teacher will make requests to the Learning Support Teacher for further assessment;
 - 2.3. This request for assessment will not be made before the referring teacher has contacted the student's parents and School Principal and made them fully aware of her/his concerns and reasons for the assessment request;
 - 2.4. When the parents have given their permission for further assessment then the teacher and the Learning Support Teacher will arrange for assessment;
 - 2.5. This written request must include demographics, known disabilities, tests both formal and informal, descriptors of the child's behaviour and work and any other information that will help the assessment team reach its conclusions.
3. The role of the assessment team:
 - 3.1. Within two weeks of the request for additional assessment of a given student, the assessment team will meet with the referring teacher. The teacher will bring to this meeting any relevant documentation on the referred child;
 - 3.2. At this meeting the assessment team and the teacher will decide how to proceed further with a given referral;

- 3.3. This decision must be communicated in writing to the teacher and a copy submitted to the School Principal. Parents should be informed of the results.
4. Appeal procedures:
 - 4.1. The teacher and parent have the right to appeal the decision of the assessment team to the School Principal. This appeal should be in writing;
 - 4.2. The Learning Support Teacher should receive a copy;
 - 4.3. The coordinator shall review the minutes of the assessment meeting and the initial referral form with accompanying documentation, as well as interview the assessment team;
 - 4.4. If a mutually satisfactory decision cannot be reached then the appeal will be forwarded to the Board.
5. Parent's involvement:
 - 5.1. If the assessment team decides that further assessment is warranted the parents will once again be contacted by the Learning Support Teacher. The Learning Support Teacher would explain to the parents the findings of the pre-referral meeting and seek the parent's written permission for further assessment.
6. The role of the assessment team in developing an Individualized Education Program for Students and when all needed assessment procedures are completed the professionals involved will:
 - 6.1. Meet with the child's parent's to explain their findings and recommendations;
 - 6.2. Based on the above meeting a coordinated team action plan with appropriate follow up will be developed to ensure that the identified goals are implemented and that there is appropriate follow up at least in November and April of each school year.
7. Follow up role for the assessment team:
 - 7.1. The Assessment Team will meet once a month to review the status of each child of concern. Based on these regular progress meetings the assessment team will determine what education and/or social/emotional supports can be put in place to help students. Students do not have to be coded to be on the agenda of a monthly meeting of the team;
 - 7.2. The Assessment Team will be responsible for ensuring that up to date, comprehensive files, including Individualized Education Programs are accurately maintained on all students receiving special needs help. The Assessment Team will make every effort to keep the student's parents are informed on a regular basis.
8. Community Case conference team referral
 - 8.1. The Assessment Team or its delegate will meet on an as needed basis with any other professionals working with a given special needs child;
 - 8.2. The Learning Support Teacher and/or the School Principal will meet with the Case Conference Team on a regular basis as required for monitoring and reporting on the student's progress;
 - 8.3. The procedure for the Community Case Conference Team is outlined in Policy 535 - Community Based Collaboration.

Policy 535: Community Based Collaboration

Effective Date: July 2009

Revisions: October 5, 2015, July 2009

Policy Statement

The Board believes that the community desires a comprehensive team approach for the provision of services for students with special needs. Community based case conferences are meant to provide wrap around services to students and families. The Board believes that such conferences must respect the privacy and confidentiality of the student and personnel involved.

Regulations

1. A Community Based Collaboration is defined as a meeting or discussion between an employee of the Board and the employee of another organization with the purposes of determining a “joint” plan of action for an individual student with special needs. A conference is required if the school shall follow a plan of action in cooperation with an external agency.
2. An employee of the School is designated to the case conference by the School Principal.
3. Each case conference participants are responsible for recording their own Record of Decisions (ROD). These ROD's will include the task and identify the person most responsible. The ROD is shared with the School Principal.
4. Any commitments made during the meeting must be reviewed by the School Principal and, if so approved, be included with the students Individualized Program Plan (IPP).
5. Parents/guardians must be consulted as to the intent of the case conference. Parents/guardians must also be informed of the right to participate in the case conference.
6. During the case conference the participants must set a follow-up meeting date, time and location to evaluate the effectiveness of the action plan. Such outcomes should be reported in the student's IPP. All activities can be outlined in the ROD.
7. The school designate to the meeting is responsible for informing participants of the School's responsibility for the privacy and confidentiality of information on behalf of the student, their family, and participants in the conference. Participants must agree to respecting the privacy and confidentiality of information discussed during the conference or the conference may not proceed.
8. ROD's of a case conference are considered secured information.

Policy 536: Knowledge and Employability Program

Effective Date: July 2009

Revisions: October 5, 2015, July 2009

Policy Statement

The Knowledge and Employability Program (K&E) is designed for Grade 8 to Grade 12 students who meet the Alberta Program of Study criteria and learn best through occupational oriented experiences that integrate essential and employability skills. K&E courses are the responsibility of the school authority and must meet the standards set out in the Knowledge and Employability Manual. The program may be offered only with the full annual consent of the student and by the written approval of a parent/guardian.

Regulations

1. Through consultation with the secondary school staff the School Principal shall determine the need for K&E course offerings for each semester.
2. Staff and the School Principal must:
 - 2.1. Carefully evaluate the past performance of each student to determine that K&E courses would be in the best interest of the student;
 - 2.2. Ensure that a student may make choices throughout their secondary program that will allow them to complete the Certificate of Achievement.
3. Referrals may be made to a Learning Support Teacher for assessments which may/may not support the request for student enrolment in K&E classes.
 - 3.1. The minimum requirement for eligibility is a student must have a reading level of 4.0.
4. The School Principal shall prepare the annual K&E program course offerings and ensure that all staff implement the latest standards and regulations as found in the Alberta website;
<http://www.education.alberta.ca/teachers/programs/know.aspx>
5. The School Principal must ensure that each teacher demonstrates in each student portfolio how each course contributes toward a high school completion (high school diploma, certificate of achievement or certificate of completion)
6. The School Principal must ensure that classroom teachers, from Grade eight to Grade twelve, create a student assessment and student portfolio system that identifies student learning needs, academic and occupational option challenges.
7. The School Principal must ensure that all secondary school students have:
 - 7.1. A Student Learning Plan completed and the student's parents/guardians have been consulted;
 - 7.2. A learning plan that states the student's goals, the learning map and the course requirements to achieve such.
8. Parents/guardians of students between Grade eight and Grade twelve who are recommended for the K&E program must:

- 8.1. Understand the occupational orientation of the courses;
 - 8.2. Understand the overall philosophy and goals of the program;
 - 8.3. Understand the attainable transitions to other secondary, post-secondary programs and workplace opportunities.
9. Students must be fully consulted so as to make an informed decision to reject or commit to the program.
 10. Students with special needs may also enrol in K&E courses if such courses are deemed appropriate for the students and in accordance with the Alberta Standards of Special Education.
 11. Each year, the school must meet with parents who must sign a consent form or reject this program option before students are enrolled into subsequent K&E courses.
 - 11.1. K&E courses must conform to the regulations set out by Alberta Education. K&E courses must be designed to encourage and support students' achievement at their highest ability levels and support students' goals.
 - 11.2. Each complementary course may be locally developed or purchased and then modified to suit local needs as well as be selected from the approved Program of Studies.
 - 11.3. Schools providing work experience of off-campus education opportunities shall use the Alberta Education Off-Campus Education Policy and Regulations as a guide for student placements.
 - 11.4. Each course is based on a credit for twenty five hours of teacher instruction. Courses will offer five credits each as per regulations. Courses must follow the system of prerequisites as set out in the regulations.
 - 11.5. Students in the K&E program must write the Grade 9 K&E Provincial Achievement Tests (PAT) as per regulations.
 - 11.6. The K&E program may lead to a Certificate of High School Achievement that gives students access to trades and college occupational programs.



600 - School Instructional Services and Learning Environment



Section 600 - School Instructional Services & Learning Environment

Preface.....	171
Policy 601: Access to Education / Eligibility Requirements	172
Policy 602: High School Academic Programs	174
Policy 603: Academic Placement.....	175
Policy 604: Attendance at School	176
Policy 605: High School Attendance	177
Policy 606: Reporting Student Progress: Parent / Guardian Communication.....	178
Policy 607: Education Information System (EIS)	180
Policy 608: Cumulative Records	181
Policy 609: Student Accident or Illness.....	184
Policy 610: Reporting of Accidents for Students.....	185
Policy 611: Administration of Medication to Students	186
Policy 612: Learning Support Placement Process	188
Policy 613: Piikani Student Transfer Policy	189
Policy 614: Student Suspension Appeals	190
Policy 615: Student Supervision.....	191
Policy 616: Violence and Threat Risk Assessment	192
Policy 617: Sexual Orientation and Gender Identities	194
Policy 618: Security Camera	195
Policy 619: Student Discipline	196

School Instructional Services & Learning Environment

Preface

In this section, the overall environment and well-being of the students enrolled in K-12 is detailed. Although the curriculum delivered is under the authority of Alberta Education, students attending schools on the Piikani Nation are exposed to and encouraged to understand *Piikansini* which has imbedded within a student's right to learn the Piikani culture and language. It is of great importance that meaningful relationships with elders and parents are developed and supported as these relationships are considered key in student success.

All students regardless of cultural origin, gender or spiritual affiliation have the right to access education in a safe and supportive learning environment. Therefore this section covers those teaching practices and guidance required to establish a positive student centered learning environment. The policies set out in this section were developed with long-term aspirations and endeavours to support excellence in lifelong learning within a culturally appropriate context.

Policy 601: Access to Education / Eligibility Requirements

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

The Board recognizes that elementary and secondary education is offered to children and young people under the age of twenty in all public school systems within the Province of Alberta. As such, the Board has a responsibility to accept all children and young people who fall within the age category identified.

Regulations

1. Elementary School Age Children
 - 1.1. Children who have reached the full age of four years, on or before the last day of September of the current year, may start K4/Junior Kindergarten provided they are potty trained;
 - 1.2. Children who will reach the age of five years old before December 31st may start K5/Kindergarten;
 - 1.3. Unless otherwise approved by the Board of Education, attendance in a Kindergarten program shall be a prerequisite to admission into the Grade 1 program of the Piikani Nation education system;
 - 1.4. Children seeking placement in Grade one must present appropriate proof of age at the time of registration;
 - 1.5. Children will be admitted to Grade one provided they are six years of age on or before December 31st of that year.
2. Secondary School Age Children
 - 2.1. Students in grades eleven and twelve will be granted full responsibility for their activities during non-teaching periods;
 - 2.2. The staff and/or parents shall make recommendations to the School Principal on the restrictions of this privilege in individual cases. Parents will be advised of any restrictions which have been put in place;
 - 2.3. A student sixteen years or older can be considered to be independent based upon financial independence, responsibility for significant decision making and living arrangement;
 - 2.4. Students who are eighteen years of age or older shall be considered an adult and become legal, independent students.
3. Students of Legal Age
 - 3.1. At a student's 18th birthday the student is considered to be independent and under his/her own supervision, unless the student shows, through medical documentation, that he/she is still considered to be living in a dependent situation with a parent/guardian;
 - 3.2. Students of legal age are subject to and must comply with the rules and regulations of Piikani Nation Secondary School;

- 3.3. Students of legal age will have the rights and benefits to communicate directly on all school matters such as report cards, attendance, field trips, etc;
- 3.4. Students of legal age may consent to parent/guardian access to their school related information. Consent to parental access must be in writing via the consent to access form.

References: Peigan Board of Education School Programs Policy 505 - Junior KindergartenK4(Nursery) (pg. 128)



Policy 602: High School Academic Programs

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

A student's academic program can be of vital concern to the student's parents. The school has a responsibility to keep parents informed of the student's program.

Regulations

1. Parents and students shall be given the opportunity to select the student's program.
2. If a major change is anticipated in the student's program, parents shall be contacted for approval.
3. Parents should be contacted in writing as to the proposed program for their child(ren) for the next school year by June 15th of the present school year. For those students transferring in during the year the school is responsible for informing the parents within ten days of the proposed programs.
4. Students should be earning approximately between fifteen to twenty credits per semester.
5. Students should meet with the Family School Liaison (FSL) at least once a year to discuss academic goals.
6. Students who are new to Piikani Nation Secondary School (PNSS) will participate in an intake interview to determine their credits and courses achieved to date, scheduling of classes, transportation requirements, and all necessary registration information.
7. A detailed academic report is mailed to parents/guardians once a year; the report lists the amount of credits received by their child/student.
8. Students of legal age will be the recipients of the academic report; correspondence of this information will only be forwarded to the parent at the written request of the legal age student.

Policy 603: Academic Placement

Effective Date: February 22, 1993

Revisions: October 5, 2015, February 22, 1993

Policy Statement

To assist students in developing a positive self-concept, the Board believes that they should be provided with the experience of success. One important means of providing these experiences is by making it possible for students to progress continuously through the curriculum according to their needs and abilities. While the average time for a student to progress through the elementary school is six years, and three years through junior high school, provision must be made for those students who vary from the average.

Regulations

1. In the event that a student is progressing at a rate significantly different from average, consultation with the student's parents shall occur as early as possible. A program of action will be recommended by FSL and Learning Support to School Principal.
2. The school personnel will maintain records and the Superintendent will be informed of consultations with parents and actions with regards to the placement of the student.
3. The Learning Support Teacher and School Principal will communicate to parents if their child is receiving modified or adapted programming each school year.

Policy 604: Attendance at School

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

It is the belief of the Board that student achievement is affected by attendance. The Board, therefore, encourages regular attendance by students in order to maximize their educational opportunities.

Regulations

1. School Attendance
 - 1.1. Every student legally required to do so shall attend regularly and punctually throughout the year;
 - 1.2. Students considered to be inexcusably absent from school in excess of twenty percent of the time shall be reported on the month end report to the attendance collaboration inter-agency. These students shall be reported every month thereafter until regular attendance is resumed;
 - 1.3. Since every case of inexcusable absence is handled on an individual basis, it is essential that the school has adequate attendance accounting procedures.
2. Suspension
 - 2.1. Students may be suspended for any conduct which, in the opinion of the School Principal, is harmful to the moral tone and/or general well being of the school community;
 - 2.2. When a student is suspended, the School Principal shall phone the parents/guardians regarding the suspension and confirm it by registered or hand delivered letter to the parents. A copy of the letter shall be sent to the Superintendent. The School Principal shall arrange a conference with the parents with the student present if it is deemed desirable;
 - 2.3. Parents shall be informed of their right to appeal a suspension to the Board:
 - 2.3.1. Temporary exclusion from a classroom for part of a lesson is not deemed to be a suspension if a student is absent for more than eighty percent of class; he/she will be marked absent.
3. Expulsions one year only (meaning the student is gone – no services at all)
 - 3.1. When a student's behaviour is such that expulsion from school is recommended, the School Principal shall make the recommendation to the Superintendent as per policy. All actions will follow policy or expulsion.

Policy 605: High School Attendance

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

Needs a Statement

Regulation

1. Every student is expected to attend all classes and designated spares regularly and punctually throughout the school year.
2. It is the responsibility of the students, the parent(s) and/or guardian(s) to ensure that regular attendance is maintained. Other community agencies will be used by the school to provide support to the student on irregular attendance related issues.
3. Students, parent (s) and/or guardian (s) will be notified at the second, fourth and sixth absence by phone (where possible) by the teacher and by mail on the fourth and sixth absence by the classroom teacher.
4. When a student has reached an absence rate of twenty percent per month the teacher will make a referral for the student to see the Learning Support Teacher
5. The staff of the school will make every effort to encourage the students to maintain regular attendance. Teachers will maintain daily attendance in each class. It will be the responsibility of the student to keep himself/herself knowledgeable about his/her attendance status.
6. In special circumstances like: a death of a family member, surgical procedures, and extreme sickness, the student, parent/guardian(s), and the school will work together to make sure the student catches up on all the work missed during the absence.
7. A student who is removed from a class under the provisions of these regulations shall be informed of his/her right to appeal the decision to the Peigan Board of Education.
8. Students of legal age shall provide written notes to the teacher(s) to explain their absence; this does not include absences due to intra/extra-curricular activities.

References: Peigan SISLE Policy 614 - Student Suspension Appeals (pg. 190)

Policy 606: Reporting Student Progress: Parent / Guardian Communication

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

The Board believes that cooperation between the home and school is essential for the total development of the child. To keep parents adequately informed of their child's progress and to promote greater understanding between the home and the school, parent teacher conferences, supplemented by written reports, will be utilized.

Regulations

1. Parent-Teacher Conferences:
 - 1.1. The teachers will conduct two parent-teacher interviews each year, the purpose of which is to:
 - 1.1.1. Advise the parent/guardian of the child's progress;
 - 1.1.2. Inform of any current difficulties and potential challenges;
 - 1.1.3. Discuss with the parent/guardian potential solutions, practices, classroom assistance, and establish agreement on what will be done.
 - 1.2. Students may be dismissed for two days during the year for the purpose of conducting parent-teacher conferences with the student present;
 - 1.3. Parents and Teachers shall include the students in the parent teacher conferences;
 - 1.4. Bus drivers shall be adequately informed of the plans for daytime parent-teacher conferences.
2. Report Cards:
 - 2.1. Report cards will be sent out a minimum of two times during the school year, and a final report shall be sent out at the end of June, and at the end of each quarter for junior high and senior high;
 - 2.2. The first report end period may involve the staff delivery and conferencing with the parent at their home or place of work.
3. Parent-Teacher Requested Meetings:
 - 3.1. Teachers are encouraged to make at least one home visit with each parent/guardian at the beginning of the school year; the first parent-teacher interview should be conducted in the parent/guardian home;
 - 3.2. Parents should be advised of teacher availability for meetings at the beginning of the school year and communicate changes to their schedule regularly.
4. If a child should have a problem at school that will require consultation between the parent and child, the teacher will:
 - 4.1. Contact the parent before the child arrives at home;

- 4.2. if the teacher is unable to contact the parent, the teacher will provide a note to the parent explaining how the parent can contact the teacher and the nature of the concern.
5. Parent Positive Contact:
 - 5.1. The purpose of parent positive contact is to:
 - 5.1.1. Advise the parents/guardians of positive developments with their child(ren) ;
 - 5.1.2. Communicate positive attributes and positive classroom behaviours being displayed by their child;
 - 5.1.3. Address any concerns that the parent/guardian may have;
 - 5.1.4. Inform parents/guardians of assistance that can be offered by the organization.
 - 5.2. Contact may be made by telephone, a write back journal, or personal interviews.
 - 5.3. Teachers shall make parent positive contact a minimum of four times per school year: twice per semester.
6. The School Principal shall maintain a record of parent/guardian contacts and submit relevant statistics on a monthly basis to the Board.
7. The School Principal shall ensure that any concerns raised by parents/guardians are well addressed in accordance with the dispute resolution process for parents.
8. The Superintendent shall maintain records of severe problems and bring these to the attention of the Board.
9. These procedures are considered minimal and should not limit staff. It is expected that an outstanding communication system between home and school will enhance effective community relationships.

Policy 607: Education Information System (EIS)

Effective Date: **October 5, 2015**

Revisions:

Policy Statement

Peigan Board of Education schools have student information contained in an electronic database so that they can manage information pertaining to academic records.

Regulations

1. The school shall submit a copy of the final nominal roll to the Superintendent either by mail or by electronic method by October 15th of each school year.
2. Administration support shall collect new information from parents/guardians and input this into the electronic database on a yearly basis;
3. Teachers that find new information should provide that to administration support within forty eight hours of obtaining the information.
4. Final class lists should be submitted to administration support by September 15 and February 15.
5. The school principal shall make every effort to obtain from parents:
 - 5.1. A statement of the child's health at the beginning of each school year, including susceptibility to particular illnesses, allergies or reactions;
 - 5.2. A record of the name, address and telephone number of the parent/ guardian, including, where applicable, similar data relative to the parent/guardian's place of employment;
 - 5.3. A record of the name, address and telephone number of the family physician.
6. Teachers must:
 - 6.1. Use approved electronic grade books;
 - 6.2. Student grades must be entered into the grade book at the time a student submits an assignment;
 - 6.3. Use divisional rubric in k5 to grade 9 for reporting.
7. Teachers in grades 10 to 12 shall use percentage reporting.

Policy 608: Cumulative Records

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

In order to monitor and appraise a student's educational growth, for the purpose of providing the best possible educational growth, the Board requires the maintenance of a cumulative record on every student who is attending school.

Regulations

1. The minimum personal data necessary for the operation of the educational system, which shall be recorded as it becomes available, includes:
 - 1.1. Name and address of student;
 - 1.2. Name and address of parent(s) or guardian(s);
 - 1.3. Birth date of student;
 - 1.4. Treaty number;
 - 1.5. Alberta health care number;
 - 1.6. Alberta education student identification number (ASN);
 - 1.7. Academic work completed;
 - 1.8. Level of achievement for each grade as well as standardized test scores:
 - 1.8.1. This information shall be updated as necessary but otherwise maintained for life of the record.
2. Other objective data which shall be recorded are:
 - 2.1. Scores on standardized tests;
 - 2.2. Results of interest inventories;
 - 2.3. Health data, including:
 - 2.3.1. Special reports, (i.e. hearing and vision clinics, speech language pathologist, psychological education assessments)
 - 2.4. This information shall be reviewed periodically and unnecessary data discarded.
3. Reports from outside agencies:
 - 3.1. Special reports originating outside of the school systems shall be placed in the cumulative file unless otherwise requested by the supplying agency;
 - 3.2. If a request is made that a report **not** be placed in the cumulative file, it shall be kept in a secure place determined by the School Principal; when the report is no longer needed, it shall

be destroyed. Where such a report exists, a note to that effect will be attached to the cumulative file.

4. Where special reports exist which are not in the cumulative files, the parent, guardians, and/or students will be directed to the source of these reports for information on them.
 - 4.1. When deemed necessary by the School Principal or Superintendent any confidential information shall be kept in a secured file in the Board office. This information is not the same as that collected in cumulative files and therefore should have restricted access;
 - 4.2. Secure student information (i.e. police, threat assessments) shall be kept at the PBOE Board Office.
5. Accessibility of Cumulative Records:
 - 5.1. Cumulative records shall be readily available to people who have direct interest in the educational process, including:
 - 5.1.1. Teachers and other professional personnel within the school system;
 - 5.1.2. Parents and/or high school students will be allowed access to their personal cumulative records when a professional person is available to assist in the interpretation of the material contained therein, i.e. psychological education reports;
 - 5.1.3. In-school personnel who do not feel confident about interpreting specialized psychological tests or other data may contact the learning support teacher for assistance;
 - 5.1.4. The release of information to persons not specified above will take place only when such release is authorized in writing by an adult student or by the parents of a minor.
6. Cumulative-records are confidential and must be stored in such a manner that unauthorized persons shall not gain access to the material; this storage shall be in locked filing cabinets within the school office for the convenient access of authorized personnel.
7. Appeal of data in Cumulative Record:
 - 7.1. If a parent, guardian or student challenges the accuracy of a cumulative record then the item in question shall be reviewed by the School Principal and/or designate and either verified or corrected.
8. Transfer of Records:
 - 8.1. When a student moves from one school to another, her or his cumulative record will be forwarded, on request, to the new school.
9. Inactive Student Records:
 - 9.1. Where an elementary or junior high or senior high student has transferred to another school and her or his cumulative record card has not been requested by the receiving school, the cumulative record shall be destroyed after seven years.
 - 9.2. Where a student has ceased to attend school, her or his cumulative record shall be kept for seven years, after which it will be destroyed by shredding;
 - 9.3. During the seven year period, the student may request to review her or his file when a professional person, designated by the School Principal, is available to interpret the material contained therein;

- 9.4. The student may also, at this time, request to have all parts of his or her file copied for his or her own use.

Policy 609: Student Accident or Illness

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

The Board recognizes its responsibility and that of its employees to act as would a reasonable and prudent parent. At the same time, the Board recognizes that, the doctrine of "in loco parents" does not confer on it or its employees all the authority of a parent. Unlike the parent, the Board or its employees do not have the authority to provide consent to medical treatment for a student.

Regulations

1. Teachers shall immediately report to a School Principal or designate any accident or illness which occurs to a student in their care.
2. If a student requires medical treatment, the parents must be informed and necessary medical treatment arranged.
3. If the parent/guardian cannot be contacted, the School Principal or designate shall arrange transportation of the student to a medical facility and arrange for a staff member to remain with the student until a parent/guardian arrives.
4. An interim report shall be submitted immediately to the School Principal and Superintendent and a final report after the medical assessment has been reviewed. The interim report shall indicate how and when the parents were contacted and is to be completed by the classroom teacher or coach.
5. Staff shall not provide or administer non-prescription medication to students.
6. The school shall develop a plan for the administration of prescription medications or allergy medications to those students requiring them. (see INAC Special Education Guidelines) Each plan is to be approved by the School Principal based upon staff interview with the parent/guardian or medical personnel.
7. The school shall keep a separate, current file of all students with medical alerts or disabilities, which shall be available to teachers, medical doctors, and professional personnel within the school system. Learning support teachers will inform the staff in designated bulletins with student picture, for ease of identification.
8. NO compensation will be made to parents/guardians or students for out of pocket expenses for medical equipment (crutches, braces, casts etc.)
9. Parents shall be notified immediately of an accident and shall be advised of the procedures followed by the school in dealing with the injury.
10. In the event of a school field trip an updated parental consent and medical form must be provided and kept on hand by the trip supervisor. This must outline existing and current medical conditions and contact information for parents/guardians.

Policy 610: Reporting of Accidents for Students

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

Of utmost responsibility is the health and safety of all students while on school premises. While accidents are not from time to time unavoidable, the Board shall make all effort to prevent accidents from occurring as the Board recognizes the importance of providing a safe and caring school environment.

Regulations

1. Any accident related to bodily injury or property damage, serious enough to require attention, shall be reported on the prescribed form, to the School Principal within twenty four hours.
 - 1.1. Accident reports shall be clear and accurate, with sufficient information provided to explain the cause and results of the accident.

Policy 611: Administration of Medication to Students

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

The Board believes that employees generally do not possess the knowledge and skills required for, or the means of, administering medication to students. The Board also recognizes that situations may arise from time to time which may require one or more of its employees to administer medication to a student when the student is deemed by the physician to be incapable of self-administration or in order to preserve the life of the student. Medication must be kept locked in a secure place.

Regulations

1. Identification of Medication - Dependent Students
 - 1.1. A list of names of all students who may need emergency medical attention shall be distributed to all staff members. Such a list should include a notation as to symptoms, possible reactions and appropriate responses and should be made available to substitute teachers;
 - 1.2. If a parent wishes such information to remain confidential and available only to the principal and FSL, this request should be made in writing.
2. Administrative Procedures
 - 2.1. Where a student must receive medication prescribed by a medical practitioner during the school day, or during an extra or co-curricular school-sponsored activity the principal shall obtain written consent from the parent attesting to:
 - 2.1.1. The parent's request for the school to provide for the administration of the medication;
 - 2.1.2. The schedule for administration, including the exact dosage and duration of the treatment;
 - 2.1.3. The student's ability to self-administer;
 - 2.1.4. The possible effects of failure to comply with the medication schedule;
 - 2.1.5. The need to provide for the security of the medication.
3. Self-Administration of Medication
 - 3.1. In those instances where a student is deemed by the physician to be capable of self-administration, the designated employee shall:
 - 3.1.1. Monitor the student's compliance with the schedule;
 - 3.1.2. Provide such security for the medication as is deemed appropriate by the physician and the principal;
 - 3.1.3. Complete the record form, noting the action taken in accordance with the prescribed schedule.
4. Employee Administration of Medication
 - 4.1. In those instances where the student is deemed by the physician to be incapable of self-administration, the designated employee shall:

- 4.1.1. Receive instruction in the correct means of administration from the physician or his designate;
- 4.1.2. Administer the medication in accordance with the schedule established by the physician;
- 4.1.3. Provide such security for the medication as is deemed appropriate by the physician and the principal;
- 4.1.4. Complete the record form, noting the action taken in accordance with the prescribed schedule.

5. Medication Schedule

- 5.1. It shall be the responsibility of the parent to advise the principal, in writing, of any change in the medication schedule;
- 5.2. If a change in schedule is required, a new schedule shall be prepared; the old schedule shall be retained with the advice of need for change attached;
- 5.3. Administration of medication shall be limited to the period established by the physician.

6. Disposal of Medication

- 6.1. At the end of each school year, the principal shall ensure that the medication is either picked up by the parent, or safely disposed of.

7. Administration of Non-Prescribed Drugs

- 7.1. Medication of a non prescriptive nature, such as, but do not limited to, aspirin, shall-not be distributed to any student without compliance with the regulations stated within this policy.

Policy 612: Learning Support Placement Process

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

The Board recognizes that a student's education is of vital importance to a number of people including the student, the parents and his or her teachers. The Board believes that there should be a process in place that will assure that the interest of all parties is considered in the program of learners with exceptional needs.

Regulations

1. INAC Special Education Guidelines will be followed.
2. The learning support teacher shall ensure that:
 - 2.1. A special education referral form is completed;
 - 2.2. Hearing and vision test results are up to date and on file;
 - 2.3. Cumulative records are obtained from past schools for new students;
 - 2.4. Data is collected from the student's teachers and FSL where applicable.
3. For all students considered for special education placement, appropriate psychological and education tests shall be administered by qualified staff.
4. Where the need is urgent and the nature of the disability has been identified, a student may be temporarily placed in a special education program without a complete assessment but the student shall have the complete assessment within five months of placement.
5. A case conference shall be held to review the recommended supports. At minimum the following people shall be invited to attend the conference:
 - 5.1. Parents;
 - 5.2. Learning Support Teacher;
 - 5.3. School Principal.
6. A student shall be recommended for placement by the Learning Support Team in accordance with the results of the case conference held to plan the student's placement and program.
7. Parents shall be asked to give written permission for students placed in all programs for learners with Extra-Ordinary Profound(EOP) needs.
8. A thorough review of a student's progress and placement, using the case conference approach, shall be completed annually.
9. An approval form for students exiting programs will be used to request written parental permission for discontinuing a special placement service.

References: Peigan Board of Education School Programs Policy 533 - Learning Support/Inclusive Education (pg. 162); Peigan Board of Education School Programs Policy 534 - Student Referral Policy (pg. 163); AANDC Special Education Guidelines

Policy 613: Piikani Student Transfer Policy

Effective Date: October 5, 2015

Revisions: October 5, 2015, November 25, 2003

Policy Statement

The Peigan Student Transfer Policy has been developed in response to the late transfer procedures utilized by some students. Some students have changed schools in September or later and in so doing disrupt the receiving school programming. Students who state their intentions earlier can be provided better programs since the receiving school will have time to become aware of the needs of the individual students.

It is not the intention of this policy to deny the student the choice of which school they wish to attend. It is the intention of this policy to ensure that the receiving school can provide the programming that the individual student requires.

The Peigan Board of Education shall endeavour to assist local school Boards in providing a quality education for all Piikani students.

Regulations

1. Transfer Out
 - 1.1. All parents/guardians will be asked to state which school their children will attend in September during April and May of the prior school year.
 - 1.2. Class lists will be drawn up by the principal for the Peigan Board of Education by August 15.
 - 1.3. Any students wishing to transfer after September 15 must make specific application to the School principal.
 - 1.4. For the purposes of the application of this policy, this policy, shall apply to those Piikani students who are attending school in either: Livingston Range Regional School Board, Holy Spirit Catholic School Board, or Peigan Board of Education schools in either Brocket, Fort Macleod and Pincher Creek.
2. Transfer In
 - 2.1. Peigan Board of Education will not accept students transferring in to NPES or PNSS after September 15 of the current school year.
 - 2.2. This will affects students transferring in from Fort Macleod or Pincher Creek Schools.
 - 2.3. Exceptions shall be made for students who are relocating from areas other than Pincher Creek or Fort Macleod.
 - 2.4. In extenuating circumstances, the school principal can accept a student. The school principal will work with the receiving school principal. A letter from the receiving school can indicate a school will do better academically in another school.

References: LRSD Administration Procedure 314

Policy 614: Student Suspension Appeals

Effective Date: November 28, 1989

Revisions: October 5, 2015, November 28, 1989

Policy Statement

The Board recognizes that after the age of sixteen years a child is no longer obligated, nor is the school obligated to provide for a child, a further school education. The Board will endeavour to provide a school education for all students to the maximum age set out by the Alberta School Act.

Regulations

1. Students over the age of sixteen years suspended from school have the right to appeal the suspension.
2. Appeals shall be directed to the School Principal who will, upon receipt, forward a copy of the appeal to the Superintendent .
3. The Superintendent will interview both the School Principal and the student to determine appeal validity. The Superintendent decision will determine:
 - 3.1. The support of the School Principal decision for suspension, in which case the student appeal shall be heard by a Board committee:
 - 3.2. The student appeal validity, in which case the student will be placed in the school under conditions agreed to by the student, the School Principal and the Superintendent .
4. The conditions of return to the school shall be in the form of a contract between the student, the parent (if the student is under eighteen years old), the Principal and the Superintendent .
5. All students eighteen years of age or older are considered to have legal adult status and are responsible for their education. (See policy 601:Access to Education/Eligibility Requirements)
6. Suspensions are applicable to all students registered with NPES and PNSS.

Policy 615: Student Supervision

Effective Date: November 25, 2003

Revisions: October 5, 2015, November 25, 2003

Policy Statement

The Board recognizes that in order to ensure proper supervision of children and young people during recess periods the school must establish a supervision schedule for the staff. In order to assist staff with supervision the Board's staff shall develop appropriate procedures.

Regulations

1. Napi's Elementary School:
 - 1.1. The Napi's Playground Elementary School shall develop recess guidelines as part of the school handbook.
 - 1.2. The Board does not permit elementary school students to leave the school campus without the permission of the School Principal and without being in the care of a responsible adult.
 - 1.3. Parents or Guardians who wish to remove children must either do so personally or confirm with the school who will escort the student from the school.
 - 1.4. The school's principal shall not accept standing orders from parents/guardians that permit their children to leave the school campus without a responsible adult.
 - 1.5. A responsible adult(18+ years of age) is a person that the parent/guardian and school agree may escort a child off the school grounds.
2. Piikani Nation Secondary School:
 - 2.1. PNSS shall develop classroom break guidelines .
 - 2.2. Students leaving school grounds at lunch must have lunch parent permission form signed in September each school year.
 - 2.3. Students are not allowed in the computer lab and gym without staff supervision.
 - 2.4. Division III & IV teachers must create supervision schedule each school year and submit it to school principal by September 2.
 - 2.4.1. Revisions can only be made when new staff comes on during the school year or when extenuating circumstances arise and after consulting with school principal;
 - 2.4.2. Copies must be submitted to Operations & Maintenance and administration support for each revision.

Policy 616: Violence and Threat Risk Assessment

Effective Date: May 28, 2014

Revisions: October 5, 2015

Policy Statement

The Peigan Board of Education is dedicated to maintaining a safe, caring and respectful environment in all schools and sites. The Board of Education actively seeks to cultivate environments that exemplify a welcoming learning community and that are, at the same time, orderly and civil and allow students and staff members to address the purposeful work before them.

The Board of Education has developed the Violence and Threat Risk Assessment (VTRA) Protocols to support prevention of violence in our schools and sites and to provide protective measures for students subject to violence in schools. This protocol also supports protection for all staff members that are threatened with injury or bodily harm or are assaulted during the performance of their duties.

These Protocols promote a common language and understanding of the VTRA model, makes use of a broad range of expertise, and solidifies the importance of the multidisciplinary approach that has proved to be so beneficial. Protocols foster timely collaboration and sharing of information about children/youth who pose a risk for violence towards themselves or others while respecting an individual's right to privacy to the fullest extent possible. These protocols also promote supportive interventions and preventative plans being put into place

Regulations

1. This policy applies to all Peigan Board of Education sites, including administrative sites and schools, and to all Board- sanctioned events.
2. Reporting of Incidents
 - 2.1. The Violence and Threat Risk Assessment (VTRA) Protocols describes the agreed-upon, consistent procedures for responding to and reporting serious incidents of violence or threats of violence to school administration, school staff, and, when necessary, local law enforcement.
 - 2.2. Peigan Board of Education sets out the requirement for reporting incidents of violence and threat/risk. Information relating to violence or threat risk leading to reports to the school administration, counselling staff, and, when necessary, local law enforcement must be recorded as per VTRA handbook.
 - 2.3. The VTRA policy facilitates appropriate sharing and disclosure of information and encourages ongoing consultation and partnership between the school community (students, parents, staff, administration, Board of Trustees).
3. Incident Reporting
 - 3.1. In the event of an assault on or threat to a student(s), and/or staff, and/or administration, the Principal, Assistant Principal, or designate shall be informed that an assault or threat has taken place.
 - 3.1.1. In the event that a lockdown is required, the School Principal or designate shall initiate the lock down procedure.

- 3.2. If the violence or threat risk causes bodily harm, the staff member shall determine if medical attention is required.
- 3.3. The staff member has the right to call the police or seek medical aid.
- 3.4. Staff members must be able to report all incidents without fear of reprisal.
- 4. Implementation of VTRA Protocols
 - 4.1. Identification of potential violence and threat risk is crucial in preparing for, or minimizing school or site incidents. This identification process will be conducted as risk assessment that will take into account:
 - 4.1.1. Historical data;
 - 4.1.2. Data relevant to the nature of the work conducted at the Peigan Board of Education site and schools;
 - 4.1.3. Community partnerships.
 - 4.2. This assessment will be conducted as often as necessary to protect students, staff, and Board administration.
 - 4.3. Ongoing risk assessment shall be the responsibility of the School Principal, Assistant Principal(s), or designate (and, where requested from the Family School Liaison/Counsellor, Learning Support, Teacher, Educational Assistant or other community agencies) to evaluate threat risk situations.

Policy 617: Sexual Orientation and Gender Identities

Effective Date: October 5, 2015

Revisions:

Policy Statement

Peigan Board of Education employees are responsible for providing a safe and caring school environment that is free from discrimination of all students regardless of sex, sexual orientation, gender identity or gender expression.

Regulations

1. Privacy
 - 1.1. PBOE employees shall not disclose a students' sex, sexual orientation, gender identity or gender expression to other employees or other students without the written permission of the transgender student and/or parent/guardian;
 - 1.2. A transgender student shall be allowed to be addressed by their preferred name and the preferred pronoun that corresponds to their gender identity the written permission of the transgender student and/or parent/guardian;
2. Accommodation
 - 2.1. A transgender student shall have access to the use of bathroom or change room facilities that corresponds to their gender identity when requested;
 - 2.2. An alternative bathroom or change room arrangement shall only be used at the request of the transgender student in a manner that keeps their gender identity confidential;
 - 2.3. A gender neutral restroom and change room facility shall be available to all students who require additional privacy regardless of the underlying reason.
3. Complaints of discrimination, harassment or violence based on a student's actual or perceived gender identity shall be taken seriously and handled in the same manner as any other bullying or harassment complaint.

References: ATA Professional Code of Conduct; The Declaration of Rights and Responsibilities of Teachers; The Alberta School Act Section 45(8)

Policy 618: Security Camera

Effective Date: October 5, 2015

Revisions:

Policy Statement

This policy provides guidelines regarding the use of security cameras at Peigan Board of Education sites/schools including both Closed Circuit Television (CCTV) and internet-enabled cameras (Web cams). The policy outlines when and how security cameras are to be installed, how images are to be stored and recorded, and the conditions under which stored images or video are to be used. The function of security cameras is to assist in protecting the safety of students, staff, and community and property of the Peigan Board of Education. The primary use of security cameras will be to record images for future identification of individuals in the event that the safety of persons or security of sites is required. There will be no audio associated with any camera. Security cameras will not be installed in offices, classrooms, washrooms, or change rooms. Security cameras may be installed in locations where the security of Peigan Board of Education property or people would be enhanced.

Regulations

1. Video monitoring for security purposes will be conducted in a professional, ethical, and legal manner.
2. All requests for installing security cameras on Peigan Board of Education property must be approved by the Superintendent.
3. Purchase, installation, and maintenance of camera equipment requires the approval of both the Superintendent and Operations & Maintenance Manager.
4. Once approved, new security cameras must connect to Peigan Board of Education's centralized security system.
5. Access to all security camera data will include: Superintendent, Principal, Assistant Principal, Operations & Maintenance Manager, CET Manager. All other access must be approved by the Superintendent (including local law enforcement agencies i.e. RCMP).
6. Recorded images will not be routinely checked and will only be reviewed in the event the Peigan Board of Education or its school personnel has a need to review the recorded images. Recorded information will be stored in a secure location with access by authorized staff only.
7. Information obtained through video monitoring will be used exclusively for safety, security, compliance with Peigan Board of Education policy and for law enforcement purposes. Should monitoring reveal activity that violates laws or policy, an investigation will be initiated. All information retained will only be released to law enforcement agencies.
8. Any person who tampers with or destroys video security equipment will be subject to criminal prosecution and/or campus judicial action.

References: Information Technology Policy 705 - Security Camera (pg. 214)



Policy 619: Student Discipline

Effective Date: October 5, 2015

Revisions:

Policy Statement

*In keeping with its stated values, the Peigan Board of Education is committed to providing students and staff with safe and caring school environments while maintaining the cultural and traditional ways of the Piikani People. **This discipline policy considers all aspects of the whole child including physical, spiritual, emotional, and intellectual.** While some portions of the policy may be general in process and are following mainstream schools, the uniqueness of Siksikatsitapi reflects a holistic approach to discipline.*

Regulations

1. EL - 16: Learning Environment/Treatment of Students states:
 - 1.1. School staff, Superintendent and Board of Trustees shall establish and maintain a learning environment that is safe, caring and conducive to effective learning and shall:
 - 1.1.1. Establish and consistently enforce discipline policies to maintain safe and effective environments for all students;
 - 1.1.2. Not tolerate any behaviors, actions or attitudes by staff or volunteers who have contact with students that hinder the academic performance or the well being of students;
 - 1.1.3. Provide safe learning conditions for students.
2. Definitions:
 - 2.1. "Active contact" means assisting, supporting or participating in an activity or behavior;
 - 2.2. "Class suspension" means the removal of a student from a class or part of a class by a teacher;
 - 2.3. "Expel" means to remove a student for a period of more than ten (10) school days from:
 - 2.3.1. School;
 - 2.3.2. One or more courses or education programs;
 - 2.3.3. Riding in a school bus;
 - 2.4. "Personal harassment" means any behaviour that has as its intent or effect to alarm, annoy or belittle a person;
 - 2.5. "Re-enrollment" means re-admission of a student to a program or a school following an expulsion;
 - 2.6. "Re-instatement" means the re-admission of a student to a school following a suspension;
 - 2.7. "Student" means an individual attending a school or program and includes a student in a continuing education program;
 - 2.8. "Suspend" means to remove a student for a period of ten (10) school days or less from:

- 2.8.1. School;
 - 2.8.2. One or more class periods, courses or education programs;
 - 2.8.3. Riding in a school bus;
- 2.9. "Unacceptable student behaviour" means the behaviour outlined in Section 9 of this policy and further in levels 1 to 3 of the PNSS & NPES Discipline Procedures Handbook. (refer to Appendix 600B - pg. 312)
- 2.10. "Sexual harassment" means any unwelcome behaviour which is sexual in nature including but not limited to:
 - 2.10.1. Unwanted physical contact;
 - 2.10.2. Unwelcome remarks or compromising invitations;
 - 2.10.3. Verbal abuse or display of suggestive pictures;
 - 2.10.4. Leering, whistling, innuendoes, jokes or other behaviours or gestures of a sexual nature;
 - 2.10.5. Demands for sexual favours;
- 2.11. "Weapon" means any object which is either designed, intended or used to intimidate, threaten or inflict bodily harm on an individual and includes any object which imitates a weapon.
- 3. Student code of conduct:
 - 3.1. Students shall be diligent in pursuing their studies;
 - 3.2. Students shall attend school regularly and punctually;
 - 3.3. Students shall cooperate with those authorized to provide educational programming and services;
 - 3.4. Students shall comply with school rules;
 - 3.5. Students shall account for their conduct and respect the rights of others;
 - 3.6. Students shall respect school facilities;
 - 3.7. Students shall be responsible for school textbooks and equipment;
 - 3.8. Students shall not threaten, harass, bully, intimidate or assault any person within the school community;
 - 3.9. Students shall not be in possession of or under the influence of drugs and/or alcohol;
 - 3.10. Students shall behave in a safe and responsible manner at all times.
- 4. Scope of student responsibility regarding code of conduct:
 - 4.1. Students shall be responsible and accountable to PBOE and the school for their behavior and conduct :
 - 4.1.1. When participating in school-sponsored or related activities;
 - 4.1.2. On school property;
 - 4.1.3. During recess or lunch periods on or off school property;
 - 4.1.4. While traveling to and from school;
 - 4.1.5. On vehicles used for the transportation of students to and from school and school

activities.

- 4.2. Students shall be responsible to comply with the code of conduct.
5. Teacher classroom discipline:
 - 5.1. Each teacher shall know and inform the students of the discipline procedures stated within the PNSS & NPES Discipline Procedures Handbook;
 - 5.2. Each teacher shall ensure that classroom discipline practices:
 - 5.2.1. Reflect and encourage appropriate student behaviour and maintain school order;
 - 5.2.2. Treat individuals in a manner which is fair, reasonable and objective;
 - 5.2.3. Contain consistent procedures which are fair reasonable and objective.
 - 5.2.4. Avoid threats, enticements and other measures which may be regarded as coercive;
 - 5.2.5. Make provision for early detection of attendance and discipline concerns;
 - 5.2.6. Emphasize early and ongoing communication and involvement with parents through the resolution of discipline or attendance concerns;
 - 5.2.7. Facilitate prompt action to resolve discipline concerns.
6. Hazing, initiation activities and the formation or the operation of gangs and secret organizations by or with students is not permitted within the scope of conduct determined in section of four (4) of this policy:
 - 6.1. Activity of this nature is in opposition to Piikani Culture and violates the standard of safe and caring conduct.
 - 6.2. The school Principal shall determine what constitutes hazing, initiation, gang and secret organization activities.
7. The illegal possession, sale or trafficking of illicit substances and/ or the use of alcohol and illicit drugs compromises the safety and security of our school and is strictly prohibited. (Refer to Policy 517 - Drug and Alcohol Policy)
8. Unacceptable student behavior shall be grounds for discipline and shall provide a critical learning opportunity for students in the areas of:
 - 8.1. Personal accountability and responsibility;
 - 8.2. Empathy development;
 - 8.3. Conflict resolution;
 - 8.4. Communication;
 - 8.5. Social skills development.
9. Unacceptable student behaviour means that a teacher or principal has identified a student to be conducting themselves in a manner which includes but is not limited to the following behaviors:
 - 9.1. Use, possession of, sale, distribution of or active contact with a weapon on a student's person, in a student's locker or desk, on school property, or in a vehicle on school property used by a student or occupied by a student as a passenger;
 - 9.2. Threats;

- 9.3. Conduct which endangers others;
- 9.4. Encouraging conduct which endangers or may endanger others;
- 9.5. Encouraging unacceptable conduct;
- 9.6. Use or display of improper, obscene or abusive language;
- 9.7. Distribution or display of offensive messages or pictures;
- 9.8. Theft, including identity theft;
- 9.9. Assault;
- 9.10. Willful damage to school or other's property;
- 9.11. Use, possession of, distribution of, or active contact with or collection of money for illicit drugs, alcohol or inhalants in school, on school property or in the context of any school-related activity;
- 9.12. Attending school or any school-related activity under the influence of illicit drugs, alcohol or inhalants;
- 9.13. Personal or sexual harassment;
- 9.14. Hazing and/or initiation activities;
- 9.15. The formation or the operation of gangs and secret organizations;
- 9.16. Extortion;
- 9.17. Disruptive behaviour, willful disobedience or defiance of authority;
- 9.18. Interfering with the orderly conduct of classes or the school;
- 9.19. Tampering with fire alarms and safety equipment;
- 9.20. Criminal activity;
- 9.21. Contravention of the school's code of conduct;
- 9.22. Workplace violence;
- 9.23. Bullying including cyber-bullying;
- 9.24. Using information technology in violation of IT policies;
- 9.25. Behaviour outlined in levels 1 to 3 of the PNSS & NPES discipline procedures handbook.
- 9.26. Teachers and principal's shall follow student discipline procedures outlined in the PNSS & NPES discipline Procedures Handbook. (refer to Appendix 600B - pg. 312)
10. The teacher and principal shall ensure that student incidents and disciplinary measures are factually documented in a written report within two school days of the disciplinary action.
11. When responding to unacceptable student behaviour, a teacher or principal shall consider:



- 11.1. The effect of the student's behaviour upon other students, the staff, the school and the community;
 - 11.2. The nature of the action or incident that calls for disciplinary or alternative measures;
 - 11.3. The student's previous conduct and previous interventions;
 - 11.4. The student's age, maturity and abilities;
 - 11.5. The impact of proposed action on the student's future behaviour;
 - 11.6. The student's learning needs;
 - 11.7. Any other information that the teacher or principal considers appropriate or relevant.
12. A teacher or principal may use the following measures for student discipline;
 - 12.1. Assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;
 - 12.2. Short term removal of privileges;
 - 12.3. Detention;
 - 12.4. Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others.
13. A principal may use alternative interventions such as Peigan Community Conferencing and other forms of restorative justice as outlined in the PNSS & NPES Discipline Procedures.
14. Any use of force or restraint by a teacher or principal with a student shall be documented immediately and a copy of the documentation must be provided to the school principal and parent as soon as possible after the incident and a copy of the documentation placed and retained on the student's file.
15. Specific corrective action shall be carried out according to PNSS & NPES Discipline Procedures Handbook.
16. Alternative interventions are detailed in the PNSS & NPES Discipline Procedures Handbook:
 - 16.1. The purpose of an alternative intervention is to provide an alternative disciplinary approach to support critical learning around social behaviors;
 - 16.2. Alternative interventions may be initiated by the principal and shall be supported by the student, the parent and the student's support agencies and may be supported by other members of the community.
17. The principal shall ensure that disciplinary measures including suspensions or recommendations for expulsion are documented and include the following information:
 - 17.1. The date of the incident;
 - 17.2. The date of the suspension;
 - 17.3. Circumstances respecting the suspension or expulsion;

- 17.4. Details concerning the action taken;
 - 17.5. Names of persons involved in the action taken;
 - 17.6. Relevant history;
 - 17.7. Contacts made with parents;
 - 17.8. Interventions which have been tried with the student;
 - 17.9. Information regarding review procedures;
 - 17.10. Expectations established for the student's conduct upon re-enrollment;
 - 17.11. The duration of the suspension;
 - 17.12. Any recommendations for expulsion;
 - 17.13. This is not an exhaustive list of information to include.
18. A copy of the written report shall be:
 - 18.1. Retained on the student's file:
 - 18.1.1. For one year following the date of the suspension or expulsion;
 - 18.1.2. Until June 30th of the year following the year in which the suspension or expulsion occurred
 - 18.1.3. Whichever occurs last.
 - 18.2. Provided to the parent or independent student.
 19. Classroom suspensions shall follow the procedures stated in the PNSS & NPES Discipline Procedures Handbook.
 20. A principal may suspend a student, for unacceptable student behaviour:
 - 20.1. From school;
 - 20.2. From one or more class periods, courses or education programs;
 - 20.3. From riding in a school bus;
 - 20.4. For a period of ten (10) school days or less.
 21. When the principal suspends a student under section 20(1) above, the principal shall:
 - 21.1. Immediately inform the student's parent of the suspension ;
 - 21.2. Make contact with the parent or emergency contact of a student if the student is sent home before the end of the school day;
 - 21.3. Provide the student's parent with a written report on all the circumstances respecting the suspension;

- 21.4. Advise the student and the student's parents of the possible consequences of the student's behaviour;
- 21.5. Provide an opportunity to meet with the student's parents, and the student if the student is sixteen (16) years of age or older, to discuss the reasonableness of the suspension.
22. If a parent wishes to meet with the principal but cannot attend a meeting at the school, the principal may hold the meeting with the parent by telephone, if the parent is in agreement.
23. Student suspension for more than five(5) school days:
 - 23.1. If a student will not be reinstated within five (5) days, within 24 hours of the decision not to reinstate, the principal shall immediately:
 - 23.1.1. Inform the student's parent in writing of the procedures being considered (i.e. Violence threat risk assessment)
 - 23.1.2. Provide the superintendent with a copy of the suspension documentation outlining all the circumstances of the suspension and including the principal's recommendations.
 - 23.2. The principal shall hold a meeting within ten (10) school days of the date of the suspension with the parents and the student and if required, school system staff to consider the disciplinary action and shall decide either:
 - 23.2.1. To reinstate the student;
 - 23.2.2. To expel the student;
 - 23.3. A student who is not reinstated within 5 school days remains suspended until the principal makes a decision to reinstate the student or expel the student.
 - 23.4. If a parent wishes to appeal the decision, they shall follow Policy 614 - Student Suspension Appeals.
24. Student expulsion
 - 24.1. The Board, upon recommendation, may expel a student from any program operated by the Peigan Board of Education for a period of more than ten (10) school days if:
 - 24.1.1. The principal has recommended that the student be expelled;
 - 24.1.2. The student has been offered another education program by the Peigan Board Of Education.
 - 24.2. When the Board makes a decision to expel a student, the Board shall immediately notify in writing, the student's parent and the student, if the student is sixteen (16) years or older, of the decision.
 - 24.3. The principal may re-enroll a student who has been expelled:
 - 24.3.1. After the time requirement has been completed;
 - 24.3.2. If an alternate education program is being offered;
 - 24.3.3. After an in-take meeting.
25. Re-instatement or re-enrollment

- 25.1. In the case of a student who has been suspended or expelled, decisions regarding the placement of the student following re- instatement or re-enrolment shall be made in consultation with the principals of the schools involved.
- 25.2. A student's re-instatement from a suspension or re-enrolment after an expulsion may include recommendations for:
 - 25.2.1. Medical consultation;
 - 25.2.2. Enrolment by the student or the student's family in a treatment or counselling program designed to address the behaviour for which the student was suspended or expelled;
 - 25.2.3. Alternative interventions such as community conferencing and other restorative practices;
 - 25.2.4. Any other action which the board-delegated person or principal consider appropriate.
- 25.3. Recommendations established as a part of a student's re-instatement or re-enrolment shall be included in the student's file and provided to the student's parents and student, if the student is sixteen (16) years of age or older.
- 25.4. A student who is under suspension by another school jurisdiction will not be admitted to Peigan Board of Education school until the students case had been resolved by the other School jurisdiction.
26. In the absence of a principal, the assistant principal may suspend a student for unacceptable student behaviour and shall follow all procedures for suspension as stated within this policy.

700 - Information Technology



Section 700 - Information Technology (IT)

Preface.....207

Policy 701: Planning and Administration208

Policy 702: Network Maintenance.....209

Policy 703: IT Handbook.....211

Policy 704: Access to Network Resources212

Policy 705: Security Camera214

Policy 706: Secured Files215



Information Technology

Preface

PBOE acknowledges the necessity to ensure appropriate security for all IT data, equipment, and processes within its control and ownership. The objective of this policy section is to define policies and procedures for a secure information systems environment. This enables the Board to provide a high quality network in support of staff and students in their use of information and associated computer technology consistent with their professional and individual requirements.

The necessity for information is a fundamental resource in the delivery of quality education services, however, the operation of such must be without risking the integrity of the organization. Various legislative frameworks are used to guide this policy, including:

- Alberta Education directives
- Indigenous and Northern Affairs Canada (INAC) guidelines
- Freedom of Information and Protection of Privacy Act (FOIP Act)
- Personal Information Protection and Electronic Documents Act (PIPEDA)

PBOE recognized the obligation of every employed staff member and registered student to share the responsibility for appropriate, ethical and secure use of the computing resources. The Computer Information Technologist has the responsibility provide appropriate security, to maintain reliability and data integrity, and to enforce this policy as per the Superintendent Level Structure.

Policy 701: Planning and Administration

Effective Date: October 5, 2015

Revisions:

Policy Statement

Technology planning will be the responsibility of the Peigan Board of Education technology staff. Purchases of technology equipment and services will be done in consultation with the Superintendent, principals and within PBOE's financial budget.

Regulations

1. A three-year Technology Plan will be developed for the entire organization. The Plan shall:
 - 1.1. Contain measureable goals and strategies;
 - 1.2. Contain a long term technical plan that will be based on recognized information technology infrastructure library (ITIL) standards;
 - 1.3. Adhere to Alberta educational infrastructure standards and INAC directives.
2. This Plan shall be administered by the CIT and reviewed annually.
3. As per the Organizational Structure, IT will follow the direction of the Superintendent and school principal(s). However, a Technology Advisory Committee (or an ad-hoc committee) may be established to provide guidance and advice for Information Technology. This Committee may include:
 - 3.1. Principal(s) of the Schools;
 - 3.2. Peigan Board of Education Computer Information Technologist (CIT);
 - 3.3. Peigan Board of Education Certified Engineering Technologist;
 - 3.4. Peigan Board of Education Operations & Maintenance Manager.
4. The Committee will report to the Superintendent

Policy 702: Network Maintenance

Effective Date: October 5, 2015

Revisions:

Policy Statement

The Peigan Board of Education will maintain technical standards for hardware and software in order to maximize quality, equity, technical support, and minimize costs. These standards will adhere to Alberta Education provincial standards, and Aboriginal Affairs and Northern Development Canada (AANDC) directives; and will be established in consultation with the Technology Advisory Committee. The standards will be reviewed according to changing technology standards and in conjunction with policy 701

Regulations

1. An Evergreening plan for network resources renewal will be maintained by the Technology Advisory Committee. Key principles shall include:
 - 1.1. Technology purchasing and planning will be the responsibility of the Peigan Board of Education Technology Staff;
 - 1.2. End of life of a computer is four years, (no exceptions - **All computers** will be removed and replaced);
 - 1.3. Evergreening monies will provide computers based on the following ratios:
 - 1.3.1. 4 to 1 Student to computer ratio;
 - 1.3.2. 1 to 1 Teacher to computer ratio;
 - 1.3.3. 1 to 1 School Administrative Assistant to computer ratio;
 - 1.3.4. 1 to 1 Librarian to computer ratio;
 - 1.3.5. 1 to 1 Administration Personnel to computer ratio.
2. Software standards for electronic information storage and exchange in schools will be reviewed on an annual basis and conform to the requirements of Alberta Education and Aboriginal Affairs and Northern Development Canada.
3. Software installation must be done by the Computer Information Technician or designate subject to the following conditions:
 - 3.1. Board-owned software programs shall comply with license and copyright agreements;
 - 3.2. Personal software shall not be installed on Peigan Board of Education computers;
 - 3.3. All software must be registered in the name of Peigan Board of Education or Piikani Nation Secondary School or Napi's Playground Elementary School;
 - 3.4. Installation of software may proceed after the Computer Information Technician or designate has tested the software to ensure network and image compatibility.
4. Network storage areas are the property of the Peigan Board of Education. Within the parameters of FOIPP, and any other relevant legislation, the Peigan Board of Education Technology Staff may review files and communications to ensure system integrity and responsible use of resources.

5. All network resources are the property of Peigan Board of Education and have been allocated to be used for educational purposes. Personal use should be within legal confines and not be disruptive to the network.
6. In order to meet FOIPP and licensing requirements and to support recycling programs, technology equipment that is no longer needed must be disposed of by the Peigan Board of Education Technology Staff.

Policy 703: IT Handbook

Effective Date: October 5, 2015

Revisions:

Policy Statement

The Peigan Board of Education will maintain an IT Handbook that clearly lays out processes and structures to guide daily work related to network resources.

Regulations

1. This guide will be updated annually and made available to schools and departments in a digital format. The Handbook will provide information on:
 - 1.1. Purchasing;
 - 1.2. Usage;
 - 1.3. Security;
 - 1.4. Reporting.

Policy 704: Access to Network Resources

Effective Date: October 5, 2015

Revisions:

Policy Statement

The Peigan Board of Education believes that the use of Information and Communication Technology (ICT) will provide an opportunity to:

- 1. increase access to learning for students and staff;*
- 2. adapt teaching to different learning styles, preferences and paces;*
- 3. customize learning materials and services;*
- 4. provide access to interactive educational resources;*
- 5. expand research and knowledge creation;*
- 6. individualize the recording and tracking of learning progress;*
- 7. develop new learning communities for the sharing of knowledge and best practices; and,*
- 8. improve information management and administrative processes.*

Regulations

1. All users of technology in Peigan Board of Education will be expected to adhere to the ethical and legal use of technology as detailed in documents such as the Alberta School Act, the Alberta Teaching Quality Standard, and the Criminal Code of Canada. The "Internet Responsible Use Agreement" form will be considered the base standard and guiding document for network use.
2. All network resources are the property of Peigan Board of Education and are subject to the general procedures of the Board. Any alteration to the network resources must be implemented and carried out through authorized technical staff.
3. The school Principal shall ensure that the ethical and legal implication of the "Internet Responsible Use Agreement" form is clearly explained to students on an annual basis by a knowledgeable staff member.
4. Access to network resources with devices which are not PBOE property must be authorized in writing by the School Principal, subject to the following conditions:
 - 4.1. There must be no violation of licensing agreements;
 - 4.2. Access is achieved through processes defined and supported by the it handbook;
 - 4.3. Liability for damage to either the device or the network resources resides solely with the user.
5. Parents of students in Kindergarten-Grade 4 will be asked to sign an "Internet Responsible Use Agreement" form on behalf of their child(ren) in order for them to have access to network resources.
6. For students in Grades 5 -12, and not eighteen years of age, both a parent and the student will be required to sign the agreement.
7. Students who are 18 years of age or older will sign their own agreement.
8. This agreement will be signed again by the appropriate individual(s) as a student moves from school to school, when a student moves from grade 4 to grade 5, or when there is a significant change in the student's home/school situation.

9. Employees will take reasonable precautions for the security of personal information contained on mobile devices (e.g., laptops, mobile storage devices, and iPods), in accordance with the Freedom of Information and Protection of Privacy Act (FOIPP) and the Criminal Code of Canada.
10. It is recognized that in connecting to public networks, students may have access to inappropriate materials.
 - 10.1. Precautions must be taken at the jurisdictional and school levels to restrict access to inappropriate materials;
 - 10.2. A content monitoring and filtering piece of hardware is in place centrally to block sites such as pornography, hate etc;
 - 10.3. Supervision practices must be in place to monitor internet use in schools by students.
11. All students will have the opportunity, within available resources and reasonable security restrictions, to access jurisdictional technology in a manner that will:
 - 11.1. Allow the development of skills, interests, and talents;
 - 11.2. Enable them to be effective communicators and achieve the desired outcomes identified by Alberta Education.

Policy 705: Security Camera

Effective Date: May 28, 2014

Revisions: October 5, 2015, May 28, 2014

Policy Statement

This policy provides guidelines regarding the use of security cameras at PBOE sites/schools including both Closed Circuit Television (CCTV) and internet-enabled cameras (Web cams). The policy outlines when and how security cameras are to be installed, how images are to be stored and recorded, and the conditions under which stored images or video are to be used.

The function of security cameras is to assist in protecting the safety of students, staff, and community as well as protecting the property of PBOE. The primary use of security cameras will be to record images for future identification of individuals in the event that the safety of persons or security of sites is required. There will be no audio associated with any camera. Security cameras will not be installed in offices, classrooms, washrooms, or change rooms. Security cameras may be installed in locations where the security of PBOE property or people would be enhanced.

Regulations

1. Video monitoring for security purposes will be conducted in a professional, ethical, and legal manner.
2. All requests for installing security cameras on PBOE property must be approved by the Superintendent.
3. Purchase, installation, and maintenance of camera equipment require the approval of both the Superintendent and Operations & Maintenance Manager.
4. Once approved, new security cameras must connect to PBOE's centralized security system.
5. PBOE staff authorized to access all security camera data include: Superintendent, School Principal, Assistant Principal, Operations & Maintenance Manager and Certified Engineering Technician. All other access must be approved by the Superintendent (including local law enforcement agencies i.e. RCMP).
6. Recorded images will not be routinely checked and will only be reviewed in the event of a valid concern and/or legal need to review the recorded images.
7. Recorded information will be stored in a secure location with access by authorized staff only.
8. Information obtained from the video monitoring systems will be used exclusively for safety, security and compliance with PBOE policy. Information obtained through video monitoring systems may be used for law enforcement purposes in consultation with the Superintendent.
 - 8.1. Should monitoring reveal activity that violates laws or policy, an investigation will be initiated;
 - 8.2. All information retained in 8.1 shall only be released to law enforcement agencies.
9. Any person who tampers with or destroys video security equipment will be subject to criminal prosecution and/or disciplinary action.

Policy 706: Secured Files

Effective Date: October 5, 2015

Revisions:

Policy Statement

This policy provides guidelines regarding secured files used within PBOE administration, schools, or by Board of Trustees.

Regulations

1. A secured file cabinet will be located in the Superintendent's office.
2. The file cabinet will be locked at all times; keys will be provided for the Superintendent's use only.
3. Accessibility will be to Superintendent and only upon specific direction, in writing, will that access be given to the Financial Administrator.
4. Secured files will include:
 - 4.1. In camera notes as prepared by Chairperson or Vice-Chairperson with labelling of:
 - 4.1.1. In Camera Meeting/Date/Regarding: _____.
 - 4.1.2. These notes shall be sealed in an envelope and signed by the note taker.
 - 4.2. Violence and Threat Risk Assessment Forms which shall be sealed in an envelope, labelled with school name, student name, Principal name, and date.
 - 4.3. Confidential Student information from medical personnel.

References: SISLE Policy 618 - Security Camera (pg. 214); Transportation Policy 903 Security Camera (pg. 234); Personnel Policy 408 - Confidentiality (pg. 80)

800 - Operations & Maintenance



Section 800 - Operations & Maintenance

Preface.....	219
Policy 801: Contracts - Building and Maintenance.....	220
Policy 802: Reporting of Vandalism, Malicious Damage and Theft	221
Policy 803: Disposal of Surplus and Unusable Materials.....	222
Policy 804: Board Owned Vehicles.....	223
Policy 805: Community Use of Facilities and Equipment	224
Policy 806: Staff Use of Facilities and Equipment	225

Operations and Maintenance

Preface

The ultimate goal of a school maintenance department is related to the education of students. It is but one component of a large complex team that is working to achieve the goal of good education and services. Without a top-quality service-orientated and capable maintenance department, schools would deteriorate drastically, and education of our children would become very difficult.

The Operations & Maintenance Manager, along with custodians, share responsibility with the principal and staff for maintaining high standards in the educational environment. The custodians are not responsible for the instructional programs, but by maintaining a clean, healthy, and safe school plant, they can contribute a great deal of morale to the staff and students. In turn, the staff and students have a role to play in supporting the custodian's efforts to keep the school clean and in good condition. This section outlines the procedures that assist the Manager in making the best decisions for the benefit of the children.

Policy 801: Contracts - Building and Maintenance

Effective Date: **October 5, 2015**

Revisions:

Policy Statement

Some tasks relative to maintenance of buildings, furniture and equipment, and grounds, cannot be carried out by the department personnel and therefore it is necessary to occasionally enter into contracts with other individuals, or business firms.

Regulations

1. The Operations & Maintenance Manager has authority to enter into contracts when the estimated value of the project does not exceed \$1,500.
2. In special circumstances where the work exceeds \$1,500 but is deemed necessary for the continued operation of the school including life and safety concerns and necessary repairs to systems, the Operations & Maintenance Manager, upon consultation with the Superintendent, may proceed with the work.
3. Where the estimated values of the project exceeds \$1,500 but does not exceed \$10,000.00, the Operations & Maintenance Manager shall obtain at least two quotations and shall then review those quotes with the Financial Administrator and Superintendent before awarding the contract.
4. Amounts in excess of \$10,000 are subject to Board approval.
5. For some systems, there is only one contractor authorized to make repairs and therefore two quotes cannot be obtained. In such circumstances, the Superintendent and/or Financial Administrator may approve work or contracts that deviate from the Regulations.

Policy 802: Reporting of Vandalism, Malicious Damage and Theft

Effective Date: October 5, 2015

Revisions:

Policy Statement

The cost of replacing and repairing public property, incurred through vandalism and theft, is of concern to the Board. It is therefore accepted that all employees of the Board shall report any incidents of vandalism, malicious damage, or theft, so that losses may be recovered.

Regulations

1. Any damage to, or loss of property, owned by the Board shall be reported in writing within forty-eight hours to the Superintendent.
2. Damage and loss of public property shall be reported to the police when it appears that internal efforts to deal with the situation will not suffice.
3. If a student, or students, are negligent by intentionally destroying, damaging or losing property of the Board, a claim may be laid against the parents to recover the cost

Policy 803: Disposal of Surplus and Unusable Materials

Effective Date: October 5, 2015

Revisions:

Policy Statement

The Board recognizes that surplus materials and obsolete items accumulate, overtime, in its schools, administrative offices, maintenance and student transportation departments. There is a need to dispose of such things as textbooks, library books, building supplies, automobile parts and other materials which are surplus, or become unusable because of the state of disrepair or simply being obsolete.

Regulations

1. Every item which is to be disposed of shall be listed and submitted to the Superintendent.
2. Along with the list of items submitted to the Superintendent, a recommendation as to the kind of disposal shall be submitted. If the item has any resale value, an estimated dollar value shall be stated. If the item has no value, it shall be so noted.
3. Items less than \$200 shall be listed and posted within the organization. Peigan Board of Education employees will be given first preference as to their purchase.
4. The Superintendent shall approve the disposal of any single item that has an estimated value of \$200.00 or more.
5. Items valued over \$200 will be publically advertised.
6. Out-of-date books shall be given to whomever wishes them and books not wanted shall be destroyed.
7. Where new equipment is being purchased, the Board Administration office is delegated the authority to trade-in old equipment, upon approval by the Superintendent for new equipment purchase.

Policy 804: Board Owned Vehicles**Effective Date:** October 5, 2015**Revisions:****Policy Statement**

The Board owns or leases vehicles for the benefit of school operations and not for personal use.

Regulations

1. The Superintendent and/or Operations & Maintenance Manager and Financial Administrator, are responsible to ensure that an approved list of drivers include only Board employees.
2. All staff driving Board owned vehicles are required to submit a clean driver's abstract.
3. For purposes of liability insurance an approved list of drivers shall be kept on file with the insurance company if required.
4. Employees found using Board vehicles for personal use are subject to disciplinary action which may include suspension or dismissal from duties.

Policy 805: Community Use of Facilities and Equipment

Effective Date: October 5, 2015

Revisions:

Policy Statement

The Board recognizes that school facilities are publicly owned and should be made available to the public. It is the responsibility of the organization to ensure that school facilities and equipment are used and protected for the benefit of school programs during school operating hours. The Board believes that community requests for use of the facilities must not interfere with the primary purpose of the facilities and equipment or compete with community facilities that serve a similar purpose.

Regulations

1. The applications for use of the school facilities are made to the Operations and Maintenance Manager and/or School Principal and are approved by the Superintendent.
2. The school facilities are not to be used for funeral services.
3. The Principal and Operations & Maintenance Manager approve the supervision of the function.
4. The Principal and Operations & Maintenance Manager ensure that non-school functions do not interfere with school activities.
5. Regulations for use of the facility will be updated as needed by the Operations & Maintenance Manager and School Principal and outlined in a rental agreement.
 - 5.1. They will include fees, damage deposit, cleaning charges, and other conditions as deemed necessary;
 - 5.2. A fee will be established that will not conflict or compete with other community facilities.
6. The use of the kitchen will not be included in the agreement and will be off-limits unless directly supervised by school staff and approved by the School Principal and Operations & Maintenance Manager.
7. Rental of the facilities and equipment may be subject to the purchase of insurance by a user group.
 - 7.1. This is meant to cover expenses incurred by the user group should it be held responsible for any major damages or personal injury.

References: Appendix Item 800A - Barbeque Rental Agreement (pg. 328); Appendix Item 800B - Borrowing of PBOE Equipment (pg. 329); Appendix Item 800C - Facility Rental Agreement (pg. 330)



Policy 806: Staff Use of Facilities and Equipment

Effective Date: October 5, 2015

Revisions:

Policy Statement

The Board recognizes that from time to time PBOE staff may wish to use the facility or equipment for an event that is not directly related to school programs. It is the staff's responsibility to ensure the facility and equipment are protected for the benefit of school programs.

Regulations

1. The applications for use of the school facilities are made to the Operations and Maintenance (O&M) Manager and/or School Principal and are approved by the Superintendent.
2. The School Principal and O&M Manager approve the supervision of the function.
3. Regulations for use of the facility will be updated as needed by the O&M Manager and School Principal and outlined in a rental agreement.
 - 3.1. The rental agreement will include fees, damage deposit, cleaning charges, and other conditions as deemed necessary.
4. Any damages to school facilities and/or equipment (including cleaning) will be charged to the individual.
5. The use of the kitchen will not be included in the agreement and will be off-limits unless directly supervised by kitchen staff and approved by the School Principal and O&M Manager.

900 - Transportation



Section 900 - Transportation

Preface.....	229
Policy 901: Transportation of Students.....	230
Policy 902: School Bus Regulations.....	232
Policy 903: Security Camera Policy	234
Policy 904: Passenger Discipline.....	235
Policy 905: Driver Responsibilities.....	237
Policy 906: Loading/Unloading Students	239
Policy 907: Fitness for Duty Program (Drug and Alcohol Testing of Bus Drivers)	240
Policy 908: Closure of Bus Routes	243
Policy 909: Conveyance Allowance	244
Policy 910: Scheduled School Trips.....	245
Policy 911: School Bus Accidents.....	247
Policy 912: Board Owned Busses.....	249
Policy 913: Transportation of Students in Private Vehicles.....	250

Peigan Board Of Education Transportation

Preface

Peigan Board of Education Transportation Department provides school bus service to students attending Napi's Playground Elementary School and Piikani Nation Secondary School, Livingstone Range Schools and Holy Spirit Schools located on the Peigan Reserve, the towns of Fort Macleod and Pincher Creek. The Transportation policies contained within the PBOE Policies and Procedures Manual were developed to assist all stakeholders in understanding the PBOE school bussing system. Safety is the highest priority for the school bussing system and requires the cooperation and understanding of students, parents, bus drivers, school administrators and the School Board Administration. The Board has adopted several specific policies relating to school bus discipline and emergency procedures which ensure the safety of students. The interlocking responsibilities of stakeholders contribute to the safe and adequate service delivery of the Transportation Department.

The Transportation Department is governed by:

- National Safety Code of Canada
- Alberta Transportation Legislature - Commercial Vehicle - School Bus regulations
- Alberta Provincial Legislation Acts and Fines
- Alberta Education School Act
- Health & Safety Acts - Federal & Provincial.

Policy 901: Transportation of Students

Effective Date: July 2009

Revisions: October 5, 2015, April 14, 2014, December 1, 2003

Policy Statement

It is the policy of the Board to provide and ensure a safe, efficient and economical system of transportation for students residing on and off the reserve.

Regulations

1. The Transportation Coordinator shall:
 - 1.1. Ensure operational buses meet Alberta Transportation legislation regulations;
 - 1.2. Ensure School Bus Drivers have the required qualifications as per regulation;
 - 1.3. Ensure each bus has adequate seating capacity for the number of students riding on a bus;
 - 1.4. Set transportation route-time schedules;
 - 1.5. Provide the transportation route schedule to the Superintendent for Board approval;
 - 1.6. Provide Parent Handbooks to Parents/Guardians at the beginning of each school year;
 - 1.7. Maintain a daily passenger attendance record;
 - 1.8. Communicate with/to Parents/Guardians regarding:
 - 1.8.1. Pick-up and drop-off time schedule specific to their child(ren);
 - 1.8.2. Absent student passenger follow up after two consecutive days.
2. The Bus Driver shall:
 - 2.1. Ensure bus rules are posted at the front of the bus;
 - 2.2. Maintain route schedules in a safe and timely manner;
 - 2.3. Provide transportation coordinator with a daily passenger absentee report:
 - 2.3.1. Report must include pick up time log for parent/guardian inquiries.
3. Parents/guardians shall:
 - 3.1. Ensure their child(ren) adhere to scheduled pick up times;
 - 3.2. Be familiar with and ensure their child(ren) adhere to student passenger regulations;
 - 3.3. Inform the transportation coordinator of known absences as soon as possible;
4. Students shall:
 - 4.1. Be on time for transportation pick up times;
 - 4.2. Abide by transportation regulations.

5. Transportation Routes:
 - 5.1. Scheduled to ensure student passengers are not required to ride the bus for more than one hour one-way on a daily route;
 - 5.2. Do not include wait times at individual stops;
 - 5.3. Will provide service to one school district per household for students attending k5 to grade twelve;
 - 5.4. Will provide service to K4 students living on reserve and attending NPES;
 - 5.5. Will be suspended from a scheduled stop in cases where a student passenger is absent for two consecutive days and where the transportation coordinator has not been informed of the absence.



Policy 902: School Bus Regulations

Effective Date: July 2009

Revisions: October 5, 2015, April 14, 2014, December 1, 2003

Policy Statement

It is the policy of the Board to ensure all buses that transport students are in compliance with Alberta Transportation regulations. All school bus drivers will have all the required documents to drive a school bus. The Bus Driver is responsible for the safe transportation and the enforcement of school bus regulations

Regulations

1. The Bus Driver is responsible for the safe transportation of students and the enforcement of school bus regulations, as such, student passengers must demonstrate courtesy and obedience to the Bus Drivers' authority.
2. The Bus Driver will not start driving until all students are seated; students must remain seated until the bus has come to a complete stop.
3. A seating plan will be posted at the front of the bus and must be adhered to at all times. All students must sit in the seat assigned to them accordingly.
4. Conversation with the driver is prohibited while the bus is in motion and students must keep noise level to a minimum.
5. The use of alcohol, drugs, tobacco, tobacco products and/or lighters is strictly prohibited.
6. Students are not allowed to eat or drink while riding the bus.
7. Students must not litter on the bus.
8. All students must be dressed properly for the winter weather:
 - 8.1. students must have boots, parkas, gloves and toques;
 - 8.2. students will not be allowed on the bus without adequate warm winter clothing;
 - 8.3. the Transportation Coordinator will be informed immediately should a student be sent home for this reason;
 - 8.4. the Transportation Coordinator will be responsible to contact the Parent/Guardian and the School Principal.
9. During hot weather the driver will open windows, for the comfort of passengers:
 - 9.1. Students are not permitted to open windows at any time;
 - 9.2. Students are not allowed to extend their arms, hands, and/or head out the window.
10. Students must not leave the loading position until the bus comes to a full stop and the door is open.

11. Any damage to the seats will be the responsibility of the student(s) assigned to that seat. Parent(s)/Guardian(s) will be contacted and billed for the cost of repairing the damage.
12. The Bus Driver has the responsibility of restricting dangerous items on the bus such as hockey sticks, golf clubs, large instruments, ice skates not in a bag. If students require this for school, Parents/Guardians must make their own arrangements to transport them to the school.
13. Teasing, quarrelling, harassing, bullying will not be tolerated while students are on the bus. The Bus Driver shall stop and immediately address these situations when they occur.
14. Rudeness, Vulgar language, vulgar signs is prohibited.
15. A student must provide a note to the Bus Driver as notice when they are not riding the bus after school. If authenticity is required the Driver shall contact the Transportation Coordinator for verification.
16. Parents/Guardians must inform the Transportation Coordinator a half hour prior to school dismissal when the following situations arise:
 - 16.1. Parents/guardians are encouraged to contact the Bus Driver directly;
 - 16.2. Where their child(ren) are to be dropped off, if different from the daily schedule;
 - 16.3. When their child(ren) are not riding the bus after school;
 - 16.4. When their child(ren) will ride another bus;
17. The School Principal will inform the Transportation Coordinator when:
 - 17.1. A student has been suspended from school;
 - 17.2. A student whose medical concern may affect their transportation. (i.e. Medication and /or allergies)
18. If a bus is running late the Transportation Coordinator or designate will inform Parents/Guardians and students.
19. Any lost, stolen or damaged property is not the responsibility of the driver or the Board. (*Refer to Transportation Parent Handbook*)

Policy 903: Security Camera Policy

Effective Date: **October 2, 2015**

Revisions:

Policy Statement

This policy provides guidelines regarding the use of security cameras on busses including both Closed Circuit Television (CCTV) and internet-enabled cameras (Web cams). The policy outlines when and how security cameras are to be installed, how images are to be stored and recorded, and the conditions under which stored images or video are to be used.

The function of security cameras is to assist in protecting the safety of students, staff, and community and busses. The primary use of security cameras will be to record images for future identification of individuals in the event that the safety of persons or security of sites is required.

Regulations

1. Video monitoring for security purposes will be conducted in a professional, ethical, and legal manner.
2. All requests for installing security cameras on Peigan Board of Education busses and/or bus contractor busses must be approved by the Superintendent.
3. Purchase, installation, and maintenance of camera equipment require the approval of both the Superintendent and Transportation Coordinator.
4. Access to security camera data is restricted to the Superintendent, the School Principal, Transportation Coordinator and the CET. All other access must be approved by the Superintendent; this includes local law enforcement agencies.
5. Recorded images will not be routinely checked and will only be reviewed at the authorization of the Superintendent. Requests to review information shall be made in writing and for the purposes of determining safety breeches.
6. Recorded information will be stored in a secure location with access by authorized staff only.
7. Information obtained through video monitoring will be used exclusively for safety and security compliance with Peigan Board of Education policy and for law enforcement purposes. Should monitoring reveal activity that violates laws or policy, an investigation will be initiated. All information retained will only be released to law enforcement agencies.
8. Any person who tampers with or destroys video security equipment will be subject to criminal prosecution and/or disciplinary action.

Policy 904: Passenger Discipline

Effective Date: July 2009

Revisions: October 5, 2015, April 14, 2014, December 1, 2003

Policy Statement

The Board recognizes that in order to ensure the safety of the passengers and their orderly conduct, it is sometimes necessary for the driver to implement a procedure for disciplinary action.

Regulations

1. Students must adhere to school bus regulations and will be held accountable for their actions.
2. Students are under the immediate authority of the Driver and are expected to accept and comply with direction given from the Driver.
3. All incidents will be reported on an incident report form and distributed as follows:
 - 3.1. White –Parent/Guardian;
 - 3.2. Yellow – Principal;
 - 3.3. Pink – Driver;
 - 3.4. Gold - Transportation Coordinator.
4. When misbehaviour occurs the Bus Driver will implement the following disciplinary procedure:
 - 4.1. Initial incident - speak with the student about his/her behaviour;
 - 4.2. Second incident - repeat step 4.1 and contact the Parent/Guardian and inform them of the student misbehaviour;
 - 4.3. Third incident - repeat steps 4.1, 4.2 and contact the Transportation Coordinator, the School Principal and/or Teacher.
5. Major offences will constitute behaviour that puts the safety of the Bus Driver and student passengers at risk; examples of such behavior are as follows:
 - 5.1. Wilful disobedience;
 - 5.2. Use of improper or profane language which is directed to another student/students or driver;
 - 5.3. Physically fighting;
 - 5.4. Intentional destruction of property;
 - 5.5. Harassing and bullying other students;
 - 5.6. This is a non-exhaustive list of examples.
6. Major offences must be immediately reported to the School Principal and Transportation Coordinator. Suspension from transportation service will be implemented by the School Principal or

Transportation Coordinator as soon as possible. The Transportation Coordinator will contact and inform the Parent/Guardian of the incident and the decision to suspend their child.

7. When required, security camera footage will be reviewed as per Policy 903 to clarify and validate student passenger suspension from transportation services.

Policy 905: Driver Responsibilities

Effective Date: October 5, 2015

Revisions:

Policy Statement

P.B.O.E. Bus Drivers and Contract Bus Drivers are role models for the Piikani children. School Bus Drivers are Professionals and an important part of the education of students.

Regulations

1. Bus Drivers shall demonstrate professional ethics and conduct which contribute to a team environment of mutual respect with other Drivers, Parents/Guardians and student passengers.
2. Bus Drivers shall not allow personal conflicts with children's families to interfere with Drivers treating each child with courtesy, respect, and fairness.
3. Gossip and innuendo may be considered a form of bullying and is unprofessional behaviour that will result in disciplinary action.
4. Where possible conflict between Drivers and with office employees shall be resolved utilizing informal conflict resolution practices. If unsuccessful all employees may utilize Policy 422-Employee Grievances for formal conflict resolution.
5. All Bus Drivers are bound by confidentiality and must sign the Oath Of Confidentiality Form.
6. All Drivers will be offered a one year contract for an up-coming school year on the condition of receipt of the following updates at the time of contract signing:
 - 6.1. Criminal record check;
 - 6.2. Commercial drivers abstract;
 - 6.3. Child welfare check;
 - 6.4. Drug and Alcohol test;
 - 6.5. Photo-copy of license;
 - 6.6. First-aid certificate.
7. All professional drivers who use the two-way radio system will:
 - 7.1. Communicate on bus related business only;
 - 7.2. Utilize proper language and courtesy;
 - 7.3. Refrain from communicating confidential information over the radio.
8. All drivers assigned a route will contact the radio dispatcher when:
 - 8.1. Starting the morning route;
 - 8.2. Upon completion of the after school route.

9. All Bus Drivers are required to assist other Bus Drivers in any way they can, especially in break-down situations.
10. PBOE Bus Drivers shall NOT use PBOE buses for personal use; permission to operate a bus is for work purposes and only on scheduled routes. Refer to Policy 912 -3.
11. It is the responsibility of the Bus Drivers to:
 - 11.1. Complete bus inspections once every twenty four hours, utilizing the inspection book provided;
 - 11.2. Submit inspection copies to the transportation coordinator once every two weeks;
 - 11.3. Keep a daily attendance record for morning and after school runs;
 - 11.4. Keep a litre log for mileage and fuel consumption;
 - 11.5. Keep track of incidents regarding students and parents/guardians;
 - 11.6. Provide transportation coordinator with updated lists when requested;
 - 11.7. Notify the transportation coordinator when there are route-time changes.
12. Drivers are expected to perform minor maintenance on the bus they drive, such as:
 - 12.1. Change head lamps, bulbs, wiper blades, fuses;
 - 12.2. Tighten loose items;
 - 12.3. Re-fill wind shield wash fluid;
 - 12.4. Add diesel efficiency fluid, anti-freeze, oil, or any other fluid the bus may require.
13. It is the responsibility of the Drivers to keep the bus clean inside and out at all times.
14. All Bus Drivers shall be familiar with all the routes and be capable of filling-in on a short notice or doing a combined run.
15. All Drivers employed with PBOE will be given the option of driving on field trips; each extra trip will be offered to Bus Drivers on a rotating basis.
16. Field trip driving assignments shall follow the schedule provided by the Teacher.
17. The Bus Driver will be given an Employee Agreement that lists, in detail, their duties and responsibilities. This Agreement along with the PBOE Policy shall be legally binding.

Policy 906: Loading/Unloading Students

Effective Date: October 5, 2015

Revisions:

Policy Statement

The Board recognizes that the most dangerous time for students is loading and unloading. Students must be registered with a school (part or full time) in order to Board the bus.

Regulations

1. Ten minutes prior to school dismissal, buses must be parked for loading.
2. Buses shall not be left idling; Bus Drivers are required to do a complete shut-down and remain on the bus.
3. After school, once a student is on the bus they are not allowed to get off the bus until their designated drop-off point.
4. School personnel or other adults are not allowed to board the bus at any time. Should they need to speak with a student, the student must exit the bus (only with the Bus Drivers' permission).
5. Bus Drivers will:
 - 5.1. Adhere to all traffic laws and obey the posted speed limit at all times;
 - 5.2. Activate warning lights as you pull into the loading zone;
 - 5.3. Be alert to their surroundings paying special attention to the students in their care;
 - 5.4. Ensure that bus comes to a complete stop when required;
 - 5.5. Teach students to exit bus in an orderly manner with no rushing or pushing;
 - 5.6. Never block a cross walk or handicap parking area;
 - 5.7. Always stop for pedestrians.
6. When arriving at the school, Bus Drivers will ensure a staff member is on supervision before allowing students off the bus.

Policy 907: Fitness for Duty Program (Drug and Alcohol Testing of Bus Drivers)

Effective Date: October 5, 2015

Revisions: October 5, 2015, July, 2013

Policy Statement

The Peigan Board of Education ("PBOE"), to ensure a high standard of service to all PBOE stakeholders, adheres to a zero tolerance policy respecting the use of alcohol or drugs by bus drivers while working ("zero tolerance policy"). PBOE is cognizant that bus drivers hold safety-sensitive positions because of the greater risk they would present if they were under the influence of alcohol or drugs while transporting students to and from school or transporting students to and from school related events and any physical impairment of bus drivers would risk causing significant injury to students, the employee, fellow employees or the public or damage to PBOE property. As such, any person who operates a school bus for PBOE or who performs school bus transportation services for PBOE or who is contracted to provide school bus transportation services for PBOE ("Bus Drivers") is expected to be fit-for-duty and comply with PBOE's zero tolerance policy.

Purpose of the Program

1. Peigan Board of Education ("PBOE") is proud to have a reputation of setting high standards for business performance that keeps its students, employees, persons performing or contracted to carry out school bus transportation services for PBOE and the public safe from harm on PBOE school property and during the transportation of students to and from school and to and from school related events. PBOE also recognizes that being under the influence of alcohol or drugs impair the ability of Bus Drivers to safely perform their school bus transportation duties which poses a serious safety risk to students and persons who work with or otherwise come into contact with that Bus Driver. In the case of PBOE's zero tolerance policy, reference to drugs will include illegal drugs and prescription and non-prescription drug that can affect the ability of a Bus Driver to drive a school bus.

With the foregoing safety concerns in mind, PBOE believes it can maintain a zero tolerance policy respecting the use of drugs and alcohol during the transportation of students to and from school or during the transportation of students to and from school related events through the operation of a drug and alcohol testing program for Bus Drivers, namely, PBOE's Fitness for Duty Program ("Program"). This Program will allow PBOE to meet its operational goals surrounding the safe transportation of students and to maintain a workplace free of injuries, incidents or accidents involving Bus Drivers. (See Appendix 900D to review complete Fitness for Duty Program document.)

The Program is also intended to provide a framework for dealing with the difficult and often sensitive issues stemming from drug and alcohol abuse and related stress and fatigue arising from such substance abuse. The PBOE believes that early intervention in such problem areas can assist Bus Drivers to better deal with a situation which might otherwise place them at risk, as well as the health and safety others, in particular, students who are transported to and from school or students who are transported to and from school related events.

Application of the Program

2. The Fitness for Duty Program will apply to all Bus Drivers and the PBOE will circulate, on a periodic basis, a notice summarizing key elements of the Program to all Bus Drivers and distribute a complete copy of the Program to Bus Drivers at the commencement of each school year (see Appendix 900D to review complete Fitness for Duty Program document).

Program Policy

3. Bus Drivers must be tested for drugs and alcohol before employment; after an accident; when there is reasonable suspicion that a Bus Driver has failed to abide by PBOE's zero tolerance policy respecting the use of drugs and alcohol; randomly, throughout the year; following a return to duty after treatment or after a zero tolerance policy violation; as a condition of continued employment after a zero tolerance policy violation; and as part of a monitoring plan after treatment.

Roles and Responsibilities

BUS DRIVERS:

4. Bus Drivers are prohibited from using alcohol and drugs, including illegal drugs and prescription and non-prescription drugs that can affect the ability of a Bus Driver to drive a school bus.
5. Bus Drivers are subject to discipline, up to and including dismissal, as described in the Fitness for Duty Program (attached and marked as Appendix 900C) and/or described in PBOE's Personnel Policy and Procedures Manual.
6. Bus Drivers, unless directed otherwise by the PBOE Transportation Coordinator ("Coordinator"), shall not return to work following a positive alcohol or drug test.
7. Bus Drivers are responsible for informing PBOE of their use of prescription and legal non-prescription medication that are unlikely to adversely affect their driving performance. If the Bus Driver is in doubt about their ability to work safely and efficiently while taking such medication, it is the Bus Driver's responsibility to immediately report that concern to the Coordinator. In such cases, PBOE may require a note from the treating physician before permitting the Bus Driver to return to work.
8. Bus Drivers may self-declare and voluntarily participate in a substance abuse treatment program. In such cases, PBOE may grant the Bus Driver leave from work to participate in such a treatment program and/or impose such a condition as a prerequisite that the Bus Driver must complete before returning to work.

SUPERVISOR OR PBOE TRANSPORTATION COORDINATOR:

9. Provide Bus Drivers with a notice summarizing key elements of the Program periodically and a copy of the complete Program at the commencement of each school year.
10. Complete at least 60 minutes of training on alcohol and drug misuse with the Bus Drivers at the commencement of the school year or as soon as possible after the commencement of the school year.
11. Immediately remove a Bus Driver from duty when there is a reasonable suspicion that the Bus Driver has used alcohol or drugs, including illegal drugs, or prescription or non-prescription drugs that can affect the ability of a Bus Driver to drive a school bus.
12. Arrange for alcohol or drug testing of a Bus Driver who was removed from duty, which may include transporting or escorting the Bus Driver to testing site as soon as practical for a specimen collection or, if time and circumstances permit, arrange for a collection agency to attend on Board property to complete the alcohol or drug testing of the Bus Driver.
13. Ensure that drug testing is conducted by urinalyses and that such testing is collected, analyzed, and interpreted by certified professional. Where breath or saliva testing devices are used to conduct alcohol testing, to ensure that such breath or saliva samples are collected, analyzed and interpreted by a qualified Breath Alcohol Technician or certified professional.
14. Prevent a Bus Driver from driving when the Coordinator has actual knowledge that the Bus Driver has used alcohol and drugs, including illegal drugs, or prescription or non-prescription drugs, that can affect the ability of a Bus Driver to drive a school bus.
15. Ensure that the Bus Driver has successfully completed the pre-employment drug test and has put the employee in the random testing pool that includes all Bus Drivers.
16. Ensuring PBOE's zero tolerance policy is communicated to contractors and any other person performing school bus transportation services for PBOE and securing consent in writing that shows that such contractors or other persons agree to abide by PBOE's Program respecting alcohol and

drug testing of Bus Drivers.

PEIGAN BOARD OF EDUCATION

17. Ensure the Transportation Coordinator receives drug and alcohol awareness training from a reputable training facility (i.e. CannAmm Occupational Testing) to effectively deliver and enforce PBOE's zero tolerance policy and to learn the basics of a fitness-for-duty program surrounding the signs and symptoms of drug and alcohol use, as well as procedures to investigate unfit for work situations and incident situations.

PBOE BOARD MEMBERS, PBOE EMPLOYEES AND OTHER BUS DRIVERS

18. PBOE Board Members, PBOE Employees and other Bus Drivers have a role in maintaining a safe and healthy PBOE work environment, as such, all have a responsibility to report to the Coordinator any Bus Driver that they suspect has used alcohol or drugs that can affect the ability of a Bus Driver to drive a school bus. All information reported will be dealt with in the strictest confidence save and except where disclosure is required for the immediate protection of the health and safety of the individual in question or others in the vicinity, is mandated by law, or is required in order to fully and properly investigate a reported incident.

Refusal to be Tested and Breaches of the Program

19. Bus Drivers must comply with the Program as a condition of employment, continued employment with PBOE or continued contract work with PBOE. In the event a Bus Driver refuses to be tested, such refusal will be viewed by PBOE as a failure to comply with the zero tolerance policy or PBOE's Policies and Procedures, which may result in disciplinary action by PBOE, including possible termination of employment or services with PBOE. A refusal to be tested may include the Bus Driver failing to provide an adequate urine specimen for a drug test without a valid medical explanation; failing to provide adequate breath or saliva testing for an alcohol test without a valid medical explanation; failing to submit to a test when requested to do so; or engaging in any conduct which obstructs the testing process, including the tampering or altering of the specimen.

Policy 908: Closure of Bus Routes

Effective Date: July 2009

Revisions: October 5, 2015, December 1, 2003

Policy Statement

The Board recognizes the great weather and topography variance that exists within/surrounding the Piikani Reserve. The final decision to have buses not run will be decided by the Superintendent, the Principal of the school and the Transportation Coordinator. Ultimately keeping in mind the safety of all children.

Regulations

1. During the cold weather season, the temperature will determine if buses run. In cases of extremely cold temperatures of minus thirty (-30) degrees Celsius or colder, buses will not run.
2. In the cases of blizzard conditions where visibility is poor or the roads become dangerously icy, buses will not run.
3. The Superintendent, School Principal and Transportation Coordinator will collaborate to make the decision of school and/or bus shut down due to inclement weather.
4. Once a decision is made to cancel bus services:
 - 4.1. The School Principal will inform the school staff;
 - 4.2. The Superintendent will inform the Education Office Employees and O&M Manager;
 - 4.3. Contact will be made to the local radio stations to broadcast the closure announcement;
 - 4.4. The Transportation Coordinator will inform all drivers and the drivers will notify Parents/Guardians on their list;
 - 4.5. The Transportation Coordinator will remain at the Education Office to receive inquiries
5. Decisions to cancel bus services for the day will be made as early as possible, allowing time to notify all stakeholders. The goal is to decide by 6:00am.
6. In cases when a decision is made to transport students home early while students are in school for extreme inclement weather or school facility breakdown, the following will occur:
 - 6.1. All stakeholders will receive a one hour notice of early transportation of students home from school due to inclement weather;
 - 6.2. Teachers and school staff will notify parents/guardians of students early dismissal and ensure someone is home;
 - 6.3. Bus Drivers will be notified of the time to pick up students from schools;
 - 6.4. The local radio stations will be notified to make the announcement;
 - 6.5. Bus Driver's must take extra care to ensure someone is home when dropping children off at their home.

Policy 909: Conveyance Allowance

Effective Date: July 2009

Revisions: October 5, 2015, December 1, 2003

Policy Statement

Where the Board does not provide student transportation services it recognizes the need to pay parents to convey their children to and from either the school or the bus route, in lieu of providing service.

Regulations

1. Conveyance allowances are paid only where there is no bus service or where there are special needs(i.e. wheelchair use, handicap restraints).
2. Conveyance allowances are paid only to registered band members.
3. The Board will not pay conveyance allowance because a parent/guardian has a personal conflict with the Driver for their child's(ren's) route.
4. It is the responsibility of the parent/guardian to contact the School Principal where their child attends to request a signed copy of their child's attendance record and submit it to the Transportation Coordinator.
5. The Parent/Guardian may claim monthly/yearly conveyance allowance.
6. The rate of allowance is \$7.00 per day times the number of days the child attends.
7. Only one parent/guardian can do the claim.
8. Students nineteen years of age and older may apply for conveyance allowance; it is their responsibility to obtain their attendance record and submit it to the Transportation Coordinator for payment.

Policy 910: Scheduled School Trips

Effective Date: July 2009

Revisions: October 5, 2015, December 1, 2003

Policy Statement

A well-planned study, which is relevant to subjects being taken by students, is recognized as an important dimension in education. Buses and drivers shall therefore be available for field studies.

Regulations

1. Application for a bus and driver for field studies shall be submitted on a form provided by the Board. The Principal shall sign the completed form and submit it to the Superintendent at least one week prior to the planned study. This is for long distance and/or over-night trips.
 - 1.1. Driver's overnight accommodations and meals will be the responsibility of the Group booking the event.
2. The Transportation Coordinator will book a bus and assign a driver upon receipt of a completed field trip form. The field trip form will be completed and submitted by the teacher and will contain the following information:
 - 2.1. Which class is going;
 - 2.2. Where they are travelling to;
 - 2.3. What they are going to be doing;
 - 2.4. The number of students and staff going;
 - 2.5. Which date;
 - 2.6. Pick up location;
 - 2.7. Time leaving and time returning.
3. All sports events that require transportation require the team coach provide the transportation coordinator with the following information:
 - 3.1. The date of the game;
 - 3.2. Which team is playing;
 - 3.3. A list of the players;
 - 3.4. The time of pick-up;
 - 3.5. Where game is being played;
4. The bus will pick up students for scheduled field trips at the school only; no exceptions.
 - 4.1. The Principal, or designate, will decide if a student who misses the bus will remain at school or be sent home.

- 4.2. The bus will return to the school directly upon the completion of a school trip, with no other stops.
- 4.3. Due to liability no private vehicles will be used to transport students for school events.
- 5. When a sports team is travelling to play a game, only the listed team members, coach/coaches and certified teacher will ride the bus, no one else shall be allowed on the bus.
 - 5.1. When a team is going away to play a game, they must be accompanied by the coach, and certified teacher;
 - 5.2. Volunteers are not considered staff;
 - 5.3. Any team travelling to a game must adhere to the dress code - according to the weather.
- 6. If the field trip is a full day and there is a need to pack lunch for the students, the driver will allow the students to eat lunch on the bus and will provide a garbage bag for clean-up.
- 7. Students boarding the bus from the school to attend a school trip or sports event are expected to ride the bus on the return trip. Bus Drivers shall not be held responsible should a student not board the bus on the return trip as the teachers and/or coaches are responsible for the students.
- 8. A Parent/Guardian or student that does not follow the conditions stated within are considered in breach of this policy and therefore release the PBOE liability of risks of transportation of students on scheduled school trips.

Policy 911: School Bus Accidents

Effective Date: July 2009

Revisions: October 5, 2015, December 1, 2003

Policy Statement

A prime concern of the Board in the operation of its bussing program is safety. While many factors contribute to the safe operation of a bus, an accident may be the end result of an unsafe practice. Thus, it is the Board's wish that accidents be reviewed for a cause and effect relationship.

Regulations

1. Minor Collision Without Injury
 - 1.1. Check all students to ensure there are no injuries;
 - 1.2. Make sure bus is stopped. If there is a danger to other motorists move the bus off the roadway if possible;
 - 1.2.1. Quickly assess the scene for any danger;
 - 1.2.2. If the need arises, place an older student as bus monitor after calmly explaining the situation and providing brief instructions;
 - 1.2.3. If there is any danger, either remove the danger or remove the individuals from the danger.
 - 1.3. Radio the Transportation Coordinator to provide a quick report which includes:
 - 1.3.1. Nature of the accident;
 - 1.3.2. Location;
 - 1.3.3. Scene assessment;
 - 1.3.4. Name(s) of any injured student(s).
 - 1.4. The Transportation Coordinator will:
 - 1.4.1. Immediately call the RCMP give details;
 - 1.4.2. Call for another bus to go pick up the students;
 - 1.4.3. Determine if students are to be taken to school or home.
 - 1.5. The bus will be moved on the arrangements of the Transportation Coordinator.
 - 1.6. The driver will submit a written report with the RCMP and the Transportation Coordinator;
 - 1.7. The Transportation Coordinator will notify all the Parents/Guardians of the children riding that bus and provide a brief summary of the nature of the accident and report any injuries to their child(ren).
2. Major Collisions
 - 2.1. The severity of the collision will determine the order in which you proceed. The Bus Driver must maintain control over the situation at all times;
 - 2.2. Follow the same procedures stated in "1. Minor Collisions Without Injury" with the following additions:

- 2.2.1. Treat the injured in order of seriousness:
 - 2.2.1.1. Those who have stopped breathing first;
 - 2.2.1.2. Followed by severe bleeding;
 - 2.2.1.3. Then treat for shock and minor injuries.
- 2.3. A Drivers' role in the event of a collision is critical; a Driver must be conscientious and able to assist and provide leadership. Remember your First Aid training.
- 2.4. Fill out Appendix Item 900D - School Bus Collision Worksheet (pg.353)

References: Appendix 900E - Information to Collect After an Auto Collision (pg.354)



Policy 912: Board Owned Busses

Effective Date: July 2009

Revisions: October 5, 2015, December 1, 2003

Policy Statement

The Board owns or leases busses for the purpose of providing transportation for students on the Piikani Nation 147 to attend school.

Regulations

1. The Superintendent, Financial Administrator, Transportation Coordinator are responsible to ensure that an approved list of drivers include only Board employees.
2. For purposes of liability insurance an approved list of drivers shall be kept on file with the insurance company.
3. Employees found using Board vehicles for personal use are subject to disciplinary action which may include suspension or dismissal from duties.
4. Special requests for hiring a school bus owned by the Peigan Board of Education (eg. Elders, Youth Groups) must be in writing and approved by the Superintendent. The rate will be charged to the group by invoice to be made payable to PBOE, prior to departure. A certified driver for the Board will be delegated to drive.
5. If a Piikani band member is requesting use of a bus for purpose of obtaining a class 2 license, a Board driver will be assigned to accompany the trainee.

Policy 913: Transportation of Students in Private Vehicles

Effective Date: July 2009

Revisions: October 5, 2015, December 1, 2009

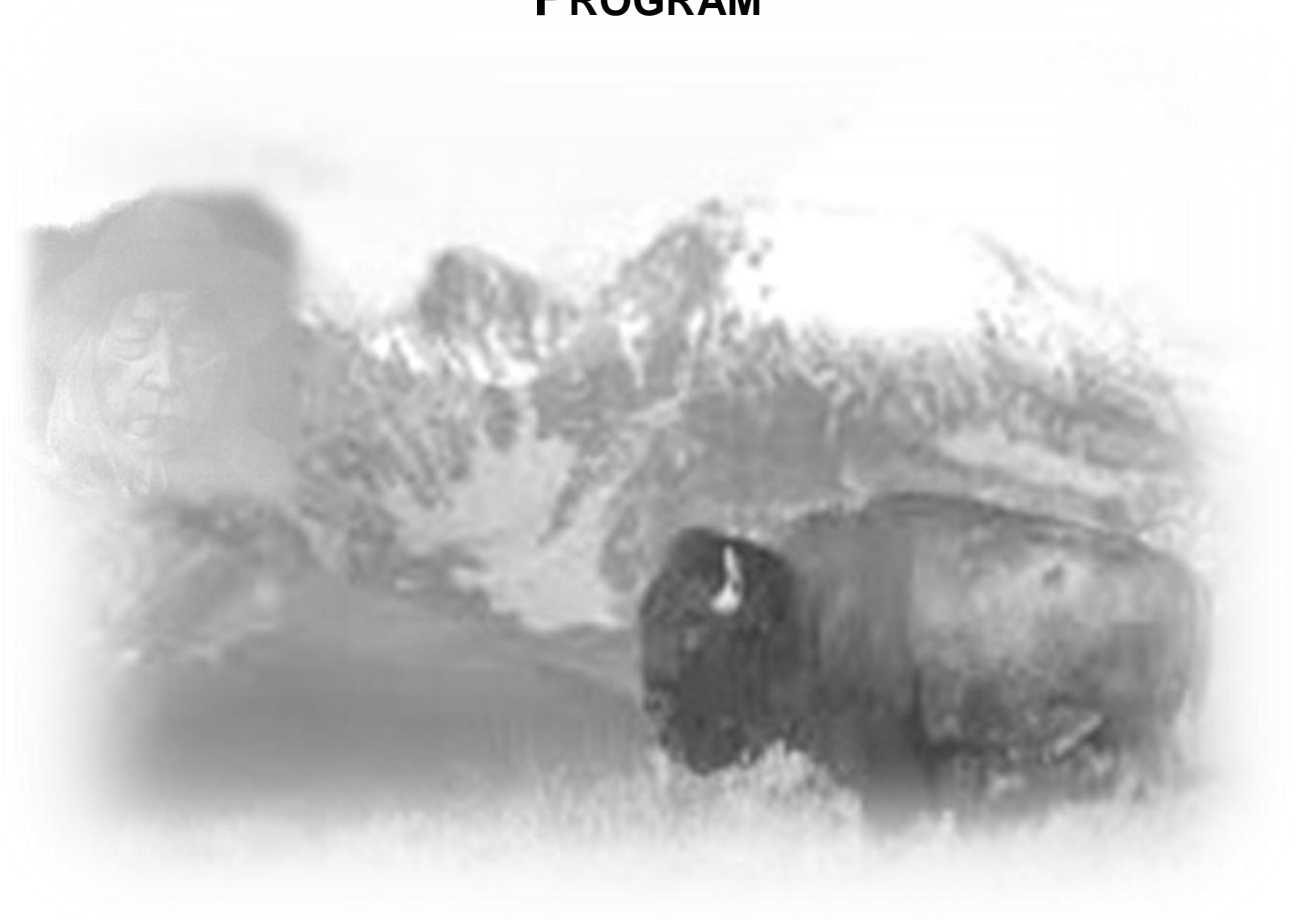
Policy Statement

The transportation of students on field studies and extracurricular activities shall be done by school bus only; such practice reduces the risk of being sued and held liable for child safety.

Regulations

1. At NO time will private vehicles be used for field trips/sports activities due to the high liability risk.
2. The number of students attending is not limited, a bus will transport the student(s).
3. Emergency situations shall be the only instance where a designated school employee has permission to transport a student in their private vehicle.
 - 3.1. The School Principal or designate shall determine an emergency situation with regard to this policy.
 - 3.2. The School Principal shall determine and administer the process of determining a 'designated employee' list for emergency situations:
 - 3.2.1. Must have a minimum Class 4 Alberta drivers license;
 - 3.2.2. Liability insurance coverage of 2 million dollars.

1000 - POST SECONDARY EDUCATION SPONSORSHIP PROGRAM



Section 1000 - Post Secondary Education Sponsorship Program

Preface.....	253
Policy 1001: Application Process	254
Policy 1002: Student Applications.....	256
Policy 1003: Student Records and Database	258
Policy 1004: Eligibility Criteria	260
Policy 1005: Student Priority Categories	262
Policy 1006: Levels of Post Secondary Education	264
Policy 1007: Tuitions Supports	265
Policy 1008: Tuition at Private and Out-of-Country Institutions	267
Policy 1009: Books and Supplies Support	268
Policy 1010: Support for Living Expenses	269
Policy 1011: Living Allowance Support.....	270
Policy 1012: Support to Part Time Students	271
Policy 1013: Support to Students Requiring Accessibility Services.....	272
Policy 1014: Tutorial Support.....	274
Policy 1015: Travel Assistance	275
Policy 1016: Post Secondary Study Tours	276
Policy 1017: Incentives.....	277
Policy 1018: Conditions for Applicants and Students.....	278
Policy 1019: Application Conditions – Support After Dropping Out	279
Policy 1020: Application Conditions - Support for Balance of Program	280
Policy 1021: Conditions for Continued Sponsorship	281
Policy 1022: Changing Program of Study	285
Policy 1023: Inter-session and Summer School Sponsorship.....	286
Policy 1024: Employee Post Secondary Education Support Policy	287
Policy 1025: Appeals	289

Post Secondary Education

Preface

Post Secondary is a department within Peigan Board of Education that administers and implements the Post Secondary Education Sponsorship Program (PSESP). Funding for PSESP is primarily provided by Aboriginal Affairs and Northern Development Canada (AANDC), through the national Post-Secondary Student Support Program (PSSSP) and University and College Entrance Preparation Program National Program (UCEPP). Therefore, the policies within this policy reflect the guidelines set out in PSSSP.

The mandate of the Post Secondary Education Sponsorship Program is to support and assist Piikani Nation members in successfully completing post-secondary education.

The objectives are to:

- Assist Piikani Nation members to graduate with the qualifications and skills needed to pursue individual careers.
- Deliver the Post-Secondary Education (PSE) program based on the policies outlined herein.
- Apply and administer the policies, ensuring that administrative procedures are followed, which from time to time are updated.
- Provide student support services to ensure the highest student retention and graduate rates as possible.
- Administer the University and College Entrance Preparation Program (UCEPP), as well as regular college and university programs, in accordance with the policies and procedures outlined herein.
- Maintain a student registry and database on Post-Secondary students and all relevant documents (i.e. Education Plans, Applications, etc.).

The Post Secondary Coordinator is the administrator of this program and is entrusted to deliver the program and services in accordance to the policies herein. From time to time discrepancies may arise between the guidelines set out in this policy and other documents or education institute policies; should this occur, the guidelines set out in this policy shall prevail. The Post Secondary Coordinator is authorized to make decisions in areas where the policy is silent or where there may be ambiguities or new trends and patterns occurring within the postsecondary education environment. The Post Secondary Committee will be informed of these decisions and further discussions may create an opportunity for policy changes.

Policy 1001: Application Process

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

The Post-Secondary Education Student Support Program aims to provide an unbiased and impartial process for distribution of funding. Once received, each application is reviewed and assessed utilizing an established prioritizing system that includes various levels of management controls in accordance with the PBOE Organization Chart. From application to decision, all information and correspondence is held in confidence. Decisions are communicated to applicants in a timely manner after each deadline.

All information provided on the application form is considered truthful and accurate. PBOE reserves the right to re-assess and/or change the applicants' status should formal information received through the regular verification process be in conflict with the information provided by the applicant.

Regulations

1. Sorting
 - 1.1. As applications are received at the PBOE office they are date stamped;
 - 1.2. A file review and history is conducted;
 - 1.3. Applicant is given a priority number. (Policy #1005);
 - 1.4. Applications are further sorted in the following manner:
 - 1.4.1. Priority 1A – by current GPA;
 - 1.4.2. Priority 1B,C,D – by date received at PBOE office and in order of current GPA;
 - 1.4.3. Priority 2,3,4 & 5 – in order of current GPA and date received
2. Recommendations
 - 2.1. After the initial assessment, the Post-Secondary Coordinator creates a prioritized recommendation list of the applications based on the above sorting process and the availability of funding.
3. Approvals
 - 3.1. There is a review of the recommendations and final approval by the Superintendent. The Post-Secondary Committee reviews the list to ensure the proper administration of the policy;
 - 3.2. Approvals are made based upon recommendations and availability of funding.
4. Notification to Applicants
 - 4.1. Formal notification to all applicants is carried out by mail. Notification must include:
 - 4.1.1. Application status: i.e. approval, waitlisted, or declined and rationale;

- 4.1.2. Applicant history;
- 4.1.3. Educational Profile;
- 4.1.4. For approved students: the allocated months of sponsorship and the amount of living allowance support.
- 4.2. Approved applicants must be notified of missing documents and conditions for approvals along with limits of support approved and schedule of payments.
- 5. Conditionally approved applicants must respond within the deadline dates. If response does not occur within the limits set out in Policy 1002-4. Deadline Schedule, the applicant's approval will be withdrawn.

Policy 1002: Student Applications

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

The Post-Secondary Student Support Program provides financial support to eligible Piikani Nation Band Members towards the costs of their post-secondary education. The onus is on the applicant to ensure their application has been received by the PBOE office. It is the applicant's responsibility to keep him/herself informed of application deadlines and of all other eligibility requirements for funding.

Regulations

1. Application Form
 - 1.1. An application package can be obtained from the PBOE office, which includes the following forms:
 - 1.1.1. Application for Education Assistance;
 - 1.1.2. Proof of Dependents Form (verification of dependent children and family status must be attached: Revenue Canada printout listing all children for whom applicant is receiving Child Tax Benefits);
 - 1.2. The Post-Secondary Coordinator will make every effort to assist applicants to complete the necessary forms.
 - 1.3. Completed application forms are date stamped when received at the PBOE office.
2. Identification
 - 2.1. New applicants must provide Indian Status Card (copy of both sides) as one of two pieces of identification. The other proof of identification may include:
 - 2.1.1. Birth Certificate;
 - 2.1.2. Social Insurance Number;
 - 2.1.3. Valid Driver's License;
 - 2.1.4. Alberta Health Care Card.
3. Documentation
 - 3.1. The following must be submitted to complete the application process:
 - 3.1.1. Letter of Acceptance - official offer from the post-secondary institute;
 - 3.1.2. Transcripts - which include:
 - 3.1.2.1. High School diploma – for high school graduates;
 - 3.1.2.2. Transcript of high school marks;

- 3.1.2.3. Adult Basic Education transcripts;
- 3.1.2.4. Grade Twelve General Equivalency Diploma (GED);
- 3.1.2.5. Postsecondary Transcripts;
- 3.1.3. Education Plan (Program Planning Guide or Program Evaluation or Program of Studies Outline) - detailing the requisite courses necessary for graduation from the program of studies the applicant is pursuing.
- 3.1.4. Course registration for the upcoming academic semester/year showing number of courses and credits.
- 3.1.5. Consent to Request and Release Information from education institute
- 3.1.6. Spouse must provide a declaration of income
- 3.1.7. Letter of Intent - indicating the applicant's inspiration and motivation for their program of choice and future career goals.

4. Deadline Schedule

Applications

- June 15** Fall and Winter application [September to April]
- October 15** New Winter application [January to April only]
Pending availability of funding
- March 15** Intercession or summer school [May to August]
Full Time sponsorship reserved for Continuing Sponsored Students only

Documentation

- July 31** Documentation submission for September's approval
- November 30** Documentation submission for January's approval
- April 30** Documentation submission for May's approval
- June 30** Documentation submission for July's approval

- 5. The Post Secondary Coordinator must verify the applicant's membership status with the Piikani Nation Membership Department.

Policy 1003: Student Records and Database

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

The Post-Secondary Coordinator is responsible for maintaining student records and a database. Personal information is collected on the application form and other pertinent forms from all applicants to the PBOE Post Secondary Education Sponsorship Program. This personal information and data is collected, used and disclosed for the purposes of providing and administering the Post Secondary Education Sponsorship Program. This information will also be used for statistical purposes and will remain confidential. This information will be reported to AANDC.

Regulations

1. Personal and confidential information includes:
 - 1.1. Address, contact numbers, social insurance number, First Nation band and treaty number, birth dates, spouse's name, dependent's name(s), emergency contact person and contact information, Alberta Health Care Number;
 - 1.2. Banking information: name and address of bank being used by applicant/student, account number, transit number;
 - 1.3. Course registration and timetable, course marks and any other academic information deemed necessary to make decisions regarding sponsorship.
2. Once a student has completed his/her program of studies, information regarding their successful completion becomes public record. The information shall be shared in response to general enquiries without written consent such as, but not limited to, celebrating student success or employment opportunities. The student's public information to be shared is as follows:
 - 2.1. Name, aliases;
 - 2.2. Attending educational institute;
 - 2.3. Academic program;
 - 2.4. Date of registration and graduation;
 - 2.5. Place of graduation and credential awarded.
3. All other data and information will be considered confidential and will be collected, used and disclosed in accordance with the Freedom of Information Privacy Act, PBOE Personnel Policy Manual and in accordance with AANDC's Policies and Procedures.
4. A Post Secondary Education Student Database will be created to capture and keep updated information on applicants and funded students.
 - 4.1. Sponsored student files will be stored on the PBOE premises in a secured space away from public access;
 - 4.2. A digitized record of student files shall also be stored in a safe and secure facility.

5. Student files are the property of PBOE.
 - 5.1. Students have the right to access their own file;
 - 5.2. Access will be granted in a secure and controlled setting under conditions that will prevent alteration or mutilation of the original record;
 - 5.3. Copies of particular documents may be made available to the student;
 - 5.4. Students are restricted from leaving the PBOE premises with their (or any other student's) file.
6. For purposes of cost sharing, student referrals and/or validation of information, a student's information may be disclosed to other funding agencies, such as, but not limited to:
 - 6.1. Piikani Social Development;
 - 6.2. Piikani Youth and Education Foundation;
 - 6.3. Piikani Employment Services;
 - 6.4. AANDC;
 - 6.5. Piikani Nation Membership.
7. PBOE Staff and Trustees will not discuss personal and confidential information with anyone other than the student as indicated by FOIP.
8. Staff and Trustee breach of confidentiality in regards to applicant and student information will be dealt with in accordance with PBOE disciplinary policies and regulations. In addition, the Staff and/or Trustee in breach shall be removed from the application process.
9. The confidentiality of the information will be managed in accordance with the privacy information legislation.

Policy 1004: Eligibility Criteria

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

To be eligible to apply for support under the Post Secondary Education Support Program (PSESP) an applicant must be a Piikani Nation member on the membership list, have met university or college entrance requirements and have been accepted for enrolment in an accredited Post-Secondary institution for a program of studies of a minimum of two years.

Regulations

1. Eligible Applicants:
 - 1.1. Must have been listed formally on the Piikani Nation Membership Code for a period of no less than 3 years:
 - 1.2. As per Piikani Nation Membership Code, applications registered under Bill C-31 do not qualify for sponsorship, therefore, shall be referred to the appropriate agency.
 - 1.3. Must be accepted into a university or college for the academic period of the application.
2. Eligible Accredited Institutions:
 - 2.1. Education institutions must have the authority to grant academic credentials such as undergraduate degrees and diplomas under the appropriate provincial or territorial authorities; also included are First Nations Post Secondary institutions.
 - 2.2. Education institutions must appear as approved on the Designated Eligible PSE Institutions list as posted on the AANDC secured website.
3. Eligible Programs of Studies:
 - 3.1. Post secondary education, for the purposes of this policy, means a program of studies, offered by an accredited post-secondary institution, for which the successful completion of a high school diploma is the normal entrance prerequisite and requirement.
 - 3.2. A program of studies must be at minimum two full-time years of studies and result in an academic accreditation of a diploma:
 - 3.2.1. A certificate program is eligible providing it leads to the second year of a diploma program:
 - 3.2.2. A student may be supported if documentation is submitted indicating the pathway, evaluation and intention leading to the diploma.
 - 3.3. Programs must have a regular start and end date per semester: beginning in September, January and/or May.
4. Ineligible Programs:
 - 4.1. Correspondence courses WILL NOT be funded either wholly or in part;

- 4.2. Alberta trade certificate (apprenticeship) programs or pre-employment programs or vocation programs related to/or leading to a trade, journeyman certificate or Red Seal certificate will not be funded;
- 4.3. Certificate programs that prepare students for entry into specific occupations involving one-year or less of full-time, hands-on study at a college, technical institute, or private training school.
 - 4.3.1. A certificate program that is part of a normal diploma program that meets the definition of post-secondary education is not considered part of this section.
5. Student Support:
 - 5.1. Support will be provided within the limits of funds allocated to PBOE through AANDC's contribution arrangements. If demand for funding exceeds availability, applications will be put on a waitlist or declined due to lack of funding;
 - 5.2. Tuition Support – see policy 1007 & 1008;
 - 5.3. Books and supplies – see policy 1009;
 - 5.4. Living Allowance – see policy 1010 & 1011;
 - 5.4.1. Students must have fulfilled all of the procedures AND must be considered full-time students for any semester (term) including summer semester;
 - 5.4.2. See Administrative Procedures Manual for details regarding full-time and part-time status;
 - 5.5. All procedures indicated below will also determine eligibility for living allowance.
6. Ineligible Conditions:
 - 6.1. Students will not receive living allowance for registering in only two or less classes during a semester;
 - 6.2. Non-mandatory conferences and/or workshops are not eligible for sponsorship;
 - 6.3. A living allowance will not be provided during paid work terms (i.e. practicum's), however students will be considered full time students during course-work terms and their files will be kept active during the work term.

Policy 1005: Student Priority Categories

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

Support will be provided within the limits of funds received from the Treasury Board through Aboriginal Affairs Northern Development Canada (AANDC). If the number of eligible applicants exceeds the budget, these applications will be put on the waitlist or declined according to the Policies set out herein.

An applicant will not be eligible for funding who has taken funding to which he/she was not entitled to and no apparent action has been taken towards reimbursement or other such means.

Regulations

1. Each application received under this policy will be given a priority designation in accordance with the criteria stated in this Policy.
2. Priority 1
 - 2.1. 1A: Continuing sponsored students who have:
 - 2.1.1. Maintained the minimum graded requirements (G.P.A) set out in this policy;
 - 2.1.2. Maintained the minimum grade requirements (G.P.A) as set out by the institution to which they are attending;
 - 2.1.3. Maintaining a natural progression within their field of studies at their current level of Post-Secondary Education. (See Policy 1006).
 - 2.2. 1B: High school graduate students entering into a post-secondary program of studies. High school graduate student status will remain for current year and the following year (e.g. current 2011 graduates will remain 1B for 2011 and 2012).
 - 2.3. 1C: UCEPP Graduates
 - 2.3.1. Adult Upgrading graduate students entering directly to a post-secondary program of studies
 - 2.3.2. Transitional Program graduate students entering directly to a post-secondary program of studies
 - 2.4. 1D: Students returning from maternity/medical leave who did not withdraw with cause or fail their last semester of studies. (i.e. Policy 1021).
3. Priority 2
 - 3.1. Applicants who have not previously accessed funding from the PSSSP will be considered in this category.
 - 3.2. Self-sponsored applicants in this category who are continuing in a program of studies without a break, with the exception of summer courses shall be prioritized by GPA. (see Policy 1001)
 - 3.2.1. Must have a GPA of 2.00 or better to be eligible for funding. (see Policy 1020)

4. Priority 3
 - 4.1. Level II graduates continuing onto Level III studies;
 - 4.2. Applicants who have previously been funded by the PSSSP, but have not completed their program of studies;
 - 4.3. Students applying for second Withdrawal with Cause;
 - 4.4. New Piikani Nation members who have been on the official membership list for at least three years.
5. Priority 4
 - 5.1. University and College Entrance Preparation Program (UCEPP) applicants;
 - 5.2. Transitional program applicants, i.e., programs in which students are enrolled in both courses to complete their General Education Diplomas (GED), along with introductory post-secondary courses. Examples are: Aboriginal Education Project (AEP) at Mount Royal University, Transitional Year Program (TYP) at the University of Alberta and First Nation Transitional Program (FNTP) at the University of Lethbridge.
6. Priority 5
 - 6.1. Late applicants: any application received after the June 15th and/or October 15th deadlines will be considered late.
 - 6.2. Students who have been requested to discontinue their studies by the institution, or have withdrawn with no reason stated to the Post Secondary Coordinator.
 - 6.2.1. Students in this category must be prepared to demonstrate their fitness to continue and resume their studies to the Post-Secondary Committee i.e. returning to post-secondary studies at their own costs for 1 academic year and have obtained a GPA 2.00;
 - 6.2.2. The institution must also have allowed for the student to continue their course of studies.
 - 6.3. Students who have been suspended from PSE sponsorship due to a breach of Policy 1011 – Conditions for Continued Sponsorship may be moved to Priority 3 under the following conditions:
 - 6.3.1. Have completed the mandatory 1 year suspension and have been self-sponsored at least 1 semester (part-time or full-time) with a current GPA of 2.00 or better;
 - 6.3.2. 3 years after completing the 1 year suspension, an applicant will be re-categorized to Priority #3.

Policy 1006: Levels of Post Secondary Education

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

Support will be provided for four levels of post-secondary education.

Schedule

1. **UCEPP** University College Entrance Preparation Programs
 - 1.1. The last year or semester of adult upgrading leading to the necessary academic requirements for entrance into a post-secondary program of studies;
 - 1.2. One year of an aboriginal transition program leading to the necessary requirements and prerequisites of a post-secondary program of studies
2. **Level I** Community College Diploma Programs
 - 2.1. Two years of full-time studies at a college or technical institute for which successful completion of high school is the normal entrance requirement and that results in an academic credential of a diploma;
 - 2.2. Two years of full-time applied studies at a college or technical institute for which successful completion of high school is the normal entrance requirement and that results in an academic credential of a diploma
3. **Level II** Undergraduate Degree Programs
 - 3.1. Three or four years of full-time studies at a university for which successful completion of high school is a normal entrance requirement and that results in an academic credential of a degree;
 - 3.2. Two, three or four years of full-time studies at a university for which successful completion of high school is a normal entrance requirement and that results in an academic credential of an applied degree.
4. **Level III** Graduate/Professional Degree
 - 4.1. Master's Degree: Minimum of two years of full-time post-graduate university studies for which successful completion of undergraduate studies is a normal entrance requirement that results in an academic credential of a master's degree;
 - 4.2. Doctor of Philosophy (PHD): Minimum of two years of full-time post-graduate university studies for which successful completion of master's studies is a normal entrance requirement that results in an academic credential of a postgraduate academic degree in a doctorate of philosophy;
 - 4.3. Professional Programs: One to three years of full-time studies for which successful completion of undergraduate studies is a normal entrance requirement that results in an academic credential of post-graduate certification in a specialized field (i.e. Medicine, Law, and C.G.A).

Policy 1007: Tuitions Supports

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

The terms of this policy will be applied in providing tuition support for students. Tuition Support includes students' fees for registration, tuition, tutorials, initial professional certification and examination fees. PBOE has the flexibility to adjust tuition support to meet the needs of students and special projects.

For resourcing purposes tuition support is provided at an equivalent rate as students attending Canadian public institutions at the normal rate charged by the institution for a Canadian student. Tuition support as outlined in Policy Number 1006 will be provided to students enrolled in UCEPP and all three levels with limits.

Regulations

1. The terms of the policy on tuition support will be used as a basis for calculating the financial resources to be allocated to the education institutes.
2. Support will be provided for the following:
 - 2.1. Regular tuition fees which are mandatory fees charged by the institution to Canadian students as indicated in the institution's calendar, including student activity fees, special testing fees, student union fees, u-pass(transit), lab fees, and other fees deemed *mandatory* by the institute.
 - 2.2. Reimbursements for seat of offer/deposits, if not provided by the educational institute;
 - 2.3. Transcript fees for application and enrolment purposes for continuing sponsored students moving to another program of study i.e. Open Studies;
 - 2.4. Registration for other program activities i.e., admission interview, practicum.
 - 2.4.1. Initial professional certification and examination fees exceeding \$100.00; up to a maximum of \$900.00
3. Support will NOT be provided for the following:
 - 3.1. Rental of equipment such as lap tops;
 - 3.2. Dental and Health plans.
4. Tuition support is provided for full-time and part-time students attending in-class lecture courses.
 - 4.1. Exception (1): students enrolled in practicum courses that are a requirement of their program;
 - 4.2. Exception (2): students enrolled in virtual in-class sessions;
 - 4.3. Exception (3): Level III students: on-line Level III studies are eligible for part-time sponsorship (tuition and books only, no living allowance will be provided).

5. The tuition support is calculated using the tuition, registration, transcript and mandatory fee rates published by the Canadian public institution for the applicable program of studies for the period of time for which the application for funding is made.
6. In the case of a First Nations post-secondary institution, the tuition fees will be those normally charged to Canadian students by the associated provincial institution for a comparable program.
7. The applicant will provide documentary evidence of tuition, registration and mandatory student activity fees.
8. Tuition support is paid directly to the Institution.
9. Students shall not be granted tuition for repeating a course a third time. Tuition may be paid if a repayment schedule is arranged during the semester the course is repeated the third time.
10. Maximum amounts of tuition support per academic year which includes Summer, Fall and Winter semesters;
 - 10.1. UCEPP \$4,500.00 per academic year;
 - 10.2. Level I \$4,500.00 per academic year;
 - 10.3. Level II \$4,500.00 per academic year;
 - 10.4. Level III \$7000.00 per academic year.
11. Requests over and above mandatory fees may be submitted in letterform, with proper documentation, and will be reviewed on an individual basis.
12. Application fees are the responsibility of the student.
13. Seat of offer/deposits are the responsibility of the student:
 - 13.1. Deposits paid by students that are deemed part of the tuition costs may be reimbursed to students (see 2.2);
 - 13.2. The normal process is for the education institute to provide the reimbursement to the student.
14. Students attending private or out-of-country institutions refer to Policy - 1004, 1008 and 1006 of this policy.

Policy 1008: Tuition at Private and Out-of-Country Institutions

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

Tuition support is provided for:

- A. *Students attending private or out-of-country post secondary institutions, at the same rate charged by the Canadian institution for a Canadian resident nearest to the student's place of residence at the time of application which offers a comparable program.*
- B. *Students enrolled in an out-of-country institution at the actual tuition rate charged by the foreign institution where no comparable program is available at an institution in Canada within the financial limits set in this policy.*
- C. *Maximum tuition amounts are in Canadian dollars.*

Regulations

1. For tuition support purposes, students may enroll in any private institution described in Policy Number 1004 or in an acceptable program of studies in a foreign institution.
2. A program of studies at a private or foreign institution is comparable to a program of studies at a Canadian public institution when all 4 of the following conditions are met:
 - 2.1. the minimum academic prerequisites or equivalent; (i.e. Alberta High School Diploma);
 - 2.2. the number of credit hours are equivalent to within 10%, (i.e., a 20 credit hour program is equivalent to another program which has between 18 to 22 credit hours);
 - 2.3. course content generally covers the same subject matter;
 - 2.4. As per 1004 3.3 Programs must have a regular start and end date per semester: beginning in September, January, May and July.
3. An applicant enrolling in a private or foreign institution must provide documentation with the application, which identifies the most comparable program in the nearest Canadian public institution to his/her place of residence. The documentation must include application, registration, tuition and mandatory student activity fees of the Canadian public institution.
4. An Example of Calculating Tuition for Foreign Institutions:
 - 4.1. A student living in Ottawa and enrolling in an equivalent business administration program in St. Lawrence College, New York must provide documentation of the application, registration, tuition and mandatory student activity fees for the business administration program in Algonquin College, Ottawa. If the St. Lawrence College tuition is \$ 1,000.00 U.S. and the Algonquin College tuition is \$700 Canadian, the tuition support provided to the student will be \$700.00 Canadian.

Policy 1009: Books and Supplies Support

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

Support for books and supplies will normally cover textbooks and supplies, including special equipment, officially listed as required by the university or college for a student's program of studies and shall be provided for according to the following schedule.

1. Schedule:

- | | | |
|---|---------------------|-------------------------------|
| 1.1. UCEPP (Adult Upgrading) | | |
| \$50.00 per half course | \$100.00 per course | Maximum \$400.00 per semester |
| 1.2. UCEPP (Transitional Programs) | | |
| \$50.00 per half course | \$100.00 per course | Maximum \$400.00 per semester |
| 1.3. Level I College Diploma | | |
| \$50.00 per half course | \$100.00 per course | Maximum \$400.00 per semester |
| 1.4. Level II Undergraduate Studies | | |
| \$50.00 per half course | \$100.00 per course | Maximum \$400.00 per semester |
| 1.5. Level III Graduate & Post Graduate Studies | | |
| \$50.00 per half course | \$100.00 per course | Maximum \$400.00 per semester |

2. Procedures:

- 2.1. The above dollar amounts provided to students must cover books and supplies per semester. No other dollars will be issued for supplies and/or materials.
- 2.2. Amount in excess of the above costs for combined books and supplies may be approved if a student demonstrates need by submitting copies of the required book/supply list and prices charged by the institution's bookstore or suppliers.
 - 2.2.1. The reimbursement request MUST demonstrate an excess amount above the total amount received for books given for the semester;
 - 2.2.2. Approval for these reimbursements is dependent upon availability of funding and will be issued at the end of the fiscal year (March 31st).
- 2.3. Funding for books/supplies for a course will be issued only once. If a student repeats a course due to withdrawal or failure, the student will not be granted books/supplies money a second time for that particular repeated course.

Policy 1010: Support for Living Expenses

Effective Date: July 4, 2012

Revisions:

Policy Statement

The living allowances are set out in the Appendix Item 1000A - Levels of Assistance for Living Expenses. The support for living expenses is expected to cover such costs as food, transportation, child care, accommodations and contingency funding. Any misrepresentation by the student with regards to all policies herein may result in no funding for the student.

Regulations

1. Living allowances are paid to students attending full-time studies at an accredited education institute registered in an eligible program as stated in this policy.
2. Living allowances shall not be paid to students attending part-time studies.
3. The living allowances will be paid in Canadian dollars regardless of the location of the institution.
4. Living allowances are paid for Christmas and study breaks. Living allowances are not paid for summer breaks when students are not attending classes.
5. A student may request and receive an advance of the living allowance for extenuating circumstances, i.e. disconnection notices. A repayment schedule will be determined at the approval of the advance with the Post-Secondary Coordinator.
6. Advances on monthly living allowance will be given to students (1) one time only during the academic year.
7. Where two applicants are married to each other (or living common law), and have no dependents, the living allowance for each will be calculated and issued as if they were single students living with parents.
8. Where two applicants are married to each other and have dependents: one student will be designated as a married student with employed spouse with dependents; the other will be designated as a married student with employed spouse. Refer to schedule in Appendices.
9. If claiming a dependent spouse, an affidavit, sworn before a commissioner of oath verifying the dependency of spouse.
10. Duration of living allowance for full time, eligible students will be consistent with their letter of approval for that current academic year and pending availability of funding.
11. Full time students may work up to a maximum of twenty (20) hours per week while receiving living allowance, as long as their employment does not interfere with their class attendance and study time.
12. Any amendments to family status will be maintained to the end of the current academic year. The onus is on the student to provide an honest (integral) family status statement. Reimbursements to PBOE shall be required if student's information is found to be dishonest.

Policy 1011: Living Allowance Support

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

Students enrolled in Levels I and II will be supported for up to one additional academic year per level over the normal program length.

Students may be supported for up to one additional academic semester in Level III.

Regulations

1. Schedule of allowable maximum unit months of living allowance:
 - 1.1. UCEP - University College Entrance Preparation Programs or Transition Programs;
 - 1.1.1. One academic year or eight (8) months living allowance
 - 1.2. Level I - College Diploma
 - 1.2.1. Two years at eight months per year plus an additional year of eight months for a maximum twenty four (24) months
 - 1.3. Level II - Undergraduate Degree
 - 1.3.1. Transfer Students - three years at eight months per year plus an additional year of eight months for a maximum thirty two (32) months;
 - 1.3.2. Standard Degree Programs - Four years at eight months per year plus an additional year of eight months for a maximum forty (40) months;
 - 1.3.3. Special Degree Programs (e.g. B.Ed.) - Five years at eight months per year plus an additional year of eight months for a maximum forty eight (48) months;
 - 1.4. Level III - Post Degree Programs (Masters, Doctoral, Professional Degree)
 - 1.4.1. A student may utilize all three categories listed in 1.4;
 - 1.4.2. Two years at eight months per year for up to sixteen (16) months
 - 1.4.2.1. an additional semester of four months may be requested for a maximum of twenty (20) months

Policy 1012: Support to Part Time Students

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

Part time students may receive support for tuition and/or books and supplies as required by the post-secondary institution.

Regulations

1. Schedule of allowable maximum courses/classes for part-time students in each level
 - 1.1. UCEPP 8 courses/classes equivalent to 1 academic year;
 - 1.2. Level I 32 courses/classes equivalent to 4 academic years;
 - 1.3. Level II 48 courses/classes equivalent to 6 academic years;
 - 1.4. Level III 24 courses/classes equivalent to 3 academic years
2. Students must meet the definition of "part-time students" included in this policy manual.
3. Part-time students will be supported provided their program of studies meets the program criteria set out in this policy.
4. Part-time students are not eligible for living allowance.
5. Part time students are funded for tuition and books only for a maximum of two (2) classes per term.
6. Part-time students may be employed and work up to full time hours as long as their employment does not interfere with their class attendance and study time.
7. The duration of support for tuition and books and supplies is contingent on the post- secondary education budget.
8. Students who maximize their unit/months of living allowance may be eligible for part-time sponsorship (tuition and books only) for one (1) additional academic year to complete their current program of studies.

Policy 1013: Support to Students Requiring Accessibility Services

Effective Date: October 5, 2015

Revisions:

Policy Statement

Peigan Board of Education will make its best effort to accommodate the needs of students requiring Accessibility Services within the limitations of the annual budget. Accommodations require advanced planning and liaison with the educational institute and liaison with other agencies. The accommodations are not intended to sacrifice the academic standards set out by the educational institute. Instead, it is intended to assist the student with supports to alleviate as many barriers as possible to the student's academic success.

Regulations

1. Accommodations
 - 1.1. Peigan Board of Education can approve one student per year within this special category;
 - 1.2. A student may be provided sponsorship within in this category only for one year;
 - 1.3. All funding and eligibility criteria will be as outlined within the PSESP, with the following support:
 - 1.3.1. Living allowance for a lighter course load which is 1 course less than full time (if education institute does not have a full time/part time status rating; then a minimum of 2 courses)
 - 1.4. Distance learning courses may be approved: 1 course per semester
 - 1.5. One (1) more additional year may be approved for tuition and books over and above that set out in this policy; for a total of two (2) years of additional tuition and books only;
 - 1.6. Funding for assessments may be approved depending upon budget. A maximum of one (1) assessment per year may be approved;
 - 1.7. Students are eligible only if they are in good standing with their educational institute and PBOE;
 - 1.8. The Post Secondary Coordinator will make recommendations to the Superintendent.
2. Student's Responsibility
 - 2.1. Students requiring Accessibility Services are expected to be proactive in seeking services and funding to accommodate their needs.
 - 2.2. Students must provide documentation of their need for Accessibility Services in the form of an assessment (e.g. psych-educational, medical) and recommendations for accommodating their needs. The assessment must be submitted on the official letterhead of the authorized professional person who holds diagnostic expertise in the area of the disability.
 - 2.3. A letter from the Accessibility Services within their attending education institute must be obtained and provided to the Post Secondary Coordinator.

- 2.4. To be proactive in meeting their needs, students must consult with academic advisors, counselors and accessibility services within the educational institute.
- 2.5. Students must self-monitor their condition and keep the Post Secondary Coordinator informed of any changes that might interfere with her/his ability to maintain a good GPA.
- 2.6. If a student's condition worsens during a semester her/his funding may be re-evaluated:
 - 2.6.1. Students must have communicated to the Post Secondary Coordinator before any course/program changes are made
 - 2.6.2. A doctors note must be provided by the student
 - 2.6.3. The student must be in good standing with the educational institute.
3. Students requiring Accessibility Services who wish to appeal a decision pertaining to their situation shall follow the usual route as set out in this policy.

Policy 1014: Tutorial Support

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

Tutorial assistance is provided when the student presents documentation from his/her instructor or program coordinator or academic advisor that this service is required.

Regulations

1. The documentation will include the length of time the tutorial assistance is required and the cost per hour.
2. The cost of the tutorial should not exceed the tuition cost of the class.
3. The maximum tutorial assistance available to a part-time or full time student is \$200 per academic semester.

Policy 1015: Travel Assistance

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

Students who live away from their permanent place of residence may qualify for a travel grant once every semester for themselves and any dependents' who reside with them. Peigan Board of Education has the flexibility to adjust travel grants to meet the needs of students within the constraints of the yearly AANDC allocation.

Regulations

1. Students may receive travel support if the institution they are attending is greater than 500 kilometers from their permanent place of residence.
2. Financial travel support must be determined by the most cost-effective means of travel.
3. Students are eligible for the travel support once per academic semester.
4. Student must meet all of the following eligibility criteria:
 - 4.1. Full time student status at the educational institute;
 - 4.2. Full time sponsorship with PBOE;
 - 4.3. In good academic standing.
5. A maximum of \$250.00 per semester may be provided.
6. Students may select any recognized post-secondary institution for their studies. However, travel support is normally restricted to the travel costs to the Canadian post-secondary institution, which offers the selected program of studies nearest to the student's home.

Policy 1016: Post Secondary Study Tours

Effective Date: December 1, 2003

Revisions: October 5, 2015, December 1, 2003

Policy Statement

The Board recognizes the benefit of university and college students participating in institution sponsored study tours. When such tours lead to the enrichment of the student's program then the Board shall provide financial assistance in the form of a travel grant when possible.

Regulations

1. Study Tours must be sponsored by the student's institution and be eligible for course credit at such.
2. A Student considered for a travel grant must maintain an acceptable level of scholastic achievement.
3. The level of support shall be determined by the student's cumulative GPA.
4. The student must be in good standing at the institution and have attended for at least four consecutive semesters as a fulltime student.
5. The student must have a letter of support from the institution.
6. The maximum level of assistance shall be \$1,000.00 for any individual student.
7. No more than one request shall be granted to any one student.
8. The Board accepts no liability for the student while on such tours.
9. Funds may be paid directly to the institution upon receipt of notice from the institution or may be provided directly to the student to cover costs such as airfare.
10. Post Secondary Coordinator has the authority to make the decision in consultation with the student. The Superintendent will be notified of this travel grant.
11. If the student withdraws from the study tour for whatever reason, the full amount of the travel grant must be repaid to PBOE.

Policy 1017: Incentives

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

Scholarships and incentives/bursaries may be provided to students to encourage them in their studies and to formally recognize their achievements. Students who have completed their program with sponsorship support from the PBOE Post Secondary Education Sponsorship Program are eligible for a graduation grant. To qualify for these scholarships, students must submit their proof of program completion before or immediately after their last semester.

Incentives for Students will apply as follows:

Level I:

- Graduation grant - \$300.00
- Scholarship award - \$500.00

Level II:

- Graduation grant - \$300.00
- Scholarship award - \$1000.00

Level III:

- Graduation grant - \$300.00
- Scholarship award - \$1000.00

Regulations

1. Pending the availability of funding, graduation grants may be issued.
2. Graduation grants will be issued upon submission of proof from the attending institution that the student has fulfilled the requirements for that program.
3. Pending the availability of funding, scholarship grants will be awarded.
 - 3.1. The maximum award amounts are outlined above which may be awarded to more than one student (i.e. four awards of \$250.00 at Level II).
 - 3.2. To be eligible, students must be attending a postsecondary program of studies and be a current PBOE sponsored student.
 - 3.3. All PBOE sponsored students will be considered without application for the grant.

Policy 1018: Conditions for Applicants and Students

Effective Date: July 4, 2012

Revisions: October 5, 2014

Policy Statement

Tuition support as outlined in Policy Numbers 1006, 1007 and 1008 will be provided to students enrolled in all levels of post-secondary education with limits.

Students who have completed a degree program (Level II), with or without support from this program, are ineligible for sponsorship Level I program support.

Students who have completed a Level III program, with or without support from this program, are ineligible for Level I or Level II program support.

Students who are deemed as unclassified/open studies may be eligible for only one semester of full sponsorship.

Any misrepresentation of the student with regards to all policies herein may result in no funding for the student.

Regulations

1. This refers to students who have already completed a Level II or Level III program with support from the PSE sponsorship program and are applying for support for a Level I or Level II program respectively.
2. It also refers to students who are applying for funding support under this program for the first time and who have completed a part of their post-secondary education. For example, a student who has gained Piikani Nation membership status and who is applying for support for a Level I program but who has completed an undergraduate degree will not be supported.
3. Open studies, in this case, refers to students who require a maximum of five (5) courses to complete program of studies at another institution, or, who need courses to upgrade requirements for entrance into a post- secondary program of studies at a higher level or into a different institution.
4. After a student has completed his/her Level III units their application for funding will not be considered.
5. A currently sponsored student may enroll in a lower level provided he/she has:
 - 5.1. Completed less than half (50%) of the required number of courses for their current program;
 - 5.2. Utilized under twelve (12) months of living allowance in their current program;
 - 5.3. Should the student return to the higher level program in the future, their maximum amount of living allowance shall be considered as a transfer student and be allocated 32 months less the previous months used prior to enrolling in a lower level program;
 - 5.3.1. For example: a student enrolled in a Level II program such as B.A. Economics and enrolling in a General Studies Diploma may do so provided s/he has not spent more than 2 years in the B.A. Economics program with or without PBOE sponsorship and has not used more than twelve (12) months of living allowance.

Policy 1019: Application Conditions – Support After Dropping Out

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

Students may be supported in a Level I program of studies after dropping out of Level II program of studies. If a student resumes in a Level II program of studies, the previous time spent at the Level II will be counted for support purposes.

- A. This applies to students who drop out of their first undergraduate degree and enroll in a Level I program of studies. Students who drop out of second undergraduate degree will not be supported for a Level I program.*
- B. Students who complete a Level I program of studies and subsequently drop out of a Level II program of studies will not be supported to take a second Level I program.*

Regulations

1. In applying for support for a Level I program, a student must indicate on his/her application if he/she has dropped out of a Level II program. The student must provide documentation to verify his/her academic record.
2. If the student resumes Level II studies then the Post Secondary Coordinator must inform the student in writing of the period of support which will be counted towards Level II studies.

Policy 1020: Application Conditions - Support for Balance of Program

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

Students who become eligible for support and who have previously completed a portion of post-secondary studies without support from this program will be entitled to the full sponsorship at their respective level, provided they maintain a natural progression in their program of studies.

This applies to applicants who have never received support from the Post Secondary Student Support Program and who have completed a portion of their post-secondary studies.

Regulations

1. Students must indicate on their funding application the post secondary program of studies they have completed on their own.
2. Applicants not currently sponsored by PBOE but enrolled in a post secondary program must have a current GPA of 2.00 or better in their current semester or most recent semester.
 - 2.1. A current GPA lower than 2.00 will deem the applicant ineligible for sponsorship.
 - 2.2. For example: a student enrolled at the University of Lethbridge in an undergraduate program and not sponsored by PBOE applying for sponsorship for the Fall 2010 Term must have a GPA of 2.0 or better in the 2010 Winter Term (Jan-Apr) or 2010 Summer Sessions; whichever is most recent.

Policy 1021: Conditions for Continued Sponsorship

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

The intent and goal of the Peigan Board of Education is for every applicant who qualifies for sponsorship under the Post-Secondary Education Support Program to succeed and to complete their program of studies within a reasonable amount of time as indicated in the PSSSP Guideline and Policies. It is the student's responsibility to become familiar with the assistance and limitations and to meet the standards for continued sponsorship.

Regulations

1. Academic Standings - Students must achieve a current GPA as indicated in the schedule below:
 - 1.1. UCEPP students must achieve a GPA of 1.65;
 - 1.2. Level I -College Diploma:
 - 1.2.1. First year students must achieve a GPA of 1.65: up to first ten (10) courses;
 - 1.2.2. Second year students must achieve a GPA of 1.75: eleven to twenty (11-20) courses of study;
 - 1.2.3. Third and Fourth year students must achieve a GPA of 1.85: twenty-one (21) or greater courses.
 - 1.3. Level III - Graduate Studies & Post Graduate Degree:
 - 1.3.1. Students at this level must achieve a GPA of 3.00.
 - 1.4. After the first semester of low performance as indicated above, the student will be placed on academic probation for two consecutive semesters. The student must achieve a current GPA of at least 2.00 in both probationary semesters regardless of their category/level.
 - 1.4.1. If the student's current GPA falls below 2.00 during academic probation, the student shall be suspended from further sponsorship for a period of one year (12 months). The suspended student will automatically lose their priority as a continuing sponsored student for the purposes of PBOE Post Secondary Education Sponsorship Program.
 - 1.5. Withdrawal with cause is an acceptable option. However, the withdrawal with cause must follow the institution's preset criteria, and subject to submission of documentation set out in Policy 1002. This procedure applies only if the student is returning the semester after they have withdrawn with cause. Situations may include but are not limited to:
 - 1.5.1. Self or immediate family member requiring full care and attention due to illness or disability;
 - 1.5.2. Hospitalization;
 - 1.5.3. Separation or divorce from spouse;
 - 1.5.4. Bereavement due to death of immediate family member.

- 1.6. A second request for withdrawal with cause may not be granted. Students will be counseled to take an unsponsored leave of absence from post-secondary studies to seek the medical and or appropriate services they require for a full recovery. If the student re-applies after an unsponsored leave of absence their application will be categorized as a Priority 3.
 - 1.7. Students who are suspended from a college or a university due to low academic achievement will not be sponsored the following year even if he/she is reinstated through an appeal process from the institution. Students are expected to make full commitment and be accountable for their program of studies.
 - 1.8. Students will notify the Post-Secondary Coordinator prior to withdrawal from a course, program of studies, or change of status from full-time to part-time. If notification is not received in writing the student will receive no funding the following semester.
 - 1.9. A student who totally withdraws from a program of studies or changes status from full-time to part-time without notifying the Post-Secondary Coordinator and continues to receive training allowance will be suspended from sponsorship for a period of one year. The student will reimburse PBOE of over payment: an agreement will be signed by the student and Post Secondary Coordinator which must include a \$200.00 initial re-payment.
 - 1.10. It is the student's responsibility to access helping resources at the university or college and to keep in touch with the Post-Secondary Coordinator when on probation.
2. Probation, Withdrawal and Suspension
 - 2.1. Second and subsequent Withdrawal with Cause will be re-classified as Priority 3 (with the exception of Maternity Leave) providing the student is in good standing with their attending educational institute.
 - 2.2. Probation Students
 - 2.2.1. *Must submit Fall semester's transcripts of marks before living allowance is released in December;*
 - 2.2.2. Must meet or be in contact with the Coordinator on a monthly basis;
 - 2.2.3. Must provide course test marks for each course taken within probation period;
 - 2.2.4. Must meet with Native Liaison or Academic Advisor on a monthly basis at the Educational Institute;
 - 2.2.5. Failure to comply could result in cancellation of sponsorship.
 - 2.3. Any misrepresentation may result in no funding for the student. The onus is on the student to provide an honest (integral) statement. Reimbursements to PBOE may be asked if student's information is found to be dishonest.
 - 2.4. Second (2nd) probation with PBOE, the student must:
 - 2.4.1. Write a letter to Post Secondary Coordinator outlining the cause for the 2nd probation and present a plan for success;
 - 2.4.2. The student must obtain a letter from an Academic Adviser indicating a plan for success;

- 2.4.3. The student must obtain a letter from the Chair or Coordinator of their program supporting their continuation in the program;
 - 2.4.4. The student will be given part-time sponsorship status:
 - 2.4.4.1. If the student proves success s/he may be provided full-time status in the following semester;
 - 2.4.4.2. If the student does not succeed s/he will be suspended.
 - 2.4.5. An application will be accepted after a second suspension, only if the applicant has been self-sponsored for one (1) year.
3. Deadlines
- 3.1. Continuing sponsored students shall take responsibility to submit a copy of course registration and transcripts to the Post-Secondary Coordinator as follows:
 - 3.1.1. **Deadline – July 31**
 - 3.1.1.1. Course registration/class list for Fall semester;
 - 3.1.1.2. Transcripts/Marks from Winter semester or most recently attended term.
Note: Continuing sponsored students who fail to submit the two documents by July 31 will lose their sponsorship, therefore, will receive no funding for Fall semester.
 - 3.1.2. **Deadline – December 15**
 - 3.1.2.1. Course registration/class list for Winter semester. Note: Continuing sponsored students who fail to submit the documents by December 15 will lose their sponsorship, therefore, will receive no funding for Winter semester;
 - 3.1.2.2. Probation students must submit transcripts/marks before receiving January's living allowance
 - 3.1.3. **Deadline – January 15**
 - 3.1.3.1. transcripts/marks from Fall semester to release February's Living Allowance;
 - 3.1.3.2. February's living allowance shall not be issued if transcripts/marks are not received.
 - 3.2. Student's monthly living allowance will not be released until all documents are submitted to the Post-Secondary Coordinator.
 - 3.3. Students who cannot submit a copy of transcripts from the institution by January 15 will have to provide a letter from the institution that s/he is in good standing to continue his/her program of studies.

4. Re-payments

4.1. Students will be held responsible for re-paying all over-payments. Some examples are as follows: if PBOE pays for unauthorized failed or repeated courses, if errors or omissions are made by PBOE. If an error is noticed, it is in the student's best interest to report it immediately.

4.1.1. For students who have an overpayment exceeding \$1,500.00 with PBOE and have not made any arrangements or an attempt to repay, the applicant will drop in priority from a Priority 1A to Priority 5. If and when such a Priority 5 applicant is being considered for sponsorship, the student must meet with the Post-Secondary Coordinator to discuss the plan for repayment.

Policy 1022: Changing Program of Study

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

Where students change programs within a level; the living allowance used within the level will be counted for toward the total living allowance allocation.

This applies to programs of study in Level I, Level II and Level III. For example, if a student has completed two years of an undergraduate degree in Chemistry and transfers to a four year undergraduate Economics program, the duration of support provided for the economics program will be two years, i.e., the four years for Economics less the two years taken in Chemistry.

Regulations

1. Students must inform the Post Secondary Coordinator of the program change and provide documentation of the program change.
2. Students will receive notification in writing of the period of support already used for the first program of studies within the level and the remaining support allocated for the second program of studies within the same level.

Policy 1023: Inter-session and Summer School Sponsorship

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

This category is restricted to continuing sponsored students only – those who are currently receiving sponsorship. No new applications will be taken at this time.

Students wishing to attend summer/inter-session school on a full-time or part-time basis in order to progress quickly through their complete program may be entitled to sponsorship.

Regulations

1. Continuing sponsored students must apply before the application deadline: March 15.
2. Continuing sponsored students may be entitled to sponsorship on a full-time basis:
 - 2.1. If the student needs to take courses during the summer months in order to complete their program of study within the same academic year;
 - 2.1.1. Students must submit documented proof of completion within the academic year
 - 2.2. The class(es) required are offered only during the summer months;
 - 2.2.1. Students must submit documented proof that the courses are provided only during the summer months at their attending institution.
3. Continuing sponsored students may be entitled to sponsorship on a part-time basis:
 - 3.1. If a student wishes to take one course during the summer months in order to complete more classes in their program of study;
 - 3.2. Part-time students are not eligible for living allowance, however, will be supported with tuition and books only
4. All necessary documentation must be submitted before letters of sponsorship to institutions are sent.

Policy 1024: Employee Post Secondary Education Support Policy

Effective Date: July 2015

Revisions: October 5, 2015

Policy Statement

The Peigan Board of Education actively supports the postsecondary education enhancement and development of employees, since it believes that these activities contribute significantly to the delivery of quality service and education to the Piikani community.

The Board sees the need to have at least the majority of the professional staff as members from the Peigan Nation. Employees may be assisted with sponsorship through the PSESP.

Regulations

1. The Board in its annual budget shall allocate funds for educational enhancement and development. It is within the Board's discretion to determine the level of allocation of funds.
2. Employee eligibility criteria as per Eligibility Criteria Policy # 1004, including:
 - 2.1. Must be full-time;
 - 2.2. Must have been employed for a minimum of 1(one) year;
 - 2.3. Must be in good standing with the Post Secondary Education Sponsorship Program.
3. Program eligibility criteria
 - 3.1. As per Eligibility Criteria Policy #1004, including:
 - 3.2. Training programs shorter than a regular semester specific to each department will be paid by that department;
 - 3.3. Decisions may be made on a case-by-case basis with Superintendent and Post Secondary Coordinator to provide employees with 3.2 from PSESP;
 - 3.4. Distance Learning courses will be a maximum of one (1) per semester;
4. Educational Institute criteria as per Eligibility Policy #1004.
5. An agreement shall be created and signed by the staff member and the Superintendent indicating:
 - 5.1. The approved program and institute;
 - 5.2. A general plan including anticipated graduation date;
 - 5.2.1. Required time-off from work hours to attend classes: i.e. days per week, months or years.
 - 5.3. Expected time commitment to Peigan Board of Education after completion of program.
6. Employees shall not do course work such as reading, studying, completing assignments while at the office during regular working hours.

7. Employees are permitted one year leave for Adult Upgrading.
8. Employees are encouraged to take evening courses to reduce the time off during the leave period.
9. All conditions for continuing sponsored students shall apply to staff with the following additions:
 - 9.1. A maximum of two classes (2) per semester if employees continues working full-time;
 - 9.2. Only one (1) distance learning class per semester;
 - 9.3. Should an employee be suspended from the PSESP:
 - 9.3.1. The suspension status shall be a consideration in their employee evaluation;
 - 9.3.2. Reimbursement for the courses may be requested by the Superintendent and Post Secondary Coordinator;
 - 9.3.3. An application will only be considered after the one (1) year suspension period with the following conditions:
 - 9.3.3.1. for a period of one year (2 semesters) the employee shall be self-sponsored and may be reimbursed by PBOE providing their current GPA is 2.00 or above;
 - 9.3.3.2. reimbursement will be considered on a case-by-case basis and will not be considered for courses previously paid by PBOE
 - 9.3.3.3. no time off from work shall be granted during the first year of sponsorship after suspension;
 - 9.3.3.4. no distance learning classes during the first year after suspension.
10. Employees are not eligible for book reimbursements, travel, or scholarship/award grants from PSESP as other sources from PBOE may be requested and provided.
11. Courses that are incomplete, withdrawn or unsuccessful will be reimbursed by the staff member to the Post Secondary Education Sponsorship Program.
12. Line of authority: employees will speak to their immediate supervisor of their desire to enrol in a post secondary program. The employee must then indicate by letter to the Superintendent their intention to apply for a post secondary program which shall include an Education Plan. The employee will submit a funding application to the Post Secondary Coordinator within the regular deadlines.
13. The post secondary education shall be reflected in the employee evaluation

Policy 1025: Appeals

Effective Date: July 4, 2012

Revisions: October 5, 2015

Policy Statement

To ensure fairness and equitable treatment under the policy, Peigan Board of Education must have an appeal process in place. This process must incorporate the following basic elements:

- a) Formal statement and public distribution of the said policy and procedures.*
- b) Ensuring that the student has a right to an established appeal process. This includes the existence of an impartial appeal Board.*
- c) Ensuring that the student has a right to have support in the form of an advisor or advocate.*
- d) The establishment of specific time frames for appeal hearing to be set and for decisions to be made.*
- e) Confirmation that the administering organization will abide by the appeal Board's decision.*

Regulations

1. Students may not appeal to the PSE department decisions made by other administering organizations. This includes administrative decisions and appeal rulings.
2. There is no appeal against refusal of assistance because funds are not available.
3. Where a student is convinced that the department's guidelines are not being fairly applied to his/her situation then the student shall have access to an appeal hearing. The student must follow the appeal process by:
 - 3.1. The student contacts the Superintendent, in person or in writing, of the intent to appeal.
 - 3.2. The student will submit a completed appeal request form that must include the following:
 - 3.2.1. Student's name, address and phone number;
 - 3.2.2. The institution attended and program of studies enrolled in;
 - 3.2.3. The reason for the appeal, citing the relevant sections of the policy or guidelines;
 - 3.2.4. Name, address and phone number of the person to represent the student, and
 - 3.2.5. All supporting documentation.
 - 3.3. The appeal must have been submitted within 10 working days of receiving their letter from the Post Secondary Coordinator. This is due to the fact that the application process is time sensitive.
4. The Superintendent along with the PSE Committee may refuse an appeal based on the following:
 - 4.1. The appeal is based on the policies: as opposed to the fair application of the policies.
 - 4.2. The appeal is based on waitlist or decline due to insufficient funding

5. The Peigan Board of Education will respond to the student's appeal request form through the following process:
 - 5.1. Confirms receipt of the appeal request form in writing and sets a date to hear the appeal that is timely and mutually agreed upon within eight (8) working days of receiving the applicants completed appeal request form.
 - 5.2. Establish a three (3) person volunteer appeal committee consisting of:
 - 5.2.1. One Department Manager currently employed by the Peigan Nation
 - 5.2.2. One Peigan Post Secondary Graduate selected for their impartiality and knowledge of post secondary education issues
 - 5.2.3. One former voted in PBOE Trustee or PBOE Employee selected for their impartiality and knowledge of post secondary education issues.
 - 5.3. For each individual appeal, the Post Secondary Coordinator and the Superintendent will be responsible for appointing an appeals committee that reflects impartiality and shows no conflict of interest to both the appealing applicant and the PBOE.
6. The Peigan Board of Education will not be responsible for any costs or expenses incurred by the appellant:
 - 6.1. PBOE will not be responsible to provide costs for the student to attend the appeal hearing.
 - 6.2. A conference call can be arranged at the cost of Peigan Board of Education if the appealing applicant cannot be present.
 - 6.3. If the student cannot be present they can appoint a representative to attend on their behalf at no expense to the PBOE.
7. The Appeal Committee's ruling will be based on the majority decision.
8. The Appeal Committee's ruling must be consistent with the intent of the PSESP's policy and guidelines. For this reason the Post-Secondary Coordinator will be present and involved in the appeal hearing.
9. The Post Secondary Coordinator must submit a report of the appeal hearing to the Superintendent and Post Secondary Committee, who in turn shall submit the report to the Board at the next regularly scheduled meeting.
10. The Appeal Committee's decision is **FINAL**.

Manual Appendix



Appendix Items


Glossary of Terms	293
Policy Section 200 - Appendix Items	297
200A - Duties of the Superintendent	298
200B - Duties of The Financial Administrator	299
200C - Duties of The Post Secondary Coordinator	300
200D - Duties of The Operations & Maintenance Manager	301
200E - Request for Documentation Board Policies and Procedures	302
Policy Section 400 - Appendix Items	303
400A - Standardized Honorariums	304
400B - Management or Supervisory Questionnaire	305
400C - Confidentiality Agreement	306
400D - Disciplinary Action Form	307
400E - Policy Acknowledgement & Agreement	308
Policy Section 600 Appendix Items	309
600A - Alternative Measures to Discipline	310
600B - PNSS & NPES Discipline Procedures Manual	312
600C - PNSS & NPES Referral Form & Incident Report	326
Policy Section 800 Appendix Items	327
800A - Bar-B-Que Rental Agreement	328
800B - Borrowing Of PBOE Equipment	329
800C - Facility Rental Agreement	330
Policy Section 900 Appendix Items	333
900A - Certification Of Employee Acknowledgement	334
900B - Certification Of Independent Contractor Acknowledgement	335
900C - Copy of original Fitness For Duty Program document	336
900D - School Bus Collision Worksheet	353
900E - Information to Collect After a Collision	354
Policy Section 1000 Appendix Items	355
1000A - Levels of Assistance for Living Expenses	356
Policy & Procedures Manual Record of Changes	357

Glossary of Terms

1. Board - Peigan Board of Education seven member Board of Trustees: the seven members consist of six Piikani Nation members at large and one Piikani Chief and Council designate.
2. Society - The Peigan Board of Education Society as outlined and defined in section C of The Constitution of the Peigan Board of Education Society document.
3. Good faith - A sincere and honest intention to deal fairly with others.
4. Board Office Staff - Those individuals whose office is located at the Peigan Board of Education Administration Office.
5. Supervisor positions - Middle management positions responsible for carrying out and meeting specific operational duties and goals. These positions follow the authority of the Superintendent and are defined as the Financial Administrator, Operations & Maintenance Supervisor, School Principal, Post Secondary Coordinator and the Transportation Coordinator.
6. Involuntary Termination - when the employer initiates the termination of an employee.
7. Voluntary Termination - when the employee initiates the termination of employment.
8. Immediate Family Member - includes mother, father, sister, brother, son, daughter, mother-in-law, father-in-law, step-mother, step-father, parent surrogate, grandparent, spouse, spousal cohabitant/common law or any relative permanently residing in the household or with whom the individual resides.
9. Personal Leave - an absence from the workplace for a specific period of time for reasons not covered by other leave policies.
10. Permanent - any position where there is no predetermined termination date and where employment is seen to be continuous.
11. Term - any position where an individual is hired or assigned to fill a specific position for a specific period of time; these positions will have a specific workplace agreement outlining the terms of their employment.
12. Interim – temporary position
13. Casual - refers to positions that are not continuous and are on an on-call as needed basis.
14. Full Time - any position where the hours of work are 37.5 hours per week.
15. Part Time - any position where the hours of work are less than 30 hours per week.
16. Ten Month Employees - employees with Peigan Board of Education whose positions follow the school calendar year.
17. Twelve Month Employee – employees with Peigan Board of Education whose positions are for an entire year.
18. Probationary period - the first three months of employment for a newly hired employee. The period of time is used for both employee and employer to determine the correct fit of the new hire; employment can end without cause, notice or severance during this time period.

19. Evergreening- the upgrading or replacing of technology and computers on a scheduled plan.
20. Ex-officio member - holding a position of membership due to the power or influence of one's office and not by election or appointment. Such positions and their attached voting privileges are detailed in the bylaws of the organization.
21. Stakeholders - a person or group of people who have direct interest in an organization. Ex: PBOE stakeholders are Board of Trustees, Employees, Students, Parents, Piikani Community Members.
22. Nepotism - the practice of using one's position of power and influence in an organization to favor family and friends.
23. Hiring Manager - the employee who initiates the request for a new position and for whom the new employee will report to when hired; usually the head of the selection team.
24. Unanimous decision - when a group of decision makers are in total agreement.
25. Indian - a person whose name has been entered in the Indian Register maintained by the Department as defined by the Indian Act. "Aboriginal" or "First Nation" is the preferable vocabulary.
26. "Department" and "band" are as defined by the Indian Act.
27. Resident - means an Indian who is recognized by a "band" as a member of the band.
28. Adminstrating Organization - means an organization responsible for administering the Post Secondary Student Support Program. Peigan Board of Education took over the responsibility for the administration of the program August, 1988.
29. Post-secondary education - means a program of studies, offered by an accredited post-secondary institution, for which completion of secondary school studies or equivalent is the normal entrance prerequisite and requirement. An example of secondary school completion is an Alberta High School Diploma granted by Alberta Education (Knowledge and Employability Diploma does not qualify).
30. Program of studies - includes all post-secondary programs leading to a diploma or degree.
31. Post-secondary institutions - are degree, diploma, and certificate granting institutions, which are recognized by First Nations and include educational institutions affiliated with, or delivering accredited post-secondary programs by arrangement with a post-secondary institution.
32. Canadian public institution - is a post-secondary institution that receives the majority of its funding from federal and provincial governments.
33. Continuing Sponsored Students or Continuing Students - refers to those students who are currently receiving full time or part time PBOE PSSSP sponsorship while attending post-secondary studies.
34. Private post-secondary institution - is a Canadian or foreign post-secondary institution that receives the majority of its funding from sources other than governments.
35. First Nation Community College - is a reserve based college operated and administered by a First Nation Board.
36. Full-time students and Part-time students are as defined by the post-secondary institution. Full-time students must be enrolled in at least 3 full credit courses during fall and winter semesters and be attending classes on a daily basis during summer sessions.

37. Academic year - is as defined by the post-secondary institution.
38. Semester - refers to a part of the academic year, as defined by the post-secondary institution.
39. Dependent Spouse - means a person who is married to the student or a person who has lived with the student as a husband or wife for a period of at least one year prior to application for educational assistance.
40. Dependent - means a person who is dependent upon the student.
41. Vocation - means courses and/or programs that are meant to provide training that would lead directly into a job within a specific industry. These types of courses and programs are ineligible for funding.
42. Alcohol - means an intoxicating liquid which is designed and manufactured for human consumption and which meets the scientific definition of alcohol.
43. Board Business - refers, without limitation, to all activities undertaken by Employees and by contractors and their Employees in the course of the Board's operations, whether conducted on or off Board property.
44. Board Property - means any land, building, work or part thereof owned, leased or occupied by the Board and any motor vehicle, piece of equipment, container or other means of transportation (collectively, "vehicle"), owned, leased, rented or used by the Board and any private vehicle used in the course of Board Business.
45. Board Driver - includes those Employees and contractor Employees whose duties involve driving a vehicle (as defined under "Board property" below).
46. Board Driver - includes those employees whose duties involve driving a Board vehicle as defined under Board Property.
47. Contact Group - means those named individuals, as published by the Board from time to time, whose responsibilities include receiving and responding on a confidential basis to information generated by the Program.
48. Drug - any substance, including but not limited to: alcohol, illegal Drugs and prescribed medications the use of which has the potential to change or adversely affect a person's physiological and/or psychological state. Drugs of concern are those that potentially inhibit a person's ability to perform their job safely and productively. Specific Drugs of concern include, but are not limited to, alcohol, marijuana, cocaine, opiates, phencyclidine, and amphetamines.
49. Employee - means any person employed by the Board or by a contractor working on Board property, whether in a full or part time position, and includes office and managerial staff. In the case of Employees working for a contractor, reference herein to the Board shall be deemed to refer to or include the contractor as appropriate.
50. Fitness for Duty - means a state (physical, mental and emotional) which allows the individual to perform assigned tasks competently and in a manner which does not compromise or threaten the safety or health of that individual or others. Final determination of what constitutes "Fit for Duty" for any specific task will lie in the sole discretion of the principal employer, manager or supervisor using the guidelines provided by this Program and, where applicable and appropriate, other available assessment procedures.
51. Incident - means an event which intentionally or unintentionally causes, or could have caused (a near miss), injury or damage.

52. Medical Review Officer (“MRO”) - means a medical doctor who has been trained and certified in the interpretation and reporting of human Drug testing for substances abuse.
53. On-the-job - means anytime that an individual is engaged in Board Business while on Board property, whether on or off duty at the time.
54. Positive - a positive alcohol test means a blood alcohol concentration equal to or greater than 0.02 grams of alcohol in 100 millilitres of blood. A blood alcohol concentration which is confirmed at 0.04 grams of alcohol per 100 millilitres of blood will be considered a violation of the Program. A positive Drug test means that the quantitative levels in the body of a Drug (excluding alcohol) are over the approved cut-off levels as set out by the U.S. and Canadian Federal Governments and monitored by the Substance Abuse and Mental Health Services Administration, HHS laboratories.
55. Qualified Program Administrator - the Board will use the assistance of a qualified external party to administer this Program, both to ensure confidentiality and secure arms length administration of the Program.
56. Reasonable Cause - includes direct observation of Drug possession or use, irrational or unusual behaviour, and reporting to work in an apparent unfit condition (based on specific, contemporaneous, clear observations concerning the individual's appearance, behaviour, speech or body odours) which would reasonably lead one to believe that the individual may be under the influence of a Drug.
57. Safety Sensitive Position - a Safety Sensitive Position is one in which a state of incapacity due to Drug impairment could result in direct and significant risk of injury to the incapacitated individual, others, Board property and/or the environment. These positions depend on alertness, quickness of response, soundness of judgment, and accuracy of coordination of multiple muscle functions and have a direct role in an operation where inappropriate performance of the task could result in harm to oneself, coworkers, invitees, property or the environment. This definition includes all individuals who are required to rotate through or within a safety sensitive area.
58. Substance Abuse Professional (“SAP”) - an SAP is responsible for determining whether or not an Employee has a Drug dependency or abuse problem and needs assistance to overcome such problem.
59.  winter count symbol for Piikani.

Policy Section 200 - Appendix Items

200A - Duties of the Superintendent

1. Supervise the daily operation of the education department.
2. Maintain fiscal controls in conjunction with the Board's accounting department.
3. Plan and forecast financial needs.
4. Prepare operational proposals.
5. Evaluate all methods of education delivery and prepare reports and presentation on such.
6. Supervise and maintain controls over all aspects of education programmes.
7. Review and report on Master Tuition Agreements upon Board request.
8. Review and report on Post Secondary School, further education and vocational programs.
9. Report on the possible development of capital facilities.
10. Provide necessary documentation as per AANDC requirements.
11. Plan and prepare monthly reports to the Board.
12. Plan and organize public meetings.
13. Supervise and evaluate education department staff.
14. Supervise curriculum development projects.
15. Supervise and evaluate present student transportation services.
16. Make recommendations to the Board on all education services.
17. That proposals developed by the Director of Education will be reported to the Board prior to the public.
18. Perform other duties as designated by the Board.
19. Seek and pursue funding additional to that from AANDC.
20. Provide for the Training and Orientation of Board Members
21. With Finance Administrator prepare the Board meeting agendas and information packages.
22. Chair meetings of the Executive Council.
23. Review and consider staff evaluations and appeals.
24. Implement and manage the Boards Annual Strategic Plan.
25. For purposes of Teacher Certification to contract services from a qualified Alberta School Superintendent.

200B - Duties of The Financial Administrator

1. Maintain appropriate financial controls to ensure the appropriate administration of the Board's funds.
2. Prepare monthly financial reports for the Board and funding agencies as required.
3. Assist the Board in the preparation of budget and financial plans.
4. Record and maintain minutes of all Board and committee meetings.
5. Supervise the daily student transportation program of the Board.
6. Supervise and maintain controls over all aspects of education programmes and education staff so as to ensure coordination in delivery of services, curriculum, operation and management of facilities as well as bus transportation and post secondary support services.
7. Perform other duties as required by the Board.
8. Maintain responsibilities as identified in the Board's policy manual and constitution.
9. Prepare and submit the Annual Society Report with Audited Financial Statements.
10. Monitor contracts and tuition agreement obligations and invoicing.
11. Report financial issues related to purchase of goods and services or program surpluses and deficits.
12. Propose and implement an approved plan for recommendations arising from the Auditor's report including strategies for deficit or debt reduction.
13. Audit on a regular basis, organization financial accounts to ensure consistency with the Board's budget and policies.
14. Prepare and coordinate all financial statements and records for the Auditor's working papers.
15. Assist managers in the preparation of financial statements for funding proposals and new projects.

200C - Duties of The Post Secondary Coordinator

1. Post School Assistance Program funding guidelines
2. Applying for school admission
3. Appealing decisions
4. Landlord/tenant relations
5. Job opportunities
6. Personal development
7. Crisis intervention
8. General support that will insure successful completion of program of studies.
9. Ensure the completeness of applications
10. Monitor pay lists and other records
11. Determine levels of funding according to appropriate policies and guidelines
12. Maintain counselling records and financial overviews
13. Make recommendations to improve the level of service
14. Develop on reserve programs
15. Maintain appropriate records, data files and reports
16. Assist with career counselling for high school students and post school programs.
17. Assist students in the completing of applications and other required reports assuring complete documentation.
18. Participation on Board and administration committee meetings.
19. Assist in the general administration of the Board office.

200D - Duties of The Operations & Maintenance Manager

1. Formulates guidelines related to maintenance, budgets, and construction standards.
2. Responsible for all grounds and exterior work including equipment, irrigation, roof maintenance, etc.
3. Responsible for planning, scheduling, and inspections.
4. Oversees renovations and retrofits.
5. Establishes standards of performance, directs staff training, and monitors an overall personnel program.
6. Responsible for staff appointments to the Department as well as dismissals.
7. Works with other managers to keep lines of communication open.
8. Participates with managers or subordinates to discuss routine, problem solving, and goals.
9. Maintains contacts with outside agencies, contractors, etc.
10. Tenders for janitorial supplies and equipment; maintains supplies inventory.
11. Responds to security and other callouts.
12. Responsible for supervision of custodial staff.
13. Sets guidelines and standards of cleanliness. Evaluates existing and new custodial equipment and supplies.
14. Responsible for coordination of work related to extra-curricular functions, activities, or school use by
15. outside interests i.e. gym usage.
16. Trains staff in proper use of materials and equipment and teaches appropriate procedures.
17. Coordinates temporary staff for janitorial duties.
18. Maintains WHMIS (Workplace Hazardous Materials Information System) program, updates log book, labels products, etc. Ensures staff has WHMIS training and reviews procedures with new or temporary workers.
19. Responsible for fire prevention including fire hoses & cabinets, extinguishers, emergency and exit lighting, and sprinkler systems.
20. Responsible for occupational health and safety.
21. Oversees building operations including electrical, mechanical, and plumbing systems.
22. Monitors Maintenance Management System.
23. Authorizes, schedules, and completes work orders. Maintains log books.
24. Responsible for equipment, tools, and parts inventory.

200E - Request for Documentation Board Policies and Procedures

1. As per Policy _____, any request for policy and procedure information may be provided upon request. The request will be made to the Executive Assistant and the following request form requires filling.

Cost per page: .25 cents paid to be paid upon ordering.

Policy #	Page (s)	# of Pages to be copies	Subtotal
Total Cost			

Executive Assistant

Date Stamp

Policy Section 400 - Appendix Items

400A - Standardized Honorariums

EVENT/TIME	DESCRIPTION	AMOUNT (\$)
1. CLASSROOM VISITS/WORKSHOPS	Curriculum related presentations that can be done in the classroom or small group. One lead teacher works with elder to pre-plan for initial visit and ensures honorarium is in place for day of visit. Teacher are usually there to facilitate group and keep track of time.	30 MIN-1.5 HOURS \$100. 1.5- 3 HOURS 175.
AISIIMOHKI CIRCLES (1 CIRCLE PER DAY)	Circles are coordinated by LRSD FNMI Lead Counsellor. School administrators and FNMI reps/FSL ensure circles are in safe space & are responsible for administration. Circles are used as an alternative to school suspensions.	\$200./CIRCLE
STUDENT MENTORSHIP GROUPS	School clubs or synergy groups learn from elder about specific teaching. Lead teacher usually makes contact with elder to discuss teaching. Teacher usually facilitates group and keeps track of time.	\$175./SESSION
INDIVIDUAL ELDER MENTORING	Individual students and CYC/FSL sit with elder to talk. At risk students that require elder teaching is the intent. Administrator and CYC/FSL ensure mentorship is in a safe space & are responsible for administration	\$150./SESSION
ELDER CONSULTATIONS	New programming that requires a First Nations cultural component. A elder is invited into school community or central office and is informed about program. FNMI reps make contact with elder. Administrators are there to support and ensure intent is achieved.	30-1.5 HOURS TOBACCO + \$100. 1.5-3 HOURS TOBACCO + \$175.
BLACKFOOT SACRED SITE TOURS ▪ MAJORVILLE ▪ WRITING ON STONE ▪ NAPI'S ROCK ▪ NAPI'S PLAYGROUND ▪ SUNDIAL	PD rep makes contact with elder. If this is the first time you are planning a tour it is highly recommended to work with one of the FNMI reps listed on page 5. A tour is pre-planned and goals are discussed with elder. Tours usually last all day and lunch is responsibility of school community and/or committee. Lead teachers are responsible for student field trips.	\$600.
TIPÍ SET-UP DEMO (WITH STUDENT HELP)	An experiences resource person that understands the Blackfoot way of tipi set up is invited into school. Students helpers, honorarium, and tipi set up location are arranged by Lead Teacher.	\$400.
SWEAT LODGE (DOESN'T INCLUDE MEAL COSTS)	It is highly recommended to go through one of the FNMI reps for cultural protocols. Sweats are mostly for at-risk groups and cultural focused groups. Administrators are there to support and ensure intent is achieved.	\$375.
FEATHER BLESSING CEREMONY GR. 12	An experienced elder who has done feather blessings is invited to conduct ceremony. It is highly recommended to work with FNMI Rep to arrange feather blessing.	\$250.
FLAG RAISING CEREMONY	At special time of year school raise their flags and invite an elder to come in and sing honor song and do a blessing. Administrators and FNMI reps are responsible for honorarium & meal.	\$200.
ELDERS BLESSING 1 (PRAYER)	To begin an event/meeting an elder blesses the day. Lead teachers can arrange for honorarium, meal/snack, and small gift. Tobacco is given just before prayer is said to audience.	TOBACCO + \$125.
ELDERS BLESSING 2 (OPENING REMARKS, SONG, & PRAYER)	An elder is invited in to do prayer and opening re-marks. A lead committee member is responsible for the care of the elder while they are in attendance at event. The MC can give tobacco to elder before blessing is said to audience.	TOBACCO + \$200.

Personnel Policy 430 - Use of Elders/Resource Personnel (pg.116)



NOTE: The following Questionnaire was taken from the "Employment Standards Toolkit for Employers" publication, the copyright of which belongs to the Government of Alberta, Alberta Human Services. The full publication may be accessed online at: www.humanservices.alberta.ca/espublications

400B - Management or Supervisory Questionnaire

1. The Employment Standards Regulation exempts supervisory, managerial and employees employed in a confidential capacity from the Employment Standards Code's provisions relating to overtime, hours of work and keeping records of hours of work. The purpose of this questionnaire is to assist in determining whether an individual falls within the exemptions set out in the Regulation. This questionnaire is only an indicator of an employee's status. The more "yes" answers you check, the greater the likelihood that the employee is working in a managerial or supervisory role.

EMPLOYEE DUTIES	Yes	No
Does the individual direct the activities of other employees?		
Does the individual supervise the activities of other employees?		
Do the individual's duties differ from other persons who are supervised?		
Does the individual receive payment or time off for extra time worked?		
Does the individual receive a rate of pay that is higher than those supervised?		
Does the individual have privileges over and above those of the employees he/she supervises?		

EMPLOYEE AUTHORITY	Yes	No
Does the individual have the authority to grant time off or grant leaves of absence?		
Does the individual make work schedules and assign work to other employees?		
Does the individual have the authority to authorize overtime?		
Does the individual have the authority to authorize wage increases for other employees?		
Does the individual have cheque-signing authority?		
Does the individual have the authority to discipline workers ?		
Does the individual have the authority to promote, demote or transfer employees?		
Does the individual complete performance appraisals for the employees he or she supervises?		
Does the individual have the authority to hire and fire?		
Does the individual participate in meetings where policies are made?		
Does the individual participate in meetings where business decisions are made?		
Does the individual have the authority to order supplies and pay for them without prior approval by the Superintendent?		
Does the individual's authority include approving maintenance orders for equipment, repairs, etc?		
How do other employees perceive this individual?	Manager	Supervisor Co-Worker

References: Personnel Policy 413 - Hours of Work (pg.86)



400C - Confidentiality Agreement

PEIGAN BOARD OF EDUCATION

1. Confidentiality Agreement

I, _____, as an employee of Peigan Board of Education, acknowledge and understand that I may/will have access to personal information about others, including students, the confidentiality and protection of which is governed by the Freedom of Information and Protection of Privacy Act (FOIP) and the Personal Information Protection Act (PIPA), or any other applicable legislation.

I agree not to use in any manner whatsoever, at any time during or after the course of my employment with the Peigan Board of Education any such personal information except as required to perform my job duties, unless authorized in writing by my supervisor or the Superintendent prior to such use.

I agree not to disclose to any person at any time during or after the course of my employment with Peigan Board of Education any such personal information except in compliance with the Peigan Board of Education written policies.

I acknowledge that I am bound by the Peigan Board of Education policies established in accordance with pertinent legislation and I am aware that a consequence of breaching these policies is prosecution under these Acts, and/or disciplinary action in accordance with Board policy.

Signature

Date signed

Employee Printed Name

Employee Position

400D - Disciplinary Action Form

1.

Employee Name:	Employee Job Title:
Supervisor Name:	Today's Date:

Incident Information(Attach documentation, if any)

Date/Time of Incident:	Location:
Description of Incident:	
Witnesses, if any:	
Policy/Policies Violated:	

Disciplinary Action(Attach documentation, if any)

Disciplinary action to be taken:
Consequence(s) if employee repeats this offense:
If the employee has offered an explanation of his/her conduct, detail explanation here:

I have read the above, and I understand the consequences if I repeat my offense.

Signature of Employee

Date

Signature of Supervisor

Date

Reference: Personnel Policy 427 - Discipline (pg. 112)



400E - Policy Acknowledgement & Agreement

I, _____, acknowledge that I have read and understand the Personnel Policies of The Peigan Board of Education. I agree to adhere to these policies and will ensure that employees working under my direction adhere to this policy. I understand that if I violate the rules of this policy, I may face legal, punitive, or corrective action, up to and including termination of employment and/or criminal prosecution.

Employee Printed Name: _____

Employee Signature: _____ Date: _____

Witness Signature: _____ Date: _____



Policy Section 600 Appendix Items

600A - Alternative Measures to Discipline

1. 600A

PNSS/NPES Alternative Measures to Discipline

Students needing redirection and positive discipline practices may be eligible for alternate disciplinary measures as recommended by school staff (Principal(s), Teachers, Family School Liaisons), families (parents, grandparents, guardians), and/or outside agencies which have vested interest in the student (i.e. Child and Family Services, Prevention Services, RCMP, Courts).

Many of these alternative measures can be addressed by having well-developed school-wide procedures in place. Interventions at this level usually involve the student, parents/guardians, and school team.

As a school develops appropriate strategies and interventions for students with discipline problems, basic practices should be kept in mind along with previously used alternative measures.

These categories will assist students and families in understanding what alternative measure are and what alternative measures will be best suited for students needing redirection and positive discipline practises.

1. Prevention

Prevention activities are strategies that are used with students before the behaviour becomes a major issue. Often prevention activities are delivered to an entire school or classroom. Sometimes they will be delivered to a small group of students or used on an individual basis. School-wide prevention practices and activities can reduce major problems in the majority of students.

- Developing and teaching behaviour rules
- Positive Classroom Management Strategies
- Response to Intervention
- Teaching social skills (Academic Survival Skills/Peer Relationship Skills)
- Teaching Conflict Resolution Skills
- Teacher Advisor Programs
- Teaching Anger Management
- Stress Management
- Safe & Caring School
- Signs of Safety Program
- 40 Assets Program
- Circle of Courage Program
- Leader In Me Program

2. Intervention/Alternate Measures for Discipline

Intervention activities are those activities or strategies that are used when difficult behaviour has become an issue. Because prevention activities have not been successful in reducing the behaviour, more direct intervention is needed.

- Reinforcement schedule
- Daily communication logs
- Contracts
- Support groups
- After-school programs (i.e. drug & alcohol counselling)
- Mentoring programs (i.e. Elder, Peers, Community Agency)
- Restitution
- Family group conferencing/restorative justice (i.e. talking or healing circles)
- Non-Violent Crisis Intervention
- Violence and Threat Risk Assessment
- Alternate work areas
- Volunteer Work with Elder's Center
- Traditional Counselling
- Equine Therapy

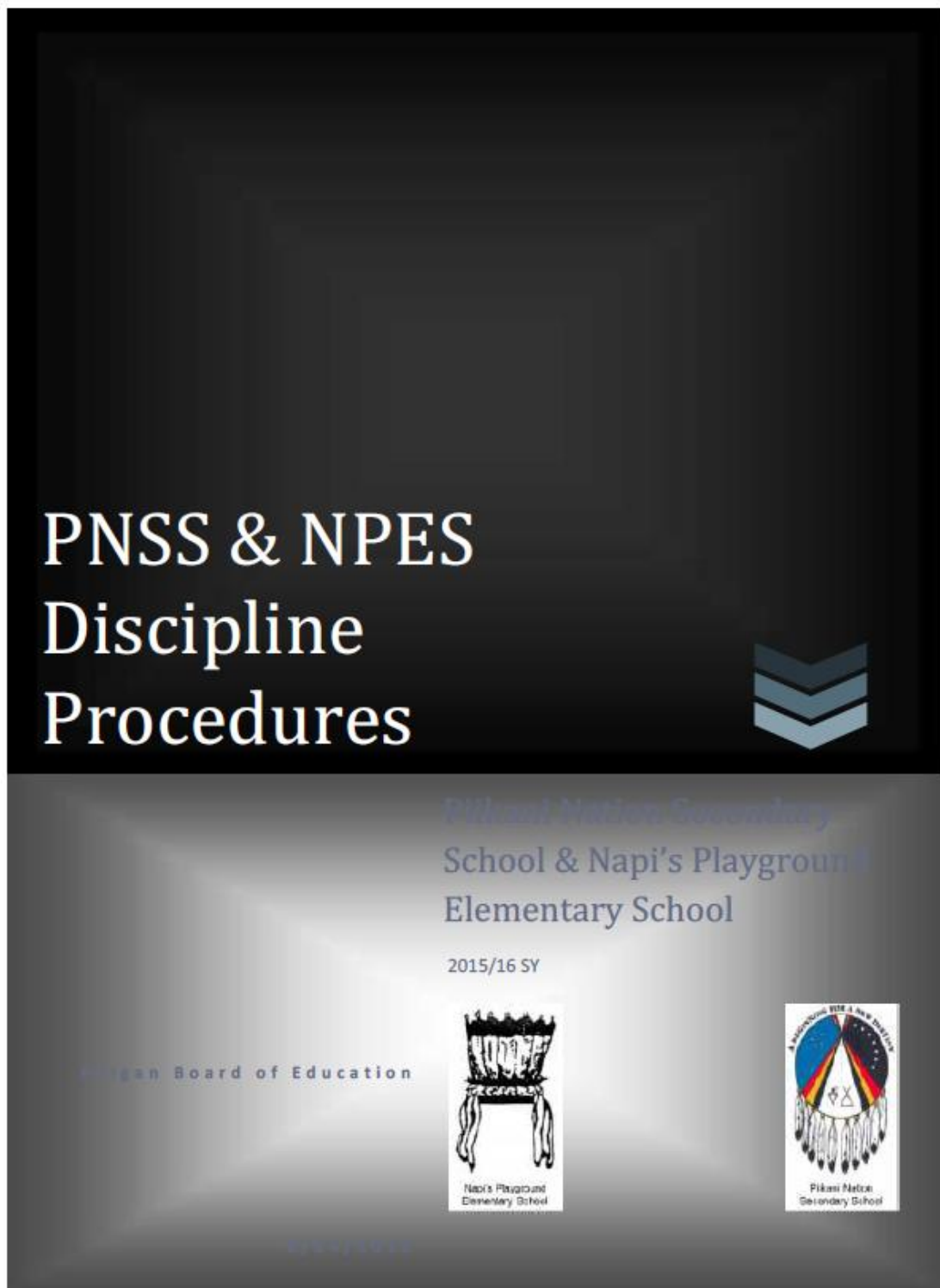
3. Post Intervention

Post Intervention activities are those activities that occur after a student has been involved in a major behavioural incident. The post intervention strategy allows the school to re-establish connections and involvement with the child. The strategy can vary from a short process to a complex process involving several individuals.

- Debriefing
- Re Entry to School Meeting (Reinstatement)

600B - PNSS & NPES Discipline Procedures Manual

1. 600B



References: Student Discipline Policy 619 (pg. 196)



PNSS & NPES Discipline Procedures

August 24, 2015

DISCIPLINE PROCEDURE**Rationale:**

The Napi's Playground Elementary School and Piikani Nation Secondary School were established to provide a quality education, while maintaining the cultural and traditional ways of the Piikani People. The Piikani People have been a family and community orientated people since time immemorial. Caring for all generations and considering their well-being have been crucial components of the Piikani people. **This discipline policy considers all aspects of the whole child including physical, spiritual, emotional, and intellectual.** While some portions of the policy may be general in process and are following mainstream schools, however, the uniqueness of the Siksikatsitapi deems a more holistic approach to discipline. The discipline policy is progressive and bridges cultural values such as emotional support, talking circles, healing circles, Elder circles and behavior cultural healing programs.

Disciplinary Process*:

1. Classroom incidents (Student has choices to correct behavior). Teacher makes a written report on incident. The parents are contacted (if incident falls under major by the school principal/assistant principal).
2. After several attempts to correct the behavior, teacher and student agree to forward incident to NPES/PNSS administration team. Written documentation by teacher will be given to appropriate administrator. Please make reference to assignments:
 - a. Crystal Good Rider- Gr. 10-12
 - b. Connie Dersch-Gunderson- Gr. 6-9
 - c. JoAnne Smith- Gr. 1-5
3. NPES/PNSS administration reviews incident and informs parents by phone call and/or writing letter and/or Email.
4. Decisions on student incidents are made after consultation with teacher, student and parents.
5. Student is brought home by FSL; depending on the infraction, a letter will be delivered.
6. If suspension occurs students, guardians, parents, teachers, and administration, conference will be requested
 - a. Depending on the incident (i.e. fighting) both parents will be called in.
 - b. The conference may be held at school, home, board office, or neutral setting
 - c. Outline attached for conference format.
7. Student is reinstated in class UPON return from suspension by the school principal/assistant principal with assistance from the FSL.
8. Where a major incident occurs depending on seriousness a student may be not permitted back into school grounds, and will be given support for a home schooling program, in these cases PBOE policy is followed. A Threat Assessment may be initiated by the school principal.

August 24, 2015

9. When a major incident occurs by a student that is a criminal offense the student will be escorted off of school grounds and immediate suspension may occur either by school principal/assistant principal and/or local RCMP. Depending on the nature of the incident.

PNSS & NPES Discipline Procedures

August 24, 2015

Infractions (During breaks, am busses, lunch)

1. Littering (not cleaning after meals and snacks)
2. Running in hallways
3. Being in unauthorized areas
4. Locker vandalism
5. Stealing from lockers
6. Leaving school grounds with other students, leaving school grounds without signing out
7. Writing on walls
8. Spitting on floors/walls
9. Disrespectful to any staff member (i.e. teacher, O&M, admin support)
10. Ordering lunch after the warning bell
11. Wasting cafeteria food
12. Bullying other students

Infractions: (School Events, Extra Curricular)

1. Intoxicated
2. Drugs and Alcohol
3. Fighting
4. Physical abuse to staff and peers
5. Verbal abuse to staff and peers
6. Wanting to leave school events
7. Sneaking out of school events
8. Hiding away during school events
9. Rude behavior during prayer
10. Bullying other students

TALKING CIRCLE:

Participants: Students, and FSL and/or Assistant-Principals and/or Principal, and/or Teacher, elder, RCMP.

1. Staff: Opening statement (reason for meeting, who called it, what we hope to resolve)
2. Statements by students:
 - a. Victim
 - b. Offender
3. Staff: What action/discipline was taken or needs to be taken:
 - a. Victim
 - b. Offender
4. Staff: Disciplinary action and/or resolution
5. Summary Statements

HEALING CIRCLE:

Participants: Parents, Students, and Assistant-Principals, Principal, FSL, Elder, RCMP and Teacher.

AGENDA

1. Principal: Opening statement (reason for meeting, who called it, what we hope to resolve)
2. Statements by students:
 - a. Victim
 - b. Offender
3. Assistant Principals and FSL Statements: what action/discipline was taken or needs to be taken.
4. Parents statements:
 - c. Victim
 - d. Offender
5. Elder & Principal/Assistant Principal: Discipline, Advice, Traditional
6. Summary Statements

ELDERS CIRCLE:

Participants: Elder, Parents, Students, Assistant-Principals, Principal, FSL and Teacher.

AGENDA

1. Opening Prayer
2. Principal: Opening statement (reason for meeting, who called it, what we hope to resolve)
3. Statements by students:
 - a. Victim
 - b. Offender
4. AssistantPrincipals & FSL Statements: what action/discipline was taken or needs to be taken.
5. Parents statements:
 - a. Victim
 - b. Offender
6. Council: Discipline, Advice, Traditional
7. Summary Statements
8. Closing Prayer

PNSS & NPES Discipline Procedures

August 24, 2015

Level 1 Behaviours- Addressed by teacher

All support staff must notify the appropriate teacher of the behaviour and submit a report to teacher.

Action	Minor	Major
1.1 Chewing Gum/Sunflower Seeds	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour	-Student identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out)
1.2 Messing up of Classroom and/or Lunchroom Area	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out)	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Teacher documents behaviour -Parents is contacted by phone call, letter and/or email
1.3 Non-Directed Profanity (Slip of Tongue)	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out)	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Teacher documents behaviour -Parents contacted by phone call, letter and/or email
1.4 Talking Out of Turn in Class	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out)	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Teacher documents behaviour -Parents contacted by phone call, letter and/or email
1.5 Running in The Hallways and/or Horse Play in Classroom	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out)	-If injury occurs -Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Teacher documents behaviour -Parents contacted by phone call, letter

August 24, 2015

		and/or email
1.6 Failure to Follow Playground Rules	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out)	-If injury occurs -Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Teacher documents behaviour -Parents contacted by phone call, letter and/or email
1.7 Skipping out of class -3 or more documented incidents of negative behaviour issue moved to a level 2	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out)	-Student identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Teacher documents behaviour -Parents contacted by phone call, letter and/or email
1.8 Out of Assigned Area -3 or more documented incidents of negative behaviour issue moved to a level 2	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out)	-Identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Teacher documents behaviour -Parents contacted by phone call, letter and/or email
1.9 Teasing -3 or more documented incidents of negative behaviour issue moved to a level 2	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out)	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Teacher documents behaviour -Parents is contacted by phone call, letter and/or email
1.10 Put Downs/ Being Disrespectful -3 or more documented incidents of negative	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out)	-Student identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Teacher documents behaviour -Parents contacted by phone call, letter



PNSS & NPES Discipline Procedures

August 24, 2015

behaviour issue moved to a level 2		and/or email
1.11 Play Fighting -3 or more documented incidents of negative behaviour issue moved to a level 2	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out)	-If injury occurs Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email
1.12 Unexcused Absences -3 or more documented incidents of negative behaviour issue moved to a level 2	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out)	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email
1.13 Hitting -3 or more documented incidents of negative behaviour issue moved to a level 2	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out)	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Teacher documents behaviour -Parents is contacted by phone call, letter and/or email
1.14 Disruption of Class -3 or more documented incidents of negative behaviour issue moved to a level 2	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out)	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Teacher documents behaviour -Parents is contacted by phone call, letter and/or email
1.15 Inappropriate Use of Electronic Devices -3 or more documented incidents of negative	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out)	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Teacher documents behaviour -Parents is contacted by phone call, letter

August 24, 2015

behaviour issue moved to a level 2		and/or email
1.16 Insubordination -3 or more documented incidents of negative behaviour issue moved to a level 2	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -Talking Circle

Level 2 Behaviours- Minor addressed by teacher and major by principal or assistant principal

Action	Minor	Major
2.1 Chronic Level 1 Behaviours (3 or More Times)	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -1/2 a day in-school suspension	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -Full day in-school suspension
2.2 Cheating	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email	Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -1/2 a day in-school suspension
2.3 Talking Back -3 or more documented incidents of negative	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or



PNSS & NPES Discipline Procedures

August 24, 2015

behaviour issue moved to a level 3	classroom time out) -Parents is contacted by phone call, letter and/or email -½ a day in-school suspension	classroom time out) -Parents is contacted by phone call, letter and/or email -Full day in-school suspension -Talking Circle
2.4 Directed Profanity -3 or more documented incidents of negative behaviour issue moved to a level 3	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -½ to 1 a day in-school suspension	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -1 to 2 day out of school suspension
2.5 Stealing (under \$100.00 dollars) -3 or more documented incidents of negative behaviour issue moved to a level 3	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -½ a day in-school suspension	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -1 or 2 a day in-school suspension -Talking Circle
2.6 Vandalism (under \$100.00 dollars) -3 or more documented incidents of negative behaviour issue moved to a level 3	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -½ day in-school suspension	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -1 or 2 day in-school suspension -Talking Circle
2.7 Fighting -3 or more documented incidents of negative behaviour issue moved to a level 3	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email 1 to 2 day in-school suspension -Talking Circle	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -Talking Circle and/or Healing Circle -1 to 2 day out of school suspension
2.8	-Students identifies the negative behaviour	-Students identifies the negative behaviour

August 24, 2015

Insubordination -3 or more documented incidents of negative behaviour issue moved to a level 3	and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -½ a day in-school suspension	and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -1 day in-school suspension -Talking Circle
2.9 Instigating a Fight -3 or more documented incidents of negative behaviour issue moved to a level 3	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Talking Circle -½ full day in school suspension	-Full day in school suspension -Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Talking Circle and/or Healing Circle -1 to 2 day out of school suspension
2.10 Chewing and/or smoking tobacco on school grounds -3 or more documented incidents of negative behaviour issue moved to a level 3	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -½ a day in-school suspension	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -1 to 2 day out of school suspension
2.11 Possible Drug and Alcohol use -3 or more documented incidents of negative behaviour issue moved to a level 3	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -Full day in-school suspension	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -1 to 3 out of school suspension
2.12 Wondering Halls Without a Hall Pass 3 or more documented incidents of negative behaviour issue	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email



PNSS & NPES Discipline Procedures

August 24, 2015

moved to a level 3	-½ a day in-school suspension	-1 day in-school suspension
2.13 Intimidation 3 or more documented incidents of negative behaviour issue moved to a level 3	-Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Student and parent agree to alternative measures program -Talking Circle	-Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Student and parent agree to alternative measures program -Talking Circle -Full day in school suspension

Level 3 Behaviours- Addressed by Principal and/or Assistant Principal

Action	Minor	Major
3.1 Chronic Level 2 Behaviours (Serious and/or 3 or More Times)	-Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Student agrees to alternative measures program -Talking Circle and/or Healing Circle -Student and parent agree to alternative measures program -1 to 5 day out of school suspension -Talking Circle	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Healing Circle -Possible home schooling
3.2 Vandalism (Over 100 dollars)	-Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -Full day in school suspension -Talking Circle -RCMP contacted	-Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -RCMP contacted -Healing Circle -1 to 5 day out of school suspension
3.3 Weapons	-Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Talking Circle and/or Healing Circle -Student and parent agree to alternative measures program -RCMP contacted -Talking Circle -1 to 5 day out of school suspension	-Teacher documents behaviour -parents is contacted by phone call, letter and/or email -Talking Circle and/or Healing Circle -RCMP contacted -Healing Circle -Possible home schooling -Initiation of Threat Assessment Protocol

August 24, 2015

3.4 Intentional Pulling of Fire Alarm	<ul style="list-style-type: none"> -Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Student and parent agree to alternative measures program -Talking Circle -Full day in school suspension 	<ul style="list-style-type: none"> -Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -1 to 5 day out of school suspension -Healing Circle -RCMP contacted
3.5 Threats/Violence	<ul style="list-style-type: none"> -Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Student and parent agree to alternative measures program -Talking Circle -Full day in school suspension 	<ul style="list-style-type: none"> -Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -1 to 5 day out of school suspension -Healing Circle -RCMP contacted -Initiation of Threat Assessment Protocol
3.6 Sexual Behaviours	<ul style="list-style-type: none"> -Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Student and parent agree to alternative measures program -Talking Circle -Full day in school suspension 	<ul style="list-style-type: none"> -Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Healing Circle -1 to 5 day out of school suspension and/or home schooling
3.7 Setting Fires	<ul style="list-style-type: none"> -Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -Student and parent agree to alternative measures program -Full day in school suspension -Talking Circle -RCMP contacted 	<ul style="list-style-type: none"> -Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -RCMP contacted -Healing Circle -1 to 5 day out of school suspension and/or home schooling -Initiation of Threat Assessment Protocol
3.8 Bullying	<ul style="list-style-type: none"> -Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -Talking Circle -Student and parent agree to alternative measures program -Full day in school suspension 	<ul style="list-style-type: none"> -Students identifies the negative behaviour and identifies an appropriate replacement to that behaviour -Teacher documents behaviour -Teacher develops consequences (loss of privileges, detention cleanup duties, and/or classroom time out) -Parents is contacted by phone call, letter and/or email -Talking Circle and/or Healing Circle and/or Elders Circle -1 to 5 day out of school suspension and/or home schooling -RCMP contacted -Initiation of Threat Assessment Protocol

PNSS & NPES Discipline Procedures

August 24, 2015

3.9 Continual Bullying (more than 3 times to same students)	-Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Student and parent agree to alternative measures program Talking Circle and/or Healing Circle and/or Elders Circle -1 to 5 day out of school suspension	-Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Talking Circle and/or Healing Circle and/or Elders Circle -Home Schooling -RCMP contacted
3.10 Assaulting Staff	-Teacher documents behaviour -Parents is contacted by phone call, letter and/or email - If students is over the age of 18 then RCMP can be contacted by school principal -Talking Circle and/or Healing Circle and/or Elders Circle -Student and parent agree to alternative measures program -1 to 5 day out of school suspension	-Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Talking Circle and/or Healing Circle and/or Elders Circle -Home Schooling -RCMP contacted
3.11 Drug and Alcohol use on school grounds	-Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Talking Circle and/or Healing Circle and/or Elders Circle -Student and parent agree to alternative measures program -1 to 5 day out of school suspension	Teacher documents behaviour -Parents is contacted by phone call, letter and/or email -Talking Circle and/or Healing Circle and/or Elders Circle -Possible Expulsion -RCMP contacted

*Students will not be permitted to attend any afterschool activities until such time as all issues regarding discipline have been addressed by student, parent and staff.

Alternative Measures Program (AMP)		
AMP was developed by NAPI'S PLAY GROUND ELEMENTARY SCHOOL and PIIKANI NATION SECONDARY SCHOOL to assist our student and promote a healthier ways of address on going negative behavioural issues.		
Negative Behaviour	In School Program Referrals	Community Referrals
Fighting Bullying Threats Violence Attendance Vandalism Time Management	Conflict Resolution Anti-Bullying Respect and Cultural Life Skills Goal Setting Elders Teachings/Mentoring One on One counselling Traditional Teaching Adult Mentoring	Piikani Prevention Counseling Services AAkom-Kiyii Health Services- Mental Health Branch RCMP Piikani Child and Family Services



600C - PNSS & NPES Referral Form & Incident Report

1. 600c

Official Use Only:

Incident Number #	
Student I.D.#:	

Piikani Nations Schools Referral Form and Incident Report

Students are immediately report to the office with this form.
Failure to do so will result in additional disciplinary action.

Name: _____ Grade: _____ Date: _____ Time: _____

Staff Reporting: _____ Room/Area of School: _____

Narrative of Intendant:

Recent Interventions Taken By Teacher:

<input type="checkbox"/> Verbal Warning	<input type="checkbox"/> Parent Contacted Date: _____	<input type="checkbox"/> Parent/Teacher Conference
<input type="checkbox"/> Time Out	<input type="checkbox"/> Detention/Loss of Privilege	<input type="checkbox"/> Referral to Counsellor
<input type="checkbox"/> Change Seat	<input type="checkbox"/> Correspondence Home	<input type="checkbox"/> Other: _____

Teachers do not fill out below this line:

Level 2 and 3 Behaviours Addressed by Principal

Level 1 Behaviours: Minor: Addressed by Staff/Teacher Major: Addressed by Staff/Teacher	Level 2 Behaviours: Minor: Addressed by Teacher Major: Addressed by Principal	Level 3 Behaviours: Minor: Addressed by Principal Major: Addressed by Principal
<input type="checkbox"/> 1.1 Chewing Gum/Sunflower Seeds <input type="checkbox"/> 1.2 Messing up of Classroom and/or Lunchroom Area <input type="checkbox"/> 1.3 Non-Directed Profanity <input type="checkbox"/> 1.4 Talking Out of Turn in Class <input type="checkbox"/> 1.5 Running in The Hallways/ Horse Play in Classroom <input type="checkbox"/> 1.6 Failure to Follow Playground Rules <input type="checkbox"/> 1.7 Skipping out of class <input type="checkbox"/> 1.8 Out of Assigned Area <input type="checkbox"/> 1.9 Teasing <input type="checkbox"/> 1.10 Put Downs/Being Disrespectful <input type="checkbox"/> 1.11 Play Fighting <input type="checkbox"/> 1.12 Unexcused Absences <input type="checkbox"/> 1.13 Hitting <input type="checkbox"/> 1.14 Disruption of Class <input type="checkbox"/> 1.15 Inappropriate Use of Electronic Devices <input type="checkbox"/> 1.16 Insubordination	<input type="checkbox"/> 2.1 Chronic Level 1 (3 or More Times) <input type="checkbox"/> 2.2 Cheating <input type="checkbox"/> 2.3 Talking Back <input type="checkbox"/> 2.4 Directed Profanity <input type="checkbox"/> 2.5 Stealing (under \$100.00 dollars) <input type="checkbox"/> 2.6 Vandalism (under \$100.00 dollars) <input type="checkbox"/> 2.7 Fighting <input type="checkbox"/> 2.8 Insubordination <input type="checkbox"/> 2.9 Instigating a Fight <input type="checkbox"/> 2.10 Chewing and/or smoking tobacco on school grounds <input type="checkbox"/> 2.11 Possible Drug and Alcohol Use <input type="checkbox"/> 2.12 Wondering Halls Without a Hall Pass	<input type="checkbox"/> 3.1 Chronic Level 2 (3 or More Times) <input type="checkbox"/> 3.2 Vandalism (Over 100 dollars) <input type="checkbox"/> 3.3 Weapons (Threat Assessment) <input type="checkbox"/> 3.4 Intentional Pulling of Fire Alarm <input type="checkbox"/> 3.5 Threats/Violence (Threat Assessment) <input type="checkbox"/> 3.6 Sexual Behaviours <input type="checkbox"/> 3.7 Setting Fires <input type="checkbox"/> 3.8 Bullying <input type="checkbox"/> 3.9 Continual Bullying (Threat Assessment) <input type="checkbox"/> 3.10 Assaulting Staff/Students (Threat Assessment) <input type="checkbox"/> 3.11 Drug and Alcohol use on school grounds

Actions Taken by Administration:

Date: _____

Conference with Student	In School Suspension	Home Schooling	
Parent Conference	Out of School Suspension	Out of School Referral	
In School Referral	A.M.P.	Other:	

Failure to commit to assigned disciplinary action will lead to further disciplinary action Student Initials: _____

Official Use Only:

Incident Number #	
Student I.D.#:	

Administrations Signature: _____

Date: _____

References: Student Discipline Policy 619 (pg. 196)



Policy Section 800 Appendix Items



PEIGAN BOARD OF EDUCATION

P.O. Box 130
Brocket, Alberta T0K 1W0
403-965-3910
Fax: 403-965-3713



800A - Bar-B-Que Rental Agreement

All groups and or individuals requesting to rent the Bar-B-Que must abide by the following regulations:

1. In advance, the group leader or individual requesting it must pay the rental fee by cash, money order or certified cheque. No personal cheques will be accepted.
2. The fee is \$250.00/day.
3. The request must be made two weeks prior to date of rental. No requests will be taken with less than ten working days' notice. Priority will be given to payments already made. This means if two parties request the same day, whoever pays first will be given priority.
4. The Bar-B-Que will be delivered and picked up only by the PBOE maintenance staff due to insurance and registration policies.
5. The renter is responsible for cleaning and leaving the Bar-B-Que in good order. An inspection will be done after all rentals.
6. Any group that abuses the privilege of the use of the Bar-B-Que may lose that privilege.
7. All rentals must be approved by the Superintendent in consultation with the O&M Manager. No requests will otherwise be addressed.

I, as group leader, having read the above regulations, agree and acknowledge my responsibilities. I request the following date(s) and time for my group to use the Bar-B-Que.

DATE & TIME NEEDED:

INTENDED PURPOSE/LOCATION:

RENTAL PAID (AMOUNT) _____

GROUP NAME _____

GROUP LEADER _____

CONTACT NUMBERS _____ (cell) _____

APPROVED and SIGNED
by GROUP LEADER _____

SIGNED by PBOE _____

DATE _____

References: Operations & Maintenance Policy 805 (pg. 224)





PEIGAN BOARD OF EDUCATION

P.O. Box 130
 Brocket, Alberta T0K 1W0
 403-965-3910
 Fax: 403-965-3713



800B - Borrowing Of PBOE Equipment

ITEM(s): _____

ESTIMATED REPLACEMENT VALUE: _____

All groups and or individuals requesting equipment must abide by the following regulations:

1. The above noted equipment is on loan to the person/organization whose name appears on this form.
2. The request must be made one week prior to date needed.
3. The equipment is to be returned no later than the day following the date needed.
4. It is expected that the equipment will be returned in the same condition as it was issued. The group leader/group will be charged for any damages to the equipment.
5. Any group that abuses the privilege of the use may lose that privilege.
6. All requests must be approved by the Superintendent in consultation with the O&M Manager. No requests will otherwise be addressed.
7. A cursory deposit will be required and will be returned when the equipment is brought back in acceptable condition (not less than \$50 or greater than \$500) depending on item(s).

I, as group leader, having read the above regulations, agree and acknowledge my responsibilities. I request the following date(s) and time for my group:

DATE & TIME NEEDED:

INTENDED PURPOSE/LOCATION:

DEPOSIT PAID (AMOUNT) _____

GROUP NAME _____

GROUP LEADER _____

CONTACT NUMBERS _____ (cell) _____

APPROVED and SIGNED
 by GROUP LEADER _____ DATE: _____

SIGNED by PBOE _____ DATE: _____

References: Operations & Maintenance Policy 805 (pg. 224)



PEIGAN BOARD OF EDUCATION

P.O. Box 130
Brocket, Alberta T0K 1W0
403-965-3910
Fax: 403-965-3713



800C - Facility Rental Agreement

All groups requiring the use of the Peigan Board of Education (PBOE) facilities must comply with the following regulations:

1. In advance, the group leader must pay one of the following rental fees paid by cash, money order or certified cheque:
 - a. \$1,000 for a two day event
 - b. \$500 for a one day event
 - c. \$250 for an evening event
 - d. \$100 per room per use (day or evening) for the Academy
2. A \$650 damage deposit is required. It will be fully refundable providing there are no damages or clean-up required.
3. In advance, the group leader must:
 - Submit the request at least five working days prior to use to the school principal, O & M Manager, and/or Superintendent for approval.
 - Coordinate with PBOE to have a predetermined PBOE staff member to open and close the facilities.
 - Be responsible for the school facilities to be left clean and in good order.
 - Be responsible for the behavior of the members of the group and any other persons who may enter them during the day.
 - Provide evidence of insurance if required.
4. The gym is only to be used for recreation or meeting purposes and any other use will require the approval of the PBOE and the school office. This will require at least two weeks' notice.
5. Any damages or cleaning required during or after use, will be deducted from the damage deposit and further use may be denied. Any damages over \$650.00 will be charged to the group leader and/or group. The group leader is responsible for insuring adequate supervision. Current custodial services are calculated at \$25.00/hour.
6. Any group that abuses the privilege of using the facilities may lose that privilege.
7. Any group that uses the facilities for any other purpose than was agreed to will result in the group concerned being asked to leave the premises.
8. The group leader must be in attendance when the group is using the facilities. The group leader may assign a designate and notify the school authority of such, but the group leader stills holds the responsibilities as to use, damages and cleaning.
9. The PBOE staff member is responsible for opening and closing the facilities and has the authority to act in place of the school principal. The group may only ask the school member to open and close the facilities. No other member of the school staff is responsible or can be asked to take responsibility.
10. All requests for the facilities must be approved by the Superintendent, Principal and O & M manager. The custodians and any other staff are not permitted to authorize their use.
11. The school does not provide any equipment other than:
 - Hanging gym mats
 - Benches
 - Score clock
 - Volleyball and badminton poles
 - Tables and chairs

- Other equipment as indicated in the terms
- 12. Decorations or posters may only be attached by removable tape. Staples, nails, pins, etc. are not to be used.
- 13. Requests for the gym will not be approved on the day of the request.
- 14. Requests for the gym made on Friday will not be approved for the weekend.

I, as Group Leader, having read the above regulations, agree and acknowledge my responsibilities. I request the following date(s) and time(s) for my group use.

DATE & TIME NEEDED:

INTENDED PURPOSE:

Rental Paid (amount): _____

Damage Deposit: _____

Group Name: _____

Group Leader: _____

Contact Number: _____

Approved, Agreed and Signed by:

Group Leader: _____ Date: _____

School Authority: _____ Title: _____

Date: _____

Policy Section 900 Appendix Items

900A - Certification Of Employee Acknowledgement

1. I have read, understood and hereby accept the terms and conditions of Peigan Board of Education's Fitness for Duty Program. I understand and accept that Drug and alcohol testing may be required of me by the Board in accordance with the Fitness for Duty Program. I understand and accept that compliance with the Fitness for Duty Program is a condition of my employment at Peigan Board of Education I understand and accept that my failure or refusal to cooperate fully in the Program is a violation of this policy and may lead to progressive disciplinary action up to and including dismissal.

Date: _____

Employee's Signature

Employee's Printed Name

Witness' Signature

(Place Employee's File)

References: Transportation Policy 907 - Fitness for Duty Program (pg. 240)



900B - Certification Of Independent Contractor Acknowledgement

1. Compliance with the preceding Program and underlying policy is hereby accepted as an added term and condition to that contract made the ____ day of _____, 200__ between Peigan Board of Education and _____ ("Contract"). It is understood and agreed that failure or refusal to implement the terms and intent of the Program will be a violation of the Contract which could result in the termination thereof by Peigan Board of Education .

Date: _____

Contractor's Signature

Contractor's Printed Name

Witness' Signature

(Place in Independent Contractor's File)

References: Transportation Policy 907 - Fitness for Duty Program (pg. 240)

Peigan Board of Education

Fitness for Duty Program



In developing this document Peigan Board of Education has kept in mind that they must create a climate of understanding and mutual respect for the dignity and worth of each person.

TABLE OF CONTENTS	<u>Page</u>
SECTION I - POLICY OVERVIEW	
A. Goal	3
B. Implementation	3
C. Statement of Philosophy	3
D. Policy Application	4
E. Definitions	4
F. General Duties of Care	6
G. Reporting to work for an Emergency or Call Out	7
H. Notification of Breach of Program	7
SECTION II - TESTING APPLICATIONS	
A. Pre-employment Testing	8
B. Reasonable Cause Testing	8
C. Post Incident Testing	8
D. Return to Duty Testing	9
E. Follow-up Testing	9
F. Client Requested Testing	9
SECTION III - REFUSALS AND PROHIBITIONS	
A. Refusal to be Tested	9
B. Specimen Adulteration	10
C. Inability to provide an Adequate Sample	10
SECTION IV - TESTING METHODOLOGY	
A. Scope	10
B. Drug Testing Procedures	10
C. Need for Medical or Other Assessment	12
SECTION V - ACTION ON TEST RESULTS	
A. General	12
B. Breath Alcohol Confirmation Test Procedures	12
C. Applicants for Employment	12
D. Current Employees	13
E. Self-Declaration & Rehabilitation	13
F. Storage of Results	14
G. Loss of Driving Privileges	14
SECTION VI – INDEPENDENT CONTRACTORS	
A. Responsibilities	14
SECTION VII – ACCOMMODATION	
A. Employee's Responsibility	15
B. Support	15
C. Consequences	15

SECTION I. POLICY OVERVIEW

A. Goal

Peigan Board of Education (herein, the “Board”) is proud to have a reputation for hiring quality people and setting high standards of business performance, but that reputation is meaningless unless we succeed in keeping our people and products, the public, and the environment in which we operate safe from harm.

It is widely recognized that stress, fatigue or being under the influence of Drugs or alcohol while on the job poses serious safety and health risks, not only for the individual involved but for all those who work with or otherwise come into contact with that individual. The Board believes that maintaining a Drug and alcohol free workplace and minimizing highway and work-related accidents are crucial steps to ensuring that our Employees, and the families and communities that depend on them, remain safe. This belief has been the foundation of the Board’s policy of Zero Tolerance for the manufacture, sale, distribution, purchase, possession or transportation of Drugs or alcohol to, on or from Board property. The Fitness for Duty Program (the “Program”) is designed to better define and implement that goal.

As an industry leader, the Peigan Board of Education has set a goal for its operations of no workplace incidents or injuries. This Program is a cornerstone in the Board’s efforts to achieve, and maintain, that goal.

B. Implementation

The Board has reviewed the operational, social, medical, ethical and legal aspects of instituting the Fitness for Duty Program in Canada. While each of these factors is in constant flux, the Board recognized from past incidents the need to take a stand and establish a Program that both recognizes and seeks to eliminate the problem while at the same time protecting and supporting our valued Employees.

Focused on safety, prevention and treatment, this Program will apply to all positions within the Board. In addition, the Program details the way in which the rights and obligations of contractors and their Employees assumed under contract and the Board’s Site Access Agreement will be enforced (see specifically Section VI).

Notice of the Program summarizing key elements will be circulated by email periodically to all Employees and contractors, with copies of the full Program to be distributed and receipt acknowledged as per the attached Certification. Violation of this Program will be grounds for intervention as outlined below and may lead to progressive disciplinary action up to and including dismissal. Employees who may have Drug or alcohol abuse problems are encouraged to seek assistance prior to such problems affecting on-the-job performance and the safety of their co-workers.

In the event of any inconsistency between the Human Resource Policy and Procedures or any other Board Policy or procedure and the Fitness for Duty Program, the provisions of this Program will prevail.

C. Statement of Philosophy

The operating procedures and practices of the Peigan Board of Education are designed to promote the development and maintenance of the highest possible levels of worker health and safety in an efficient and productive workplace.

The Fitness for Duty Program is intended to provide a framework for dealing with the difficult, and often sensitive, issues stemming from substance abuse and related stress and fatigue. The Peigan Board of Education believes that early intervention in such problem areas can assist individuals to better deal with a situation which might otherwise place at risk their own health and safety as well as the health, safety and employment of others.

D. Policy Application

One of the tools used in this Program is Drug Testing. The Board recognizes that Drug Testing does not necessarily demonstrate impairment nor does it necessarily reveal a substance abuse problem or chemical dependency. A verified positive Drug test only means that a Drug or alcohol is in the donor's system.

The Board realizes that substance dependency is considered to be a disability under the Human Rights Code and intends to comply with the requirements of the Code and any other applicable laws in the implementation of this Program.

Unless otherwise stated Drug testing will only be required of those Employees who work in Safety Sensitive Positions.

E. Definitions

The following words and phrases, when used in this document, have the meaning noted below each:

1. **Alcohol:**
Means an intoxicating liquid which is designed and manufactured for human consumption and which meets the scientific definition of alcohol.
2. **Board Business:**
Refers, without limitation, to all activities undertaken by Employees and by contractors and their Employees in the course of the Board's operations, whether conducted on or off Board property.
3. **Board Property:**
Means any land, building, work or part thereof owned, leased or occupied by the Board and any motor vehicle, piece of equipment, container or other means of transportation (collectively, "vehicle"), owned, leased, rented or used by the Board and any private vehicle used in the course of Board Business.
4. **Board Driver:**
Includes those Employees and contractor Employees whose duties involve driving a vehicle (as defined under "Board property" below).
5. **Board Driver:**
Includes those employees whose duties involve driving a Board vehicle as defined under Board Property.
6. **Contact Group:**
Means those named individuals, as published by the Board from time to time, whose responsibilities include receiving and responding on a confidential basis to information generated by the Program.
7. **Drug:**
For the purposes of the Program a Drug is any substance, including without limit alcohol, illegal Drugs and prescribed medications the use of which has the potential to change or adversely affect a person's physiological and/or psychological state. Drugs of concern are those that potentially inhibit a person's ability to perform their job safely and productively. Specific Drugs of concern include, but are not limited to, alcohol, marijuana, cocaine, opiates, phencyclidine, and amphetamines.
8. **Employee:**
Means any person employed by the Board or by a contractor working on Board property, whether in a full or part time position, and includes office and managerial staff. In the case of Employees working for a contractor, reference herein to the Board shall be deemed to refer to or include the contractor as appropriate.
9. **Fitness for Duty:**

Means a state (physical, mental and emotional) which allows the individual to perform assigned tasks competently and in a manner which does not compromise or threaten the safety or health of that individual or others. Final determination of what constitutes "Fit for Duty" for any specific task will lie in the sole discretion of the principal employer, manager or supervisor using the guidelines provided by this Program and , where applicable and appropriate, other available assessment procedures.

10. Incident:

Means an event which intentionally or unintentionally causes, or could have caused (a near miss), injury or damage.

11. Medical Review Officer ("MRO"):

Means a medical doctor who has been trained and certified in the interpretation and reporting of human Drug testing for substances abuse.

12. On-the-job:

Means anytime that an individual is engaged in Board Business while on Board property, whether on or off duty at the time.

13. Positive:

A positive alcohol test means a blood alcohol concentration equal to or greater than 0.02 grams of alcohol in 100 milliliters of blood. A blood alcohol concentration which is confirmed at 0.04 grams of alcohol per 100 milliliters of blood will be considered a violation of the Program. A positive Drug test means that the quantitative levels in the body of a Drug (excluding alcohol) are over the approved cutoff levels as set out by the U.S. and Canadian Federal Governments and monitored by the Substance Abuse and Mental Health Services Administration, HHS laboratories.

14. Qualified Program Administrator:

The Board will use the assistance of a qualified external party to administer this Program, both to ensure confidentiality and secure arms length administration of the Program.

15. Reasonable Cause:

Includes direct observation of Drug possession or use, irrational or unusual behavior, and reporting to work in an apparent unfit condition (based on specific, contemporaneous, clear observations concerning the individual's appearance, behavior, speech or body odors) which would reasonably lead one to believe that the individual may be under the influence of a Drug.

16. Safety Sensitive Position:

A Safety Sensitive Position is one in which a state of incapacity due to Drug impairment could result in direct and significant risk of injury to the incapacitated individual, others, Board property and/or the environment. These positions depend on alertness, quickness of response, soundness of judgment, and accuracy of coordination of multiple muscle functions and have a direct role in an operation where inappropriate performance of the task could result in harm to oneself, coworkers, invitees, property or the environment. This definition includes all individuals who are required to rotate through or within a safety sensitive area.

17. Substance Abuse Professional ("SAP"):

An SAP is responsible for determining whether or not an Employee has a Drug dependency or abuse problem and needs assistance to overcome such problem.

General Duties of Care

Each of the Board, contractors and Employees covered by this Program share a legal and moral duty under the Peigan Board of Education Fit For Duty Program and applicable occupational health and safety legislation to ensure its successful implementation for the safety and wellbeing of all. This includes the duty to identify and report all safety issues and breaches of the Program to the Board.

Duty of an Employer

An employer is required by law to provide a safe workplace and safe systems of work, which includes the elimination of known hazards in the workplace. Part of that duty of care includes taking reasonable precautions to ensure that all Employees on Board property are in a fit condition to work so as to minimize risks both to themselves and others.

Duty of Senior Management

The senior management of the Board will be responsible for ensuring the adoption and implementation of this Program, including:

- (i) **Board wide implementation**
Ensure that frontline managers and any contractors they may oversee or audit understand and implement the Program in all their areas of responsibility.
- (ii) **Provision of resources**
Ensure that adequate resources are allocated for the education, training, counseling and other requirements of the Program throughout the Board's offices and operations.

Duty of Supervisory Staff

Supervisory staff will be responsible for the health, safety and welfare of all individuals under their control or supervision. Specific responsibilities include:

- (i) **Implementation of the Program in area of responsibility**
Supervisory staff are responsible for the effective implementation of the Program on their respective sites including the briefing of all Employees and contractors, the provision of appropriate education and training resources and the review of the Program's application and effectiveness in their areas of responsibility.
- (ii) **Adherence to the Program**
Supervisory staff are responsible for ensuring that all individuals in their area of responsibility understand and comply with the requirements of this Program.
- (iii) **Application of the Program**
Supervisory staff are responsible for ensuring that the Program is applied fairly and consistently and that all individuals are treated with respect. In particular they will ensure that no Employee who seeks assistance will be disadvantaged and that all employment rights are safeguarded.
- (iv) **Assessing Fitness for Duty**
Where appropriate and practical, supervisors are responsible for assessing the fitness for duty of individuals under their control at the start of, and throughout, each work period.
- (v) **Action required when an individual is not Fit for Duty**
Supervisory staff are responsible for taking prompt and appropriate action whenever they have reasonable cause to believe that an individual is not capable of working in a safe and effective manner. The exercise of this responsibility may include:
 - (a) immediately, and as unobtrusively as possible, removing the individual from the workplace;
 - (b) documenting all occasions when an Employee has been determined to be not Fit for Duty or when performance is unsatisfactory and all steps taken by staff to correct the situation including providing effective feedback to the Employee concerning their performance or safety;

assisting the Employee to access support and assistance from local providers or through the Qualified Program Administrator.

(vi) Ensuring confidentiality

Communication of confidential information is on a “need to know” basis only. In general, Supervisory staff will only be provided with functional ability information in respect of their direct reports.

However, if Supervisory staff are in a position where they have knowledge of or are required to receive sensitive medical or other personal information about an individual of a confidential nature, then they are responsible for establishing and maintaining appropriate procedures and facilities to safeguard such information against unauthorized use or disclosure. Compliance with the Board’s Privacy Policy and with applicable Privacy legislation is required.

Duty of Employees

Each Employee on Board property (whether under the employ of the Board or a contractor) has a duty to take reasonable care so as not to expose themselves or others to unnecessary health or safety risks. An important part of this duty is ensuring that they are in a fit state to work at the start of, and throughout, each work period.

In order to fulfill this responsibility, each Employee has the obligation to:

(i) Report for work in a fit condition

All Employees must present themselves at work in a condition in which they are able to carry out their duties without risk to themselves or others. This includes ensuring that they are not in an unfit state due to the adverse effects of fatigue, stress, or Drugs.

(ii) Notify the employer of any actual or potential impairment of Fitness for Duty

The Board recognizes that there are many legitimate medical causes or other reasons for physical or mental impairment of an individual's Fitness for Duty. In such circumstances, Employees should notify their manager or supervisor of any concerns about, or potential impairment of, their fitness for work. The Employee may be required to have their treating medical care professional discuss their circumstances with the Board medical provider before they are permitted to return to work.

G. Reporting to work for an emergency or call out (Duty of All)

Workers that are contacted to report for work for emergency or other unscheduled reasons must not accept a work assignment if they have reason to believe their ability to work safely and effectively may be impaired by reason of the use of Drugs. Any worker contacted to report in such circumstances has a duty to refuse the assignment and advise the person contacting them that they are doing so because they believe they may be impaired. Workers refusing a work assignment on this basis will not be subject to discipline for the refusal; although they may, depending on the circumstances, be referred to a counseling program following numerous refusals to work because of impairment.

H. Notification of breaches of the Program

All individuals must notify their managers, supervisors or occupational health and safety representatives of any situation in which this Program may have been breached. This includes:

- (i) Any situation in which other individuals appear to be unfit for work
- (ii) The unauthorized possession or consumption of Drugs on Board property or during the work period by another individual
- (iii) The manufacture, transportation, sale or purchase of Drugs while on Board Business or Board property
- (iv) Any other apparent breach of the Program

All information reported will be dealt with in the strictest confidence save and except where disclosure is required for the immediate protection of the health and safety of the individual in question or others in the vicinity, is mandated by law, or is required in order to fully and properly investigate the incident reported.

SECTION II. TESTING APPLICATIONS

A. Pre-employment Testing

The Board will require that applicants for Safety Sensitive Positions undergo a Drug test after being given a conditional offer of employment with the Board. In the event of a positive test result, the steps set out in Section V.C. of this Program will apply.

B. Reasonable Cause Testing

When the Board has reasonable cause to believe that an Employee has violated the intent or substance of this Program and is unable to work in a safe manner, it will advise the individual accordingly and request that they submit to a search and testing for Drugs. To ensure the safety of the individual and others working in the vicinity, a Board representative (and, in the case of a contractor's Employee, a representative of the contractor) will transport the individual as soon as practical to the specimen collection site or, if time and circumstances permit, will arrange for the collection agency to attend on Board property. The individual will then be asked to submit to a Drug test.

An Employee who is asked to take a Reasonable Cause Test will be considered unfit for work and will be placed on immediate suspension pending the results of his or her test. Should the test results be negative, the Employee will be paid for the period of such suspension.

C. Post Incident Testing

Incidents will be investigated by the Board in conjunction with a representative from the Joint Health and Safety Committee when immediately available. Post Incident Testing for Drugs will **not** be required unless it has been determined that an individual's actions did or could have contributed to the incident and the incident in question involved:

- 1) a death
- 2) the need for medical treatment resulting from a serious injury that
 - I. places life in jeopardy
 - II. produces unconsciousness
 - III. results in substantial loss of blood
 - IV. results in the fracture of a leg, arm, finger or toe
 - V. results in the amputation of a leg, arm, hand, foot, finger or toe
 - VI. consists of burns to a major portion of the body, or
 - VII. causes the loss of sight in an eye
- 3) damage to public or private property which is believed to exceed \$5000.00 including the cost of clean-up and recovery, value of lost product, and/or damage to the property of others, or
- 4) results in an emergency shutdown of a facility or part thereof.

All Employees will be subject to Post Incident Testing for Drugs in accordance with the preceding criteria. Because Post Incident Testing is an investigative procedure, testing is required even in the absence of direct evidence or suspicion of Drug use.

Reasonable Cause and Post Incident Testing will be conducted as soon as reasonably practical following the incident. No testing for alcohol shall occur more than 8 hours after the time of the incident giving rise to the test. In the case of Drugs (excluding alcohol), no testing shall occur more than 32 hours after the time of the incident giving rise to the test. It is recognized that it may not be possible to test an individual after an incident which renders him or her incapable of giving informed consent

D. Return to Duty Testing

The Board will require an Employee who has tested positive for a Drug or who has completed a treatment program for substance abuse or satisfied the recommendations of a Substance Abuse Professional to undergo a Return to Duty Test for Drugs. A negative test result is required before the individual will be allowed to return to duty.

E. Follow-up Testing

Employees who return to duty following a negative Return to Duty Test for Drugs will be subject to reasonable unannounced follow-up testing as recommended by the SAP.

F. Client Requested Testing/Pre-Site Access Testing

From time to time it may be necessary for the Board to meet a client or customer's Drug testing requirements (which may differ from those outlined in this Program) in order to qualify for work on their projects or to access their work sites. Prior to agreeing to do so, the Board will seek legal input regarding the propriety of such requirements and the adequacy of privacy protections accorded Board Employees who will be assigned to the project or site.

SECTION III. REFUSALS AND PROHIBITIONS

A. Refusal to be Tested and other Breaches of the Program

Compliance with the Program, including acceptance of Drug testing, is a condition of continued employment with the Board. Refusal to be tested will be viewed as a failure to comply with Board policy and a breach of the Program. Such a refusal will result in the Employee being referred to an SAP for assessment and, depending on the facts of each case (including the nature of the breach, the existence of prior violations, the seriousness of the breach, and the Employee's own efforts to correct the situation), could lead to a treatment recommendation, a requirement to attend educational sessions, or to a variety of progressive disciplinary measures by the Board up to and including termination of employment for cause.

Examples of refusal include:

- (i) failing to provide an adequate urine specimen for a Drug test without a valid medical explanation;
- (ii) failing to provide adequate breath for an alcohol test without a valid medical explanation;
- (iii) failing to submit to a test when requested to do so; or
- (iv) engaging in any conduct which obstructs the testing process.

Examples of prohibited conduct under the Program include:

- (i) manufacturing, distributing, possessing, using, selling, transferring, purchasing, or transporting illegal or prohibited Drugs while on the job or on Board property;
- (ii) reporting to work in an apparent unfit condition due to the effects of Drugs;
- (iii) using alcohol before the expiry of an 8-hour abstinence period following involvement in an incident or before undergoing a Post-Incident Test for Drugs;
- (iv) performing or continuing to perform Safety Sensitive functions, including driving Board owned vehicles after having been found to have an alcohol concentration of 0.02 grams of alcohol per 100 milliliters of blood or greater but less than 0.04 grams of alcohol per 100 milliliters of blood sooner than



- (v) 8 hours following administration of the test.

NOTE: It is the responsibility of every individual when on Board property to ensure that all prescription and legal non-prescription medications are safely stored, taken only as prescribed or indicated on the package, and are unlikely to adversely effect their performance or Fitness for Duty. This means that Employees should discuss with the prescribing medical practitioner the nature of their work duties and ascertain any possible side effects of the prescribed or recommended medication that might impact their safety or job performance or the safety and job performance of others on Board property. If in doubt about your ability to work safely and efficiently while taking such medication, it is your responsibility to immediately report that concern to your manager or supervisor. The Board may require a note from the treating physician before permitting a return to work, with all attendant costs being to the account of the Employee.

B. Specimen Adulteration

Any Employee found to have tampered with or attempted to alter a specimen collected for the purpose of Drug testing will be required to be evaluated by a SAP. Violations under this section will subject the Employee to progressive disciplinary action up to and including dismissal for cause. If an Employee is permitted to return to work following evaluation by an SAP, he or she will be required to comply with all recommendations of the SAP, attend further educational sessions where appropriate and commit to future compliance with the Program.

C. Inability to provide an Adequate Sample

In the event that an individual is unable to provide a suitable sample of breath for breath alcohol testing or urine for Drug testing, the individual will be required to submit within 5 business days or show the employer documentation of an appointment to be evaluated. The evaluation is to be performed by a licensed medical physician acceptable by the MRO to determine whether a valid medical condition exists for such inability. If the physician determines that a valid medical condition does exist, the test result will be reported to the Board as "canceled". If the physician determines that a valid medical condition does not exist or the individual fails to obtain such evaluation within the above timeframe, the test result will be reported to the Board as a "refusal".

SECTION IV. TESTING METHODOLOGY

A. Scope

1. Workers can only be tested immediately before, during, or immediately after duty. This includes being immediately available for duty.
2. All Drug testing (excluding alcohol) will be conducted by urinalyses. All testing will be collected, analyzed, and interpreted by certified professionals. Where breath alcohol or saliva Testing devices are available, alcohol may be tested using breath or saliva samples by a qualified Breath Alcohol Technician.
3. Results of these tests will be treated with a high degree of confidentiality.
4. All urine samples will be collected and then split into two separate sealed containers (split sample collection method) for the protection of the individual being tested. Should the individual dispute the initial test results, he/she has the right to submit a written request (within 72 hours of the initial interview with the MRO) to the MRO to have their split sample tested by an independent accredited laboratory. The split sample testing will be at the Employee's expense if the independent laboratory confirms the presence of the Drug which was reported by the first laboratory.

B. Drug Testing Procedures

1. Administration - Recognizing the need to protect the confidentiality of sensitive medical information, to limit the possible adverse reputational impacts of a request for Drug testing and to ensure fair and equal

2. application of the Program, the Board has appointed a professionally recognized and centralized body for administering the Program. (hereafter, the Qualified Program Administrator).
3. Administrator - The Qualified Program Administrator is responsible for liaising with and coordinating the work of the collection sites, the laboratory, and the MRO; and is also charged with communicating the details of the Program and its implementation to the Contact Group and advising on educational courses that would foster a better understanding of the impact of Drugs on the individual and worksite.
4. Methodology - The Drug testing methodology for the Program consists of four steps:
 - i. collection of the specimen
 - ii. laboratory processing
 - iii. a review by the MRO
 - iv. communicating the results

- a) Collection - All specimens will be collected in accordance with approved protocols of the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA) as adopted by the Standards Council of Canada. Unless otherwise provided, individuals to be tested are required to report to the appropriate collection facility for collection of the specimen.

Urine specimen collection will be done in a private setting without observation by the collector. However, where there is reason to believe that the individual being tested may have altered or substituted a specimen, witnessed collections may be conducted.

Collection facilities will send the specimen directly to the certified contracted laboratory which will, in turn, analyze the specimen.

- b) Laboratory - The laboratories currently contracted to process all Board specimens are SAMHSA accredited/certified laboratories. They will process all specimens in accordance with applicable SAMHSA guidelines and screening cut off concentrations. All positive Drug test results will be confirmed by Gas Chromatography Mass Spectrometry. The results of all specimens processed are then sent to the MRO for final verification.
- c) MRO - The MRO appointed by the Qualified Program Administrator will review the files of all Employees who receive positive results from the laboratory to determine whether there appears to be any explanation for the positive result other than substance abuse. The individual tested may request an opportunity at this time to submit additional medical information for consideration by the MRO. A confidential physician/patient relationship will be deemed to exist between the MRO and any individual who elects to deliver additional medical information.
- d) Communicating the Results - If the MRO receives results from a Drug test indicating that it was "positive", he/she will do the following;
 - i. Contact the Employee who was tested to verify if there is any valid medical reason for use of the Drug in question.
 - If no valid reason exists, the MRO will communicate a verified positive result to the Board.
 - If the Employee has a valid medical reason for using the Drug, the MRO will report a verified negative result to the Board.
 - ii. If the MRO receives a positive result but is unable to contact the Employee who provided the specimen within 24hrs from receipt of the results, the MRO will ask the Board to arrange for the individual to contact the MRO. The Board (or, if the Employee's employer is a contractor, the employer) will contact the Employee at his/her last known telephone number and advise that the Employee has 3 business days in which to contact the MRO, failing which a positive result will be reported to the Board.
 - iii. The MRO may verify a test result as positive without having communicated directly with the individual tested in three circumstances:



- the individual expressly declines the opportunity to discuss the test;
- after making all reasonable efforts, neither the Board (contractor) nor the MRO has been able to contact the individual within the timelines outlined in ii above;
- the individual was successfully contacted by the Board or employer (as documented in writing) and instructed to contact the MRO within 3 business days but failed, without reasonable excuse (including a serious illness or injury or other circumstance that made timely contact impossible), to do so.

If the MRO is advised of circumstances that made timely contact by the individual impossible, the MRO may reopen the verification and allow the Employee to present additional medical formation regarding the positive test.

- iv. Following completion of the review process, the MRO will report the test results to the Board in a manner that ensures confidentiality of the information.

4. Protection of Privacy - All records concerning Drug tests maintained by the Board will be kept in a separate confidential file segregated from any other Board records including Employee personnel files. All test results will be marked "Confidential /Restricted Access", with only Contact Group members having access. The information will be safeguarded against unauthorized use or disclosure in accordance with the Board's Privacy Policy and applicable Privacy legislation; and will only be used or disclosed to third parties without the individual's consent in cases where such information is needed to ensure the safety or health of the individual or others and the individual cannot be timely located, disclosure is required by law, or the proposed use or disclosure is otherwise exempt from the requirement of consent under applicable Privacy legislation.

B. Need for Medical or Other Assessment

There are many legitimate medical or other reasons for physical or mental impairment of an individual's fitness for work. In such circumstances, Employees will be required to have their treating medical care professional discuss their circumstances with the Board medical provider before they are permitted to return to work.

SECTION V. ACTION ON TEST RESULTS

A. General

All positive Drug results obtained by a screening test will be confirmed by Gas Chromatography Mass Spectrometry. A positive test result will lead to an SAP evaluation to determine whether a problem of substance abuse or dependency exists or not. If, after evaluation, it is determined that the Employee requires treatment before returning to work, the Board will require successful completion of the treatment program as a requirement for returning to work. After successful completion of a treatment program, the Employee will be subject to all the regular provisions of this Program, as well as periodic unannounced Follow-Up Testing.

B. Breath Alcohol Confirmation Test Procedures

In the case of testing for alcohol with a breathalyzer, if the result of the initial screening test is 20 milligrams of alcohol per 100 milliliters of blood or greater, a confirmation test will be performed. The confirmation test will be conducted not less than 15 minutes after the completion of the screening test. The reason for this requirement is to eliminate mouth alcohol residue leading to an artificially high reading. The result of the confirmation test will be reported. Confirmation tests may also be done at the laboratory through urinalysis.

C. Applicants for Employment

If an applicant tests positive and can establish that he/she suffers from a substance related disability they will be informed that the conditional offer of employment will be honoured by the Board provided they submit

to the requirements of this Program. If the applicant agrees he/she will be required to sign Conditions of Continued Employment (CCE – an agreement which allows the Board to accommodate the individual knowing that he/she is not refusing treatment where required) and will be contacted for an interview by a SAP. This interview will determine whether the applicant requires assistance in resolving problems with substance misuse. If after the evaluation by the SAP, the Board is advised that the applicant needs assistance, the applicant will be required to complete the education, assistance or treatment program recommended by the SAP prior to attending at the work site.

In cases where the applicant tests positive but is advised by the Qualified Program Administrator following an SAP interview with the applicant that the applicant does not need any such assistance and is not suffering from a disability, the Board will review its conditional offer of employment and determine on the individual circumstances of each case whether the conditions for employment have been met or not.

D. Current Employees

As previously noted, the Board recognizes that a verified positive Drug test does not prove impairment at the time of the test or a chemical dependency or addiction. But it is also widely accepted that Drug use generally does lead to impairment of an individual's perception, motor skills, reaction time and clarity of thought. In order to reduce the risk from the use of Drugs in the workplace, the Board has established a process to be used after a verified positive result. The steps outlined below are designed to help Employees who may require support (through either voluntary self-declaration of Drug use or delivery of a positive Drug result after testing) to find it.

- 1) First - the Employee signs a Conditions of Continued Employment, which form also allows for the release of information obtained on evaluation by the SAP to the Board.
- 2) Second - After the CCE is signed, witnessed, and faxed to the Qualified Program Administrator; arrangements will be made for the Employee to be evaluated by an SAP. This evaluation is a brief psychological screening that helps identify individuals who have a high probability of having a substance dependence disorder (chemical dependency); followed by a face to face interview with the SAP to determine if the Employee needs assistance in overcoming a Drug problem.
- 3) Third - After successful completion of the SAP evaluation and the recommended rehabilitation program (if any is required), the Employee will be allowed to return to work or to a comparable position if Board or individual circumstances warrant a change of duties, shift or location. The Employee will remain subject to all provisions of this Program.

Both an affirmative SAP report and a negative Return to Duty Drug Test (with periodic follow-up Drug testing to follow) will be required for return to work.

If an Employee in a Safety Sensitive Position refuses to participate in a recommended education, rehabilitation or treatment program or to sign the required CCE document or fails, without good reason, to attend the Return to Duty Drug Test or complete the recommended education, rehabilitation or treatment program, he or she will not be considered for further employment.

Employees who are off work as a result of this Program may be entitled to use any applicable Board leave benefit or sick time that may be available.

E. Self-Declaration and Rehabilitation

Employees are encouraged to seek assistance from the Board before Drug problems lead to performance problems. The Employee's decision to self-declare and seek assistance from the Board will not become part of his/her personnel file; will not be used as basis for disciplinary action; and will not be used against the Employee in any disciplinary proceedings. However, should the Employee who self-declares



and receives assistance from the Board subsequently breach the terms of this Program, the fact that the Employee voluntarily declared a Drug problem and sought assistance will not be a defense to imposition of disciplinary action for the subsequent violation.

Employees who decide to self-declare and voluntarily participate in a treatment program may be granted leave to do so with a conditional right to return to work dependent upon the Employee's successful completion of the appropriate treatment regime as determined by a Substance Abuse Professional.

F. Storage of Results

All Drug testing results will be sent to the Contact Group for filing and safeguarding of confidentiality. The Contact Group will include those individuals named and published periodically by the Board.

H. Loss of Driving Privileges

While an individual's activity on their won time is their business, in certain instances there may be implications for the workplace. For example, if a person drives a Board Vehicle on public highways, some charges or convictions may result in loss of driving privileges. An example of a charge or conviction which results in the mandatory loss of a driver's license is impaired driving. Again the Board encourages Employees to come forward for assistance as outlined in Sec. V (E) of this document before problems result in charges or convictions.

Board Drivers must report any loss of driving privileges immediately to the appropriate Board supervisor. Employees who are on Board Business or on Board Property must comply with all local, provincial, and federal laws.

SECTION VI. INDEPENDENT CONTRACTORS

A. Responsibilities

All independent contractors (which term includes anyone who operates on or works with any Board property under contract to the Board) will be expected to:

- work with the Board to ensure the successful implementation of the Program in respect of all services and work being performed by the independent contractor and its Employees
- perform all contracted work and services in a safe manner consistent with established Board practices, standards, policies and this Program
- read, understand and agree to abide by this Program by signing in the space provided on the last page and implementing all duties and responsibilities accorded an employer hereunder
- where required by law or necessity or the Board, implement a similar program for all your Employees when they are travelling to or from and when they are on Board property
- ensure that all your Employees are aware of and agree to submit to testing for Drugs as set out in this Program or a comparable program implemented by you
- ensure that all your Employees attend for any and all scheduled and unscheduled work Fit for Duty
- encourage all your Employees to self-declare, seek advice and follow appropriate treatment programs if they believe they have a substance dependency or emerging Drug problem
- ensure that all your Employees abstain from the manufacture, transportation, possession or use of Drugs while travelling to or from and when on Board property
- cooperate with the recommendations of any health care professional
- perform any recommended monitoring of aftercare following primary treatment of an Employee for a Drug problem
- assess the potential for impairment during working hours that could be caused by the legitimate use of medication and manage the risk



- report the use of any medication that could have a negative effect on Employee performance to the Board's medical services provider
- observe the Fitness for Duty of others on Board property and take appropriate action if safety issues are a concern

Violation of or failure to perform any of the preceding requirements may result in termination of the agreed services.

SECTION VII. ACCOMMODATION

A. Employee's Responsibility

A person who requires accommodation in order to perform the essential duties of a job has a responsibility to communicate the need for accommodation to the Board in sufficient detail to indicate the type and duration of accommodation required and to cooperate in the Board's efforts to respond to the request.

B. Support

If an Employee's Drug addiction or dependency is interfering with that person's ability to perform the essential duties of the job, the Board will provide the support necessary to enable that person to undertake a rehabilitation program unless it can be shown that such accommodation is not possible without causing the Board undue hardship.

C. Consequences

The purpose of this Program is twofold: (a) to help those individuals with substance abuse problems and aid in their rehabilitation; and (b) to ensure that Employees impaired by Drugs, or the stress and fatigue attendant on Drug use, do not harm themselves or place the health and safety of others at risk by attending on Board property or Board Business in a condition unfit for work.

Where safety is an issue, Employees will be removed from their Safety Sensitive duties. Unless otherwise specified, all Employees who violate the Program will be required to see a SAP for evaluation. Multiple violations of this Program will result in progressive disciplinary action up to and including dismissal.

This Program is intended to provide a tool for ensuring that every Employee has a safe, healthy and productive environment in which to work, while preserving the dignity and providing needed assistance to those who are troubled by substance abuse. The success of the Program is everyone's responsibility. The benefit of a successful Program is everyone's gain.

The Board reserves the right to amend this statement of policy and procedure in any manner and at any time, without prior notice, as it deems appropriate. This document will be reviewed annually and any revisions will be published to Board Employees and contractors.

Reviewed By: _____

Authorized by: _____

Date: _____

Date: _____



**CERTIFICATION OF
EMPLOYEE**

I have read, understood and hereby accept the terms and conditions of Peigan Board of Education's Fitness for Duty Program. I understand and accept that Drug and alcohol testing may be required of me by the Board in accordance with the Fitness for Duty Program. I understand and accept that compliance with the Fitness for Duty Program is a condition of my employment at Peigan Board of Education I understand and accept that my failure or refusal to cooperate fully in the Program is a violation of this policy and may lead to progressive disciplinary action up to and including dismissal.

Date: _____

Employee's Signature

Employee's Printed Name

Witness' Signature



(Place Employee's File)

**CERTIFICATION
OF
INDEPENDENT CONTRACTOR**

Compliance with the preceding Program and underlying policy is hereby accepted as an added term and condition to that contract made the ____ day of _____, 200__ between Peigan Board of Education and _____ ("Contract"). It is understood and agreed that failure or refusal to implement the terms and intent of the Program will be a violation of the Contract which could result in the termination thereof by Peigan Board of Education

Date: _____

Contractor's Signature

Contractor's Printed Name

Witness' Signature


(Place in Independent Contractor's File)



900D - School Bus Collision Worksheet

1.

BUS COLLISION WORKSHEET

YOUR INFORMATION				UNIT # _____
Driver's Name		Driver's Name (if different from driver)		
Damage to Vehicle		Is Damage over \$2,000? Y/N	Drivesable?	
No. of Passengers	Passengers' Names (Attach list if necessary)		Passengers' Positions in Vehicle	Injured?
OTHER DRIVER'S INFORMATION				
Driver's Name		Injured?	Owner's Name	Owner's Phone
Street Address		Owner's Address		
City, Town or County and Postal Code		Insurance Company	Phone	
Bus. Phone	Res. Phone	Insurance Broker or Agent	Phone	
Email Address		Insurance Policy No.	Policy Expiry Date MM/DD/YY	
Driver's Licence No.		Damage to Vehicle	Is Damage over \$2,000 Y/N	
Car Make, Model	Year	Colour		
VIN	Plate No.		Drivesable? Y/N	
No. of Passengers	Passengers' Names (list all)		Passengers' Positions in Vehicle	Injured? Y/N
DESCRIPTION OF COLLISION				
Date	Estimated Speed of Vehicle(s)		Weather Conditions (fog, hail, clear)	
Time	Location		Road Conditions (icy, wet, clear, debris)	
Attach Diagram (if necessary): include streets, traffic controls, visual obstacles, etc.			Light Conditions (dawn, dusk, dark, day)	
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1</div> -Vehicle 1 <div style="border: 1px solid black; padding: 2px; display: inline-block;">2</div> -Vehicle 2 </div> <div style="text-align: center;">  N </div> </div>			Description of Collision	
AUTO COLLISION WITNESSES				
Name			Phone	
Address			Email Address	
Name			Phone	
Address			Email Address	
ATTENDING POLICE OR RCMP OFFICER				
Name		Sadge No.	Division	Bus. Phone
TOW TRUCK OPERATOR				
Company		Truck No.	Bus. Phone	
Driver's Name		Address Towed To		

This worksheet has been prepared for recording information at the time of a private passenger vehicle collision. At a later date you may require most of the information from this form for completion of official documents including a collision report with the local police department or a claim form provided by an insurance company.

References: Transportation Policy 911 - School Bus Accidents (pg. 248)



900E - Information to Collect After a Collision

1.



CALL AMBULANCE

Call for an ambulance if anyone is seriously injured.

ENSURE SAFETY

Do not stand in between two vehicles, or in front or behind a vehicle to inspect damage. When the area is safe, move vehicles and passengers away from traffic, unless someone is injured or you suspect a drunk driver. To alert other drivers, use hazard lights, cones, warning triangles or flares.

INFORMATION

Take pictures and collect information from the other driver and witnesses if possible. As a helpful guide, use the Bus Collision Worksheet on the inside of this brochure.

REPORT to the POLICE

- If anyone is injured.
- If any of the vehicles are not driveable.
- If any driver does not have a driver's licence, or proof of insurance.
- If the total damage to all vehicles and property appears to be more than \$2,000, file a Collision Report Form. Failure to do so could result in demerit points or a fine.

REMEMBER

The compensation provided by your insurance company may be limited by the following:

- Voluntarily assuming liability;
- Promising to pay for damages;
- Accepting money at the scene; and
- Agreeing to forget about the collision.

WHAT to do **after** an **AUTO COLLISION**

STOP Failure to stop could result in demerit points or criminal prosecution.

IF YOU HAVE BEEN INJURED

Seek
Medical
Treatment as soon
As possible.

CONTACT your INSURER

As soon as possible, advise your insurer of the details of the collision, including any injuries and damages to vehicles or properties. It is important to confirm what is included in your coverage and request the forms required to access coverage. Insurance companies determine liability, not the police. If necessary, liability can be determined by the court.

USEFUL TIPS:

- Read your policy when you purchase insurance coverage. Do not wait until after a collision.
- If you don't understand your policy, ask your agent, broker, or insurance company for clarification.
- If you are involved in an auto collision, keep records of what happened and who you spoke to such as the police or your insurer.

VEHICLE REPAIR

- You have the right to have your vehicle's damage estimated and repaired at the repair facility of your choice. When you select the repair facility, the responsibility for a satisfactory repair job rests with you, not the insurer.
- Your insurance company may recommend, but not require that your car be repaired at a specific shop.
- In some cases, your insurer may exercise their right to repair your vehicle by giving you formal notice. In such a case, your insurer may have the vehicle repaired where they choose, but must restore the damaged vehicle to its condition prior to the collision.
- In case of disagreement with your insurer over your vehicle's repair, a formal dispute resolution process is available to you.



Policy Section 1000 Appendix Items

1000A - Levels of Assistance for Living Expenses

Effective Date: August 24, 2011

1. Maximum Levels of Assistance for Living Expenses - All Levels

Category Code	Category	Maximum Monthly Allowance
S1	Single living with parent	900.00
S2	Single living away from home	950.00
S3	Single Parent	
	with 1 dependent (child)	1,295.00
	with 2 dependents	1,505.00
	with 3 dependents	1,705.00
	\$50.00 per month for each additional dependent	
M1	Married student with employed spouse	850.00
	with 1 dependent (child)	1,050.00
	with 2 dependents	1,205.00
	with 3 dependents	1,380.00
	\$50.00 per month for each additional dependent	
M2	Married student with dependent spouse	900.00
	with 1 dependent (child)	1,295.00
	with 2 dependents	1,505.00
	with 3 dependents	1,705.00
	\$50.00 per month for each additional dependent	

References: Post Secondary Education Sponsorship Education Program Policy 1011 - Living Allowance Support (pg. 270)



Policy & Procedures Manual Record of Changes

Policy Section: Entire manual	
Approval and Amendment History	Details
Change recommendation made by	Lisa Crowshoe; Joslin Smith; Larry Burns
Amendment Authority and Date(s)	Peigan Board of Education Trustees, October 5, 2015
Description of Change	
Director of Education title changed to Superintendent	
Secretary Treasurer title change to Financial Advisor	
Secretary Treasurer financial duties the responsibility of the Financial Advisor	
Secretary Treasurer Board administrative support duties transferred to Executive Assistant	
Co-ordinator of Student Services title change to Post Secondary Coordinator	
Changed document number formats	
Changed document structure	
Updated outdated language to reflect modern industry language	
Updated process and procedures to reflect current organizational practices	
Updated content to reflect current industry practices	
Cross referencing added	

Policy Section 100 - Board of Education Operations	
Approval and Amendment History	Details
Change recommendation made by	Lisa Crowshoe; Joslin Smith; Larry Burns
Amendment Authority and Date(s)	Peigan Board of Education Trustees, October 5, 2015
Description of Change	
Policy section change from 500 to 100	
Removed: Policy 503 - Formulation of Policies	
Removed: Policy 510 - Attendance at Conferences	
Removed: Policy 516 - ADHOC Committees	
Removed: Policy 518 - Peigan Board of Education Dispute Resolution	
Policy Additions: none	

Policy Section 200 - Peigan Board Administration	
Approval and Amendment History	Details
Change recommendation made by	Lisa Crowshoe; Joslin Smith; Larry Burns
Amendment Authority and Date(s)	Peigan Board of Education Trustees, October 5, 2015
Description of Change	
Policy section change from 100 to 200	
Role of Superintendent details placed in appendix	
Removed: Policy 104 - Role of Secretary Treasurer	
Role of Financial Administrator placed in appendix	
Removed Policy: 105 - Role of the Co-ordinator of Student Services	
Role of Post Secondary Coordinator placed in appendix	

Policy Section 300 - Budget and Finance	
Approval and Amendment History	Details
Change recommendation made by	Casey Provost
Amendment Authority and Date(s)	Peigan Board of Education Trustees, October 5, 2015
Description of Change	
Policy section changed from 600 to 300	
No policies removed	
New: Policy 307 - Proposal Driven Funding /Own Source Revenue	
New: Policy 308 - Early Retirement Teacher	

Policy Section 400 - Personnel	
Approval and Amendment History	Details
Change recommendation made by	Lisa Crowshoe; Joslin Smith; Larry Burns
Amendment Authority and Date(s)	Peigan Board of Education Trustees, October 5, 2015
Description of Change	
Policy section changed from 300 to 400	
Removed: Policy 306 - Appeals	
Merged: Policy 310 - Jury Duty and Acting as a Witness with new policies 419 & 420	
Merged: Policy 313 - Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome with new policy 431	
Removed: Accumulated Leave Pay	
Merged: Policy 318 - Peigan Paraprofessional Development Policy with new policy 425	
Removed: Policy 319 - Staff Morale	
Removed: Appendix 3A - Evaluation Procedures	
Removed: Appendix 3B - Performance Criteria	
New: Policy 402 - Employment Equity	
New: Policy 404 - Reference Checking	
New: Policy 405 - Employment Classifications	
New: Policy 406 - Employment Offer	
New: Policy 407 - Confidentiality	
New: Policy 408 - Personnel Records	
New: Policy 409 - Probationary Period	
New: Policy 410 - Orientation	
New: Policy 412 - Hours of Work	
New: Policy 413 - Termination of Employment	
New: Policy 414 - Annual Leave for Ten Month and Twelve Month Employees	
New: Policy 415 - Statutory and Public Holidays	
New: Policy 419 - Ten Month Employees Absences from Work	
New: Policy 420 - Twelve Month Employees Absences from Work	
New: Policy 423 - Employee Grievances	
New: Policy 427 - Discipline	
New: Policy 428 - Email and Internet Usage	
New: Policy 429 - Social Media	
New: Policy 431 - Communicable Diseases - Employees	
New: Policy 432 - Employee Health and Safety	

Policy Section 500 - Peigan Board of Education School Programs	
Approval and Amendment History	Details
Change recommendation made by	Lisa Crowshoe; Crystal Good Rider
Amendment Authority and Date(s)	Peigan Board of Education Trustees, October 5, 2015
Description of Change	
Policy section changed from 200 to 500	
Removed: Policy 205 - Remembrance Day	
Removed: Policy 209 - Open Climate	
Removed: Policy 213 - Quality Team Mandate	
Removed: Policy 218 - School Bands	
Merged: Policy 228 - Homeschooling with Policy 507 - Distance Education	
Removed: Policy 234 - Long Distance Calls	
Merged: Policy 239 - Distance Learning with Policy 507 - Distance Education	
Removed: Policy 242 - Parent Involvement	
New: Policy 517 - Drug & Alcohol Policy	
New: Policy 525 - School Spiritual Program	
New: Policy 528 - Communicable Diseases	
New: Policy 534 - Student Referral Policy: Napi's Playground Elementary School	

Policy Section 600 - Peigan School Instructional Service & Learning Environment (SISLE)	
Approval and Amendment History	Details
Change recommendation made by	Lisa Crowshoe; Crystal Good Rider
Amendment Authority and Date(s)	Peigan Board of Education Trustees, October 5, 2015
Description of Change	
Policy section changed from 400 to 600	
Removed: Policy 404 - Pupil Accounting Procedures	
Removed: Policy 406 - Placement	
Merged: Policy 408 - Smoking with Policy 517 - Drug & Alcohol Policy	
Removed: Policy 413 - Special Education Placement Process	
Removed: Policy 417 - Student Referral Policy	
New: Policy 603 - Academic Placement	
New: Policy 612 - Learning Support Placement	

Policy Section 700 - Information Technology (IT)	
Approval and Amendment History	Details
Change recommendation made by	Lisa Crowshoe; Joslin Smith; Larry Burns
Amendment Authority and Date(s)	Peigan Board of Education Trustees, October 5, 2015
Description of Change	
Policy Section 700: formerly Transportation and Maintenance is now the new Information and Technology Section	
New: Policy 701 - Planning and Administration	
New: Policy 702 - Network Maintenance	
New: Policy 703 - IT Handbook	
New: Policy 704 - Access to Network Resources	
New: Policy 705 - Security Camera	
New: Policy 706 - Secured Files	

Policy Section 800 - Operations & Maintenance	
Approval and Amendment History	Details
Change recommendation made by	Lisa Crowshoe; Joslin Smith; Larry Burns
Amendment Authority and Date(s)	Peigan Board of Education Trustees, October 5, 2015
Description of Change	
Formerly part of section 700 - Transportation and Maintenance now has a designated policy section of 800	
Policy 708 - Board Owned Vehicles is now Policy 804 - same title	
Policy 710 - Contracts - Building and Maintenance is now Policy 801 - same title	
Policy 711 - Reporting of Vandalism, Malicious Damage and Theft is now Policy 802 - same title	
Policy 712 - Disposal of Surplus and Unusable Materials is now Policy 803 - same title	
Policy 801 - Community Use of Facilities and Equipment is now Policy 805 - same title	
New: Policy 806 - Staff Use of Facilities and Equipment	
New: Policy 807 - Security Camera Policy	

Policy Section 900 - Transportation	
Approval and Amendment History	Details
Change recommendation made by	Lisa Crowshoe; Joslin Smith; Larry Burns
Amendment Authority and Date(s)	Peigan Board of Education Trustees, October 5, 2015
Description of Change	
Formerly part of section 700 - Transportation and Maintenance now has a designated policy section of 900	
No policies removed	
New: Policy 903 - Security Camera Policy	
New: Policy 905 - Driver Responsibility	

Policy Section 1000 - Post Secondary Education Sponsorship Program	
Approval and Amendment History	Details
Change recommendation made by	Joslin Smith
Amendment Authority and Date(s)	Peigan Board of Education Trustees, October 5, 2015
Description of Change	
Policy 1003 - Student Registry title and content change to Student Records Database with same policy number	
Policy 1016 - Application Conditions -Restrictions changed number and title to Policy 1018 - Conditions for Applicants & Students	
New: Policy 1012 - Support to Students Requiring Accessibility Services	
New: Policy 1016 - Post Secondary Study Tours	
Policy numbers updated to reflect the addition of new policies within the document	
Appendix Items moved from the end of the policy section to the end of the Manual	