

CREEK SIDE

CREATIVE ACADEMY

Parent Handbook



WELCOME

We want to extend a warm welcome to you and your family to the Creekside Creative Academy community. The Academy was developed and founded on a passionate group of individuals inspiring for a higher level of quality early childhood programming for children in Central Alberta. Our promise to you is to ensure your child is met with open arms each and every day, while the highest level of programming and care are provided for your child.

Creekside Creative Academy strives to develop capable, confident learners in a safe environment. Developing these assets will be accomplished through utilizing academically rigorous, developmentally appropriate programming.

Meeting the parents' desire to provide their children with a strong start to their education journey, Creekside Creative Academy is focused on low teacher to student ratios, focused curriculum delivery, unique outdoor learning experiences, and inclusiveness for all. The education focus is to provide an environment where each child is encouraged to learn and be creative in their own way.

We view this as a partnership so that children have the best opportunity to not only succeed, but thrive and strive towards their fullest potential.

Thank you for entrusting your child's programming and education to us. We are humbled and honored to have been chosen to lead your child through their early childhood journey.

Sincerely,

Suzy Potts
Director of Education

Ray Lewchuk
President and Director of Finance

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*Creekside Creative Academy operates under two different licenses and regulations; The Alberta Child Care License and as an Accredited Funded Independent School. The Policies and Procedures outlined in this parent handbook are in place for the Academy as a whole, however certain policies and procedures will not apply to children in child care.

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Parental Agreement

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HEALTH PROTOCOL

The board recognizes the health and well-being of students and staff as a paramount responsibility. To this end, the board is committed to ensuring principals and staff members have the guidance they need to exercise reasonable care and skill in attending to the health of all students and staff, whenever that may be necessary. The board accepts that such instances may include but may not be limited to unanticipated factors such as health emergencies, illness, injury, head lice, communicable diseases, an epidemic or pandemic, or to identifiable factors which may include a known need for individual care, administration of medications or treatment related to allergies or anaphylaxis.

Legal Reference

- Education Act, Section 29, 30
- Alberta Regulation (AR 93/2019) Sections 9 (Policies), 13 (Principal), 17 (Insurance)
- Emergency Medical Aid Act
- Public Health Act
- Protection of Students with Life Threatening Allergies Act
- Occupational Health and Safety Act

HEALTH PROTOCOL

Administrative Procedure – Health Protocol

Definitions

a)Allergen – means a substance that causes an allergic response and includes certain foods and other substances, as well as bee or wasp venom.

b)Allergy Alert Bracelet – means a bracelet worn to cause others to readily be aware of a child’s/student’s severe allergy.

c)Anaphylaxis – means a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock.

d)Communicable Disease – means a provincially identified disease that is spread from one person to another through a variety of ways that include contact with blood and body fluids, breathing in an airborne virus or being bitten by an insect.

e)Concussion – means an injury that may be caused by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head and cause the brain to move rapidly within the skull, leading to potential changes in how the brain functions.

f)Epidemic – means a disease affecting many persons at the same time and spreading from one person to another in a locality where the disease is not permanently prevalent

g)Individual Health Plan – means a specific plan in place for mitigating concerns regarding a student’s differentiated requirements for care, including those plans developed for students with known life-threatening diseases or life-threatening allergies.

h)Injector – means a syringe and needle that contains a pre-measured dose of epinephrine or adrenaline and includes Epi-pens and other auto injectors.

i)Medical Officer of Health – means a provincially designated individual who has the responsibility to focus on the health of the population, report the health status of the population, control and manage infectious and communicable diseases and give direction to health service organizations.

j)Notifiable Disease – means any communicable disease that is required by law to be reported to government authorities.

k)Pandemic – means an epidemic that has spread over large areas and is prevalent throughout an entire country, continent or the whole world.

l)Parent – means, for the purpose of this Administrative Procedure, any individual who meets the definition as set out in the Family Law Act.

m)Record of Administration – means a form that is established at the school level for the use of the principal or designated staff in recording the details associated with administration of medicine to a student.

n)School Sponsored Activity – means any activity that occurs under the purview of the regular operation of the school.

o)Self - Administration – means the independent practice of a student in adhering to a medicinal schedule prescribed by a physician.

p)State of Emergency – means a situation in which a government is empowered to perform actions or impose policies that it would not normally be permitted to undertake, with the aim of addressing a crisis, implementing emergency plans and protecting citizens.

q)Written Report – means a report completed under the authority of the principal on any student who, through illness or injury, requires medical assistance at a medical facility.

HEALTH PROTOCOL

Protocol - Student Health Emergencies

1. In the event of a potential life-threatening situation or a very serious illness, accident or injury, or where there is uncertainty about the seriousness of an accident, the principal or attending staff member shall call 911 immediately;
2. The principal or designate shall make a call to the parent as soon as possible thereafter, and shall maintain adult supervision of the student until relief is provided by medical personnel or the parent;
3. If medical personnel take a student for medical care without parents having been successfully contacted, the principal or designate will endeavor to arrange for the student to be accompanied by an adult until:
 - 3.1. A parent arrives; or
 - 3.2. Medical staff assume responsibility for the care of the student.
4. The Principal shall ensure that, for all students with life-threatening health care needs identified on an Individual Health Plan, all school staff have information regarding medical treatment response procedures in the event of an emergency;
 - 4.1. Staff are expected to have access to information about all students in the school who have an Individual Health Plan;
 - 4.2. Emergency treatment of specific conditions included on the Individual Health Plan shall be handled in accordance with directions provided by the student's parent or physician.
5. A written report shall be completed in every situation involving a student (illness or accident) who requires medical assistance at a medical facility;
 - 5.1. The report should summarize the nature of the incident, including time, place, any known factors associated with incident and action taken.
 - 5.2. The original written report, signed by principal or designate, shall be retained at the school and copies are to be shared with parents.

Protocol - Illness

Staff are expected to act as would a reasonable parent if a student becomes ill at school or on a school-sponsored activity and shall attend to the following procedures in instances when a child informs a member of staff that they feel unwell.

6. Staff shall first verify that there are no identified conditions or medical alerts for the student. and proceed accordingly if there are known conditions or medical implications;
 - 6.1. If identified conditions or medical alerts for the student do exist, staff should take into account the specific information noted on the student's Individual Health Plan, as it may pertain to illness.
7. In view of the symptoms presented, the staff member shall decide whether to check with a certified first-aid member of staff;
8. Based on the symptoms presented, the staff member shall decide whether a call to a parent is required:
 - 8.1. Especially with respect to younger children, a call home is always preferable;
 - 8.2. If determined that no call is required, then the staff member shall continue to monitor the child in class, or
 - 8.3. Request that they are monitored by school administration or designate in the school's first aid area.

HEALTH PROTOCOL

9. On receiving a call of concern from the school, parents shall make arrangements to immediately pick up any child who presents with diarrhea or, vomiting, or symptoms of a communicable illness such as fever, coughing, sore throat, etc.

9.1.If a parent or guardian cannot be reached, the identified emergency contact(s) shall be contacted.

9.2. The child shall be provided as much comfort as possible until they are collected.

10.Parents or guardians are asked to monitor the child for 24 hours and seek medical advice to determine if the child is infectious or contagious;

10.1.Medical advice received by the parent, where pertinent, should be shared with the school.

11.The principal or designate shall contact, and refer to advice provided by Alberta Health Services, if a noticeable disease is suspected or reported by a staff member or parent;

11.1. The Principal shall refer to the expectations identified below in Protocol - Communicable Diseases.

HEALTH PROTOCOL

Protocol – Injuries

Staff are expected to act as would a reasonable parent if a student becomes injured at school or on a school-sponsored activity:

1. Administrators, staff and volunteers shall take all reasonable precautions to prevent accidental injury from occurring to students under their care and supervision;

2. Staff shall report potential hazards to an administrator (if on site) and to students as soon as possible;

3. The Principal shall ensure that the school is equipped with first aid supplies and equipment and that First aid supplies are accessible to staff at all times;

4. Staff who handle any body fluids shall ensure that they take precautions to protect themselves and others from the spread of infection, as outlined in the protocol related to Hygienic Practices.

5. The Principal shall ensure that staff are aware of basic first aid procedures and aware of the names of persons on staff with first aid training;

5.1. All staff members shall have, at a minimum, standard first aid that includes CPR & AED training.

6. When a student is injured, staff shall ensure that they are comfortable and safe. Preferably, the staff member shall stay with the student and have another person summon assistance;

7. Where, in the judgement of the school employee, it is necessary for a student to obtain the services of a medical practitioner, the employee shall attempt to contact the parent immediately, if time permits, or as soon as possible after medical assistance is provided;

8. If a student has suffered a serious injury, an ambulance should be summoned immediately. An employee must accompany or follow the ambulance;

8.1. Blows to the head (possible concussion) or abdominal (possible internal injury) areas may not result in readily observable injury but should always be treated as potentially serious. Students having received such blows should be kept under continuous observation until medical attention has been obtained and the parent has been apprised of the situation.

9. If an ambulance is not required and if the parent cannot be immediately contacted, the principal or his designate shall:

9.1. arrange for the transportation of the student to a medical facility;

9.2. attend with the student at the medical facility;

9.3. remain with the student until such a time as

9.3.1. the parent has arrived; or

9.3.2. the student is discharged from the medical facility and is returned to the school; or

9.3.3. the medical practitioner advises there is no further need for the principal or designate to remain at the medical facility as the treatment and safety of the student has been assumed by the medical facility, in which instance the principal shall continue to try to reach the parent and to provide accurate information.

10. If sending an ill or injured student home is a consideration, the Principal or designate shall:

10.1. Contact the parents and ensure that the student is escorted home or to a designated location; or

10.2. Keep the student at school if unable to contact the parents.

11. Where an injury occurs in an off-campus “work place” setting consistent with the student’s high school education program (RAP, CTS, etc.), then the principal may be responsible for reporting the injury under section 18 of the Occupational Health and Safety Act;

12. As soon as possible after the occurrence of an injury accident, the Principal shall complete a written report, which shall be retained on file at the school and shared with the parent or mature student as appropriate.

HEALTH PROTOCOL

Protocol – Head Lice

While a head lice affliction represents a social nuisance, it is not considered a significant health issue and can be effectively managed through coordinated efforts between parents, school staff and the community, in a manner that remains sensitive to the needs of students. Procedurally:

1. Students, staff and parents should be presented with information about head lice identification, prevention and treatment information on an annual basis, and not just during an outbreak;
2. When head lice are identified, the school principal or designate should inform the parent of the affected child and provide the link to the treatment protocol website, as recommended by Alberta Health Services [myhealth.alberta.ca/Alberta/Pages/how-to-treat-head-lice.aspx];
3. The parent shall be advised to attend to treatment for the child/children as soon as possible and to share treatment protocols with the child's immediate contacts;
4. Consistent with Alberta Health Services guidelines, students afflicted with head lice should not be restricted from attending school;
- 4.1. In the event a student appears not receive the appropriate treatment from his/her parent, and the student's continued attendance at school represents an ongoing concern, the school principal should report the concern to Alberta Health Services

Protocol – Communicable Diseases

In matters related to Communicable Diseases, schools must adhere to certain procedures, consistent with the provisions of the Public Health Act, in order to ensure the public interest and also to provide protection for individual rights and freedoms:

5. Students and/or staff members with symptoms of a known communicable disease should seek medical attention and stay away from school until such a time as they have been cleared to return to school;
6. A staff member shall inform the Principal when that staff member receives information that a student has a communicable disease, as noted on the Alberta Health Services list of notifiable diseases;
7. The Principal shall contact the health authority and advise the board of any forthcoming public health recommendation;
8. When a staff member has a communicable disease as noted on the Alberta Health Services list of notifiable diseases, the staff member is required to report that condition to the Medical Officer of Health and to the principal;
9. Any information about a communicable or notifiable disease, whether related to a student or to a member of school staff, must be kept in the strictest of confidence and, therefore, only those who are deemed to require such information shall be informed;
10. Unless special circumstances identified by the Medical Officer of Health dictate otherwise, students with communicable diseases shall be allowed to attend school provided they do not present further risks to themselves or risks to others at the school;
11. If the student's condition poses a health risk to others and attendance at school is not possible, the principal shall provide the student with alternative learning resources;
12. Staff members with a communicable disease should be allowed to continue normal duties unless the nature of the individual's job requires that the employee be free of any communicable disease;
- 12.1. When the physical condition of the staff member poses a health risk but they are otherwise well enough to continue to perform assigned duties, the principal may determine an alternate assignment.
- 12.2. Staff members unable to continue their duties as a result of having a communicable disease shall have access to sick leave, medical or other leave benefits as per their employment contracts.

HEALTH PROTOCOL

Protocol – Epidemic/Pandemic Response

In the event of an epidemic or pandemic, the school principal and all staff are expected to ensure the most effective and efficient use of resources for the maximum benefit and protection of students, staff and facilities.

1. Where a principal or teacher has reason to suspect the existence of a communicable disease in epidemic form, he/she is required by the Alberta Public Health Act to notify a medical officer of health of by the fastest means possible;
2. In the event that Alberta Health Services identifies risk or evidence of a pandemic outbreak in the region, the Principal and board shall take direction from Alberta Education, Alberta Health, Alberta Health Services or, in the case of a provincial State of Emergency, from whatever government ministry issues direction;
3. The principal and board, working together and with the Health Authority, shall communicate a standard set of response protocols for dealing with an epidemic/ pandemic to ensure that members of administration and staffs are familiar with roles and processes in the event of an outbreak.
 - 3.1. Hygiene Protocols, such as handwashing, sneezing/coughing into the elbow, avoidance of face-touching, regular disinfection of common surfaces, use of face masks, should be regularly and clearly communicated to all staff and students.
 - 3.2. Social distancing is one such measure taken to restrict when and where people can gather. It is intended to decrease the number of new infections by reducing the opportunities for transmission from infected to non-infected individuals. These measures include, but are not limited to, provincially mandated school closures.

Protocol – Hygienic Practices

The school principal and staff shall be responsible for developing, communicating and educating staff and students and visitors about routine, precautionary procedures for controlling the spread of any communicable diseases, with specific attention to

1. Effective Hand Washing – The principal shall ensure learning opportunities exist for all members of the school community, with frequent opportunities for practicing vigilant thorough hand washing using soap and water and the 20 second rule;
2. Coughing/Sneezing – Staff and students must understand and be able to regularly demonstrate appropriate coughing/sneezing practice, particularly that of coughing/sneezing into one's upper sleeve and not one's hands;
3. Clean Up of Blood and Body Fluids – Routine practices should include the prompt cleaning of soiled surfaces with disinfectants, such as household bleach (1 part bleach to 10 parts water);
 - 3.1. Disposable towels or tissues should be used whenever possible, and mops, where used, should be rinsed in a bleach solution.
 - 3.2. Employees with open lesions on their hands should use disposable gloves to handle or clean up blood and body fluids and gloves or any other apparatus used should be safely discarded as contaminated waste immediately thereafter.
 - 3.3. Staff cleaning soiled services must avoid exposure to their mucous membranes and hands must be thoroughly washed once gloves are removed.
 - 3.4. Clothing and/or linens soiled with blood or other body fluids must be washed in hot water.

HEALTH PROTOCOL

Protocol – Administering Medications

The school principal and staff members are not, except in specific instances, expected to administer medication. Exceptions to this general principle may occur when the student is deemed incapable of administration of a necessary medication or in an instance when administration is necessary to preserve the life of the student.

1. Except in specific situations outlined below, staff support in administering medications shall be restricted to:

1.1. Identification of students in need of medication;

1.2. Monitoring of student self-administration of medication in accordance with a schedule established by a physician;

1.3. Provision of security for the medication;

1.4. Parental information regarding the medication schedule; and

1.5. Assurance by the principal that, at year-end, the medication is either picked up by the parent, or safely disposed of.

2. In determining the identity of students who may require medication while at school, the principal shall seek to obtain, from the parent:

2.1. A voluntary statement of the student's health at the beginning of each school year, including susceptibility to particular illnesses, allergies or reactions;

2.2. Emergency contact information for the parent(s), including contact information at their place(s) of employment.

3. The principal shall maintain a record of students who may require medical attention and the record should be made available to staff members on a need to know basis;

4. A parent may make a request, through the principal, that medication be administered to a child during school hours or during school-sponsored events;

4.1. The request is required both for students who will self-administer and for those deemed incapable of self-administration.

5. Such a request shall be in writing and must include the schedule for administration, the exact dosage and the timing of the treatment, the possible effects of failure to comply with the medication schedule and provisions for the security of the medication;

6. Where a student is deemed incapable of self-administering the medication, the principal may designate a staff member who shall:

6.1. receive instructions from the physician as to the correct means of administration;

6.2. administer the medication in accordance with the instructions and the schedule provided by the physician;

6.3. ensure the medication is kept in a secure location, as deemed appropriate by the principal, and inside the original prescription container, clearly labelled and specifying the name of the medication and expiry dates; and

6.4. complete a record of administration form, noting the action taken in accordance with the medication schedule.

7. Where a student is capable of self-administering their medication, a designated staff member will monitor the student's compliance with the administration schedule, provide for security of the medication as determined by the principal, and complete the record of administration form, noting the date, time and actions taken in accordance with the prescribed schedule;

8. Students who bring medicine to school or to school-sponsored events, such as field trips or extended overnight trips, for self-medication, shall be responsible for keeping secure their medications and medical equipment (e.g. bee-sting kits) and shall inform the principal or key supervisor accordingly;

8.1. On extended or overnight field trips, the school may request that students who self-administer medication provide to the supervisor the appropriate permission form, signed by the parent and listing the medication, dosage, special care instructions and known allergies;

9. All forms that contain information regarding the administration of medication shall be maintained in the student's Individualized Health Plan;

10. The parent shall advise the principal, immediately and in writing, of any changes in the medication, medication schedule, or any other matter affecting the administration of medication to the student;

11. It is the responsibility of the parent to provide the school with a proper supply of medication and to ensure that the medication does not pass its expiry date and that any medical devices or equipment are in proper working condition.

12. All parental requests for support with the administration of student medications must be renewed annually.

HEALTH PROTOCOL

Protocol – Severe Allergies/Anaphylaxis

Schools recognizes the dangers faced by students with severe allergic or anaphylactic reactions to foods and other substances. While schools cannot guarantee an allergen-free environment, the principal and staff will take reasonable steps to ensure a safe environment for children with life-threatening allergies.

- 1.The responsibility for communicating concerns about students with severe allergies or anaphylactic reactions to foods and other substances belongs to parents and to the students themselves, where student age and maturity permits;
- 2.Parents of children with severe allergies must identify their children to the principal and the teacher and should ensure that their child wears an allergy alert bracelet;
- 3.Parents must ensure that a written request for administration of medication is properly completed and approved by the principal;
- 4.If parents identify their child as having severe allergic or anaphylactic reactions to specific foods, the principal shall communicate the concern to all parents in the school and request that parents of students in that student's class, in particular, refrain from sending those foods to school:
 - 4.1. Regular reminders shall be sent to staff, students, and parents regarding the problematic foods.
 - 4.2. If parents provide food for special occasions, they should be asked to provide complete ingredient lists.
- 5.It shall be the responsibility of the parents to provide:
 - 5.1. Identification of the foods or other substances that trigger a severe allergic or anaphylactic reaction;
 - 5.2. A treatment protocol, signed by the child's parent and the child's physician, that confirms the allergens that the student must avoid, indicates what symptoms exposure to the allergen can cause to the student and outlines how the student's severe allergic or anaphylactic reactions should be managed by school staff;
 - 5.3. All relevant emergency information and must keep this information current; and
 - 5.4. At least one unexpired injector or other medication; it is the responsibility of the parent to check expiry dates of medication and injectors and replace them as necessary.
- 6.The principal shall ensure that an Individual Health Plan, is developed for all students known to be at risk of a life-threatening allergy;
- 7.All staff members (certified and non-certified) must be made aware that a student with severe allergic reactions or anaphylaxis is attending the school. A student prone to severe allergic reactions must be identified by the parent, before or immediately following the student's registration at the school;
- 8.The principal should take steps to ensure that all students are taught the dangers of sharing or trading lunches with students who have severe allergic or anaphylactic reactions;
- 9.Parents shall communicate to the principal and staff the signs of anaphylactic shock and demonstrate how they or their child uses an autoinjector when required to do so;
- 10.While the primary responsibility for the use of injectors is with the student, a staff member shall intervene if administration by the student is determined to be impracticable or if a student is deemed to be experiencing an anaphylactic reaction;
- 11.Principals shall ensure staff have opportunities, preferably provided by medical professionals, to learn about and recognize the signs of anaphylactic shock and to use various types of autoinjectors;
- 12.The principal shall ensure that a minimum of one epinephrine auto-injector is maintained in the school, in a secure spot that is accessible to any staff member who may be required to use it;
- 13.The principal may designate certain areas of the school an "allergen-free area".
 - 13.1.The school administration shall develop strategies for monitoring "allergen-free" areas and for identifying and monitoring high-risk areas for students with severe allergies.

HEALTH PROTOCOL

References:

AISCA Policy 15

Alberta Health Services (www.albertahealthservices.ca)

Alberta Public Health Act

Communicable Diseases Regulation – A.R. 238/85

CONFLICT RESOLUTION

Definitions

- Conflict – means a situation in which differences are expressed by interdependent people in the process of achieving their needs and goals, where a change in at least one person is necessary for constructive engagement to continue or to develop;
- Conflict Resolution - means the way by which two or more parties find a peaceful and satisfying solution to an identified problem;
- Parent - means, for the purpose of this Administrative Procedure, any individual who meets the definition as set out in the Family Law Act;
- Principal – means, in this Administrative Procedure, an individual, also referred to as a teacher leader, who is authorized, by an Alberta Leadership Certificate or letter of authority, to provide principal service in an accredited private school;
- Professional Competence – means the professional practices of a teacher and/or teacher leader which are consistent with the professional practice standards required of teaching professionals in Alberta;
- School Community – means the parents, students, staff, board members and others most invested in the success and well-being of the school;
- Teacher – means, in this Administrative Procedure, an individual who is authorized, by an Alberta Teaching Certificate or letter of authority, to teach in an accredited private school;
- Registrar – means the person appointed by the Minister of Education with responsibilities related to matters of teacher and teacher leader certification;
- Unprofessional Conduct – means conduct of a teacher or teacher leader that is inconsistent with the professional conduct requirements set out in Regulation for teachers and teacher leaders and not in keeping with the interests of students, the public, teachers or teacher leaders.

CONFLICT RESOLUTION

Procedures

It is understood that conflict is a naturally occurring phenomenon in social settings, including schools, and that the effective management of conflict can be a healthy and constructive force in organizational development.

1. Recognizing that conflict resolution in a school environment is most likely to be successful when mutually acceptable solutions are achieved through procedures designed to focus on the interests of the student and the overall school community, the principal shall, through his/her leadership behaviors:

1.1. Communicate the ability of all members of the school community (students, staff and parents) to voice concerns or make inquiries to appropriate school personnel;

1.2. Establish and maintain an environment within which all parties in a situation of conflict treat one another with fairness, dignity and respect;

1.3. Facilitate communication and provide procedural direction to students, parents and staff members who may seek to initiate a complaint or a concern; and

1.4. Ensure that, to the greatest extent possible, members of the school community understand their responsibility to begin addressing a concern directly with those persons with whom they have the concern before taking the issue to a higher level.

2. Parents or students with concerns or inquiries about the practices of their child's teacher, program or other levels of school support should address such matters directly with the teacher before raising these concerns with the school principal.

2.1. If, in the parent's or the student's view, the matter is not resolved satisfactorily with the teacher, the concern may be addressed to the principal;

2.2. The principal shall endeavor to meet with the affected parties and to first mediate a resolution or, alternately, direct a resolution;

2.3. When either teachers or principals have been apprised of concerns raised by a parent or a student, they shall endeavor to deal with the concerns in a timely fashion.

3. Parents, students or staff with concerns or inquiries about the decisions or actions arising from the authority of the school principal should address these to the principal and the principal shall ensure the individual(s) raising the concern is provided a safe, fair and respectful hearing, focused on issue resolution.

3.1. Where further appeal procedures related to the final decision-making authority of the principal exist, the principal shall ensure that students, parents and staff members have access to such information.

4. Notwithstanding procedures described in sections 2 and 3 above, the principal shall communicate to the school community the requirement for all teachers and principals to meet provincial standards of professional conduct and professional practice.

4.1. In accordance with the Practice Review of Teachers and Teacher Leaders Regulation, any individual may make a complaint to the Registrar concerning the professional competence of a teacher or teacher leader (includes principal) or the unprofessional conduct of a teacher or teacher leader.

CONFLICT RESOLUTION

References

-Family Law Act (Government of Alberta)

-Practice Review of Teachers and Teacher Leaders Regulation (Alberta Education)

-Professional Practice Standards for the Teaching Profession - Teaching Quality Standard and the Leadership Quality Standard (Alberta Education)

FINANCIAL ACCOUNTABILITY

The Board of Creekside Creative Academy is committed to using available financial resources from Alberta Education, tuition generated funds and any other funding sources for the maximum benefit of students. Consistent with the board's objective to provide careful stewardship of fiscal resources and to ensure transparent and ethical use of school funds, the board will establish, and update as necessary, financial management protocols and procedures aligned with standards issued by the Accounting Standards Board and supported by the Chartered Professional Accountants of Canada.

Legal References

- Education Act (Alberta)
- Income Tax Act (Canada)

FINANCIAL ACCOUNTABILITY

Definitions

-Accounting Standards Board – means an independent Canadian body with the authority to establish accounting standards for use by all Canadian entities outside the public sector;

-Board – means the directors and officers of the corporation responsible for operating the school;

-Cardholder - means an individual authorized to hold and use a school credit card;

-Conflict of Interest – means, in this administrative procedure, a situation in which an individual is in a position, either real or perceived, to exercise significant influence over another and to derive unwarranted benefit from actions made in their official capacity;

-CPA Canada – means the Chartered Professional Accountants of Canada, the national organization established to support a unified Canadian accounting profession;

-Internal Controls - means those policies and procedures put in place to ensure the continued reliability of accounting systems.

-Petty Cash - means an accessible store of money kept by an organization for expenditure on small items.

-Point of Sales (or POS) - means the place where a client makes a payment for products or services at a school, normally involving a digital entry of a transaction into a computer, cash register or POS terminal.

-Principal – means, in this administrative procedure, a principal or head-of-school or other individual, appointed by the board and authorized, by an Alberta Leadership Certificate or letter of authority, to provide leadership service in an accredited private school.

-Purchase Order (or PO) - means an official document issued by a buyer committing to pay the seller for the sale of specific products or services to be delivered in the future.

-Receivables – means legally enforceable claims for payment held by a school for goods supplied or services rendered.

-Related Party Transaction – means a transaction that occurs where one party is able, either directly or indirectly, to exercise significant influence over another. The influence may exist where there is an economic interest and a related party may include any person, including management and immediate family members, related to the entity that is preparing the financial statement. A related party transaction occurs when there has been a transfer of resources, services or obligations between a reporting entity and a related party.

-Secretary-Treasurer – means, in this administrative procedure, a qualified individual, appointed by the board and authorized to carry out functions related to financial planning, reporting and accountability.

-Terms of Payment - means indication, on an invoice, of how quickly a school expects to receive payment in full from the client (cash in advance, cash on delivery or deferred payment) and any other provisions for making payment.

FINANCIAL ACCOUNTABILITY

Procedures

1. With respect to ensuring transparency and accountability in all of its financial processes, the school principal, supported by the individual appointed by the board as secretary - treasurer, shall ensure the implementation of internal controls to and enable effective management of processes. In general, these controls shall incorporate:
 - 1.1. Separation of duties or, as appropriate, sharing of duties and reviews by co-workers;
 - 1.2. Controlling access to different parts of the accounting system by password, electronic access logs and lockouts;
 - 1.3. Physical audits of assets such as cash and inventory;
 - 1.4. Standardized documentation such as invoices, receipts, deposits, expense claims;
 - 1.5. Regular trial balances to identify discrepancies;
 - 1.6. Periodic reconciliations, such as a monthly reconciliation of bank statements with the school's financial records; and
 - 1.7. Approval authority requirements such as having the principal or another individual designated by the principal sign off on orders of classroom supplies.

2. In a manner consistent with the context of the school operation, the principal and staff, supported by the secretary-treasurer, shall apply accounting best practices to reduce financial risk and to mitigate any risks related to fraudulent or inappropriate use of school funds. To the extent that is reasonable in the circumstance, the following procedures shall be implemented in the organization:
 - 2.1. Regarding Invoicing of Receivables
 - 2.1.1. All invoices issued by (Name of Society/School) will include a detailed description of goods or services being provided by the school; and
 - 2.1.2. Terms of payment.
 - 2.2. Regarding Receiving Payments via point of sales, cheques, or cash
 - 2.2.1. Authorized users of POS terminals will be provided with unique passwords or access codes;
 - 2.2.2. Cash counts and trial balances will be conducted on a regular basis (e.g. cash counts at beginning and end of day);
 - 2.2.3. Receipts will be issued for all payments and where payment is made against an invoice, the receipt will reference the invoice;
 - 2.2.4. The school will develop standardized documents for recording of daily receipts; and
 - 2.2.5. The school will develop procedures for the secure storage of cash, credit card information, receipts and other transaction documents.
 - 2.3. Regarding Deposits
 - 2.3.1 Detailed documentation will be maintained for all deposits, comparing a list of all cheques and cash receipts to the bank deposit;
 - 2.3.2 Deposits will be made by a staff member designated for this role by the principal and, to mitigate against potential conflict of interest, the staff member shall not also be the bookkeeper.

FINANCIAL ACCOUNTABILITY

2.1. Regarding Unpaid Invoices

2.1.1. The school will develop a progressive procedure for managing overdue accounts, which may include acknowledgement for timely payments, gentle reminders, interest on overdue accounts, use of pre-collection and collection agencies; and

2.1.2. The school will develop an authorization process for forgiving, reducing or writing off of bad debts.

2.2. Regarding Bookkeeping

2.2.1. All individuals who have access to the bookkeeping software utilized by the school shall access this software through secure, individually unique passwords;

2.2.2. Bookkeeping duties will be managed by a staff member other than the individual handling cash receipts, making deposits, reporting, or auditing; and

2.2.3. As the school's budget is the basis for all bookkeeping entries, it must be developed under the supervision of the principal and the secretary-treasurer and approved by the board.

2.3. Regarding Payroll

2.3.1. Annual payroll amounts along with any changes to payroll, including bonuses, may be recommended by the principal, but approved only by the board;

2.3.2. The school will regularly monitor payroll records for month-to-month variations; and

2.3.3. The school will utilize direct payroll deposits whenever possible.

2.4. Regarding Purchases of Supplies and Services

2.4.1. The school will develop a Purchase Order system for any purchases made on credit or account; and

2.4.2. Detailed invoices should be required from all providers.

2.5. Regarding Expense Claims

2.5.1. The school will develop and utilize a standardized expense claim form;

2.5.2. All claimed expenses must be supported by receipts or documents (e.g. mileage logs);

2.5.3. The school will set limits on allowable expenses (e.g. a claimant can claim the lesser of mileage or the price of the lowest available airline ticket to a conference destination);

2.5.4. All expense claims shall require an authorization signature by the principal or other individual designated for this role by the principal, and the individual authorizing the expense claim must not have any family relationship to the claimant; and

2.5.5. Cash and cash equivalents (such as gift cards) are not considered as acceptable expense claim items unless an explanation is given with the receipt of transaction.

2.6. Regarding Credit Cards

2.6.1. The principal, or another individual designated for this role by the principal, shall determine controls on who has access to credit cards and shall establish procedures for credit card use;

2.6.2. Employees using credit cards must submit receipts on a regular basis to the principal or another individual designated for this role by the principal;

2.6.3. Cardholders will take steps to safeguard their card numbers and PINs;

2.6.4. Cardholders will not allow their card information to be stored online or with a vendor; and

2.6.5. Credit cards must be surrendered upon leave, termination of employment, or at the request of the user's supervisor.

FINANCIAL ACCOUNTABILITY

2.10. Regarding Petty Cash

2.10.1. Receipts will be required for all petty cash payouts;

2.10.2. The principal, in consultation with the secretary-treasurer, shall establish processes to ensure that the individual responsible for approving the claim and the individual paying the claim are not the same;

2.10.3. Petty cash will be reconciled on a regular basis.

2.11. Regarding Leases, Rents and Mortgages

2.11.1. All leases, rents and mortgages shall be regularly reviewed by the principal and/or secretary-treasurer of the board to ensure compatibility with market rate conditions;

2.11.2. All leases, rents and mortgages shall be included in the annual budget approved by the board; and

2.11.3. All anticipated related-party transactions are to be reported both in the budget notes and on the school's audited financial statements, including a description of the transaction, the amounts, and any contractual obligations with the transaction.

2.12. Regarding Inventory Control

2.12.1. The school will regularly take inventory of physical assets such as textbooks, computers, furniture, and vehicles.

2.13. Regarding Approvals and Accountabilities

2.13.1. Non payroll electronic funds transfer or cheques will require the authorization of two non-related signatory officers;

2.13.2. Signatory officers will be appointed by the board and their signatory powers will cease at the discretion of the board or when they leave their positions with the board or school.

2.14. Regarding Charitable Receipts (For schools that are registered charities)

2.14.1. The school will follow the rules set out in the Income Tax Act (Canada) and the guidelines established by the Canada Revenue Agency, CRA;

2.14.2. The school will retain copies of all receipts issued and will maintain thorough records of all donations received;

2.14.3. Subject to legislation and CRA guidelines, the school will use gifts for the purposes intended by the donor;

2.14.4. The school will only issue receipts for donations of "property" as defined in the above references and not for services; and

2.14.5. Receipts will not be issued for the portion of any donation that provides an advantage to the donor (e.g. a donor who pays an entry to a fundraising golf tournament can only be provided with a receipt for the portion of the entry above the cost of the green fees, meal, and any "gifts" received).

2.15. Regarding Reporting

2.15.1. The school will follow the recommended CPA Handbook guidelines for not-for-profit financial reporting to the board (and society or shareholders) and report on:

2.15.1.1. The budget for each coming school year;

2.15.1.2. The audited financial statement, AFS, for the year completed;

2.15.1.3. Internal in-year reports on actual results compared to budget and to previous years, explaining any discrepancies;

2.15.1.4. Statements of Financial Position (Balance Sheet); and

2.15.1.5. Statements of Operations (Income and expenditures).

FINANCIAL ACCOUNTABILITY

1.16. Regarding Audited Financial Statements

2.16.1. The school will conduct an annual independent audit as per the accountability requirements of Alberta Education;

2.16.2. The school's annual audit will follow the Canadian Auditing Standards as found in the CPA Canada Handbook;

2.16.3. The school is responsible for disclosing significant and material transactions and the secretary-treasurer shall request the completion of declaration/disclosure forms, wherever reasonable and appropriate (See Appendix A – Key Management Personnel Declaration Statement) and Appendix B - Close Family Member Declaration Statement;

2.16.4. In accordance with the Canadian Auditing Standard on Related Party Transactions, audit procedures will be performed to identify, assess and evaluate related party transactions, both to ensure compliance with funding requirements and to mitigate risk associated with fraud that may be committed through related parties;

2.16.5. in view of any recommendations which may arise from its audited Annual Financial Statements, the board shall annually consider potential revision of its protocols; and

2.16.6. The school will post a publicly accessible Annual Education Results Report, including a summary of its audited financial statement to the school authority website or, alternately, provide information to the Ministry about how the school authority makes such information available to parents, the school community and the general public.

3. At the discretion of the board, and with the advice of accounting and legal professionals to ensure school practices meet the highest standards of accountability, schools may undertake more complex financial management practices that may address, for example, planned giving, investments, and/or the implementation of ancillary operations, where these operations support the mission and mandate of the school.

References

-Alberta Education Funding Manual (Section J - Reporting Requirements)

-Appendix A to Administrative Procedure 301 – Key Management Personnel Declaration Statement

-Appendix B to Administrative Procedure 301 – Close Family Member Declaration Statement

-CPA Canada Handbook -Standards and Guidance

-Canada Revenue Agency – Reporting Guidelines for Charitable Organizations

-Personal Information Protection Act, Sections 14(c) (2) and 16 (1) and (2)

-Policy and Requirements for Accredited Private School Authority Planning and Results Reporting (Alberta Education)

-Private Schools Regulation (Alberta Education)

CHILD WELFARE

The board believes that all children have the right to be safe and to receive appropriate care, whether at home, in school or in the community. To this end, all staff are accountable for compliance with the requirements of the Child, Youth and Family Enhancement Act and must respond accordingly to any instances of suspected child abuse and neglect, or when any child is otherwise deemed to be in need of intervention.

Legal References

- Child, Youth and Family Enhancement Act
- Children First Act
- Education Act, Sections 29, 30, 31, 32, 218
- Personal Information Protection Act

CHILD WELFARE

Definitions

-Child – means a person who is under the age of 18 years;

-Child Abuse – means, in this administrative procedure: neglect, emotional abuse, physical abuse and sexual abuse, in the context of the definitions provided in the Child, Youth and Family Enhancement Act,

-Child in Need of Intervention – means, in this administrative procedure, a child for whom supportive services are required because a parent cannot adequately protect a child from harm, or the danger of being harmed, as defined by the Child, Youth and Family Enhancement Act.

-Child Intervention Officer – means, in this administrative procedure, a Child and Family Services caseworker, intervention worker, police officer or other designated individual who may be assessing or investigating a complaint of child abuse;

-Parent – means, for the purpose of this administrative procedure, any individual who meets the definition as set out in the Family Law Act;

-Personal Safety Programs – means personal safety programs designed to provide children with knowledge and information about keeping safe, including safety from sexual abuse;

-Representative of the board - means, in this administrative procedure, an individual that may be identified by the board to carry out functions related to the investigation of allegations made by an individual about child abuse;

-School Community – means the parents, students, staff, board members and others most invested in the success and well-being of the school;

CHILD WELFARE

Procedures

In recognition of the best interests, safety and well-being of children, and with respect for the well-being of families and the school community as well, the school is expected to develop and implement procedures to ensure timely and accurate reporting of any suspected instances of child abuse and neglect. To this end,

1. Principals and staff members and parents may work together to identify and provide for the in-school delivery of child-focused personal safety programs;

2. Principals shall be responsible for ensuring all school staff are aware of their legal obligations to report suspected cases of abuse and neglect to the appropriate authorities, in accordance with the Child, Youth and Family Enhancement Act;

2.1. The Child Abuse Hotline can be reached anytime at 1-800-387-KIDS (5347). Alternately, those making reports can call the Child and Family Services Intake Lines at the nearest Children's Services office, the local police force or, in the event the situation is considered an emergency, an individual can call 911.

2.2. The Child, Youth and Family Enhancement Act prescribes penalties for those who fail to report suspected cases; it also provides protection against a person reporting unless the reporting is deemed to have been done maliciously or without reasonable and probable grounds for the belief.

3. Notwithstanding a staff member's obligation to report suspected instances of child abuse or neglect, there may also be times when a child chooses to disclose information about child abuse or neglect. On these occasions, the staff member hearing the disclosure should:

3.1. Listen and allow the child to tell what happened in their own words;

3.2. Remain calm and neutral and avoid showing any reaction that might cause the child to believe the abuse or neglect was their fault;

3.3. Support and acknowledge the child's feelings; reassuring them that telling a trusted adult was the right thing for them to do and letting them know that contact will be made with someone who can help;

3.4. As soon as possible following disclosure, record what the child heard/saw in his or her own words and make a report to the nearest area Child and Family Services Office;

3.5. Record the date and time of the call, along with the name and position of the child intervention worker who accepts the report; and

3.6. Maintain the record in a confidential file, separate from the student record.

4. School staff members making reports related to suspected child abuse or neglect shall keep such reports confidential and shall provide such information only to those who need to know in order to help protect the safety and welfare of the child;

4.1. When a staff member has made or is making such a report, then the principal is deemed a person "who needs to know."

CHILD WELFARE

5. An investigation for child intervention services is the responsibility of Child and Family Services, who may, if appropriate, be supported by the police. Children's Services is responsible for:

5.1. Determining whether the child is in need of intervention services;

5.2. Contacting the police if a criminal investigation is required; and

5.3. Coordinating a response with other agencies, if necessary.

6. Following an initial assessment by a child intervention officer, the case may proceed to an investigation and there may then be circumstances in which the case worker or intervention officer seeks to interview a child in the school building. Should this occur:

6.1. The principal may ask the intervention officer or case worker to present identification and to provide the reasons for conducting the interview on school property;

6.2. The case worker may advise that they wish, in the interests of confidentiality, to meet alone with the child; or

6.3. The case worker and school personnel shall determine together the appropriateness of having a school representative present during the interview; or

6.4. The child may request that a staff member be present and, if so, the principal shall comply with the request.

7. It is the responsibility of the Children's Services case worker and/or the child intervention officer to determine when to notify the parent about any steps or outcomes associated with the investigation;

7.1. School personnel shall not assume this responsibility.

8. School personnel directly involved may expect follow-up communication from Child and Family Services that provides relevant information, determined on a "need to know" basis, about the disposition of the investigation;

8.1. Following the investigation, the staff member, principal, any other identified school personnel should, with input from the Children's Services case worker, meet to discuss any ongoing steps that might be taken to ensure the provision of necessary supports and services for the child.

9. Notwithstanding procedures 1 – 7 above, and recognizing that the Child, Youth and Family Enhancement Act does not address such situations, it is nevertheless possible that allegations of child abuse may be made against teachers, principals or other school personnel;

9.1. Where an allegation of child abuse involves a teacher or other employee, and whether the report originates in the school or elsewhere, the principal must be informed and the principal shall take whatever investigative, reporting and employment actions may be necessary in the short term to ensure student safety and school security;

9.2. Where an allegation of child abuse involves the principal, the supervisor of the principal, if such a position exists, must be informed, or alternately the chair of the board, who shall identify a representative of the board for investigative purposes. The supervisor of the principal or the representative of the board, whichever is the most appropriate, shall take whatever additional investigative, reporting and employment action may be deemed necessary in the short term to ensure student safety and school security.

CHILD WELFARE

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CHILD WELFARE

References

- Child, Youth and Family Enhancement Act
- Personal Information Protection Act
- Practice Review of Teachers and Teacher Leaders Regulation
- Private Schools Regulation
- Responding to Child Abuse – A Handbook (Government of Alberta, 2005)

FIELD TRIPS AND OUTDOOR EDUCATION POLICY

The Board of Creekside Creative Academy supports the use of outdoor exploration and education and sees intense value in the students having access to outdoor experiences. Field trips and experiences that offer enhanced curricular experiences outside of the classroom are supported by the Board.

FIELD TRIPS AND OUTDOOR EDUCATION POLICY

Definitions

Local Field Trip is defined as any field trip taking place within the City of Red Deer limits and up to 100 km outside of the city boundaries.

Outdoor Education Experience is defined as experiences outside of the school building that includes up to 3 km from the property of Creekside Creative Academy.

Provincial Field Trip is defined as a field trip taking place within the provincial boundaries of Alberta.

FIELD TRIPS AND OUTDOOR EDUCATION POLICY

Procedures

1. Participation in field trips and outdoor education experiences must be available to all students unless their behaviour or conduct concerns warrant otherwise.
2. Field Trip Planning and Authorization
 - a. In the case of Outdoor Education Experiences, teachers must include such experiences in their lesson plans. No further permission is needed from parents/guardians or the Principal for such experiences.
 - b. In the case of Local Field Trips, teachers must inform the Principal of their intent to proceed with the field trip and the learning experiences that such field trip provides. A permission form for the school year must be on record for the student to attend such trips. Parents/guardians do not need to sign a permission form for each field trip, but must be notified of the field trip location, date, and details.
 - c. In the case of Provincial Field Trips, teachers must submit in writing a request for such a trip. This written request must outline details as to the curricular connections, costs, and dates. If approved by the Principal, all parents/guardians must be provided a permission form outlining location, date, times, transportation details, and learning connections in order for the student to participate.
3. All school rules and procedures are deemed to be in effect during a field trip. This includes student rules and volunteer conduct.
4. If circumstances arise that raise concerns due to staff or student safety or well-being, a field trip may be cancelled.

Regardless of the type of Field Trip or Outdoor Learning Experience, students must be supervised at all times. The teacher and all supervisors are required on duty at all times for the duration of the Field Trip or Outdoor Learning Experience.

PERSONNEL PRACTICES

The Board of Creekside Creative Academy seeks to employ personnel committed to the vision, mission, values and beliefs of the organization. The board supports the recruitment, hiring and retention of personnel with appropriate professional qualifications, exemplary character and expertise in the areas of responsibility for which they are selected. The board is committed to ensuring personnel practices are consistent with applicable Alberta legislation and any other relevant board policy or administrative procedure.

Legal References

- Alberta Human Rights Act
- Education Act
- Employment Standards Code
- Personal Information Protection Act

PERSONNEL PRACTICES

Definitions

- Board – means the directors and officers of the corporation responsible for operating the school;
- Conflict of Interest – means, in this administrative procedure, a situation in which an individual is in a position, either real or perceived, to exercise significant influence over another and to derive unwarranted benefit from actions made in their official capacity;
- Contract of Employment – means a contract between an employer and an employee that sets out in a clear manner the terms and conditions of the employment relationship;
- Employment Record - means the employment information required by section 14 of the Employment Standards Code to be kept up to date and any other record needed to determine whether an individual is entitled to anything under the Act;
- Personal Employee Information – means personal information reasonably required by the school for establishing, managing, or terminating an employment relationship, but which does not include personal information unrelated to the employment relationship;
- Principal – means, in this administrative procedure, a principal, teacher-leader, head-of-school or other individual, appointed by the board and authorized by an Alberta Leadership Certificate or letter of authority, to provide leadership service in an accredited private school.
- Protected grounds – means areas specifically identified under the Alberta Human Rights Act wherein employers are accountable for ensuring workplaces that are free of discrimination in all aspects of the employment process, including recruitment, promotions, assignments, and the termination of employment.
- Representative of the Board – means, in this administrative procedure, an individual or individuals identified by the board to manage functions related to matters of personnel, especially personnel in leadership roles.
- School Community - means the parents, students, staff, board members and others most invested in the success and well-being of the school;
- Supervisor – means an employee of the school who has responsibility to provide supervision and performance oversight to one or more direct reports.

PERSONNEL PRACTICES

Procedures

1.The principal is responsible for the development, implementation, administration and review of personnel and employment practices;

1.1.Such practices must be consistent with related legislation, employment contracts, and related board policy and/or administrative procedures;

1.2.The principal shall take steps to ensure the development of a workplace environment that is free from discrimination in all aspects of the employment process, including recruitment, selection, assignments, staff evaluation and termination of employment; and

1.3.To the extent that it is reasonable to do so, the principal shall make efforts to remove any workplace barriers that may hinder the success of an individual employee and likewise to consider an individual's request for accommodation for needs based on a protected ground as described under the Alberta Human Rights Act.

2.Preferred candidates for any vacant school positions will be those whose educational background, philosophy, values and professional experiences are aligned with the needs of the school and the aspirations of the school community;

2.1.Where vacant positions are identified for a teacher or teacher – leader, prospective candidates must meet the eligibility requirements for certification in the province of Alberta; and

2.2.Where a vacant position is identified for the position of principal, the board shall identify a hiring committee responsible for the recruitment and selection of a qualified individual.

3.Employment practices shall be established to ensure that no employee or supervisor directly or indirectly influences the selection and/or hiring process where a relative or close friend of the employee or supervisor is a candidate;

3.1.An immediate family member of a school employee or a close friend shall be eligible as a candidate for a position if the individual meets the requisite qualifications, and the individual's application will be considered on its own merit;

3.2.Supervisors must exclude themselves from the hiring process if a relative or close friend is a candidate; and

3.3.An immediate family member shall not be considered eligible for employment if the hiring of the individual may create a real or perceived conflict of interest.

4.The principal and/or the board may choose to establish a hiring committee to assist in the process of employee recruitment and selection. If so:

4.1.The committee should include individuals to whom the selected candidate would have a reporting relationship;

4.2.The committee may determine to seek input from other stakeholders regarding the desired skills, qualities and attributes that best meet the needs of the school;

4.3.The level of decision making authority of the committee should be at the discretion of the principal;

4.4.The interview process should provide all candidates an opportunity to respond to a similar set of pre-determined questions; and

4.5.Committee members must ensure that all information related to the applications and the interviews remains confidential, except for the principal's announcement of the successful candidate.

PERSONNEL PRACTICES

Procedures

5.The principal and/or a representative of the board shall further ensure that all offers of employment to successful applicants are conditional on the receipt of current criminal record checks and child intervention record checks.

6.Each new employee shall sign a written contract of employment before assuming duties.

6.1.The contract shall indicate any conditions of employment, the salary, the term, the commencement date and the responsibilities associated with the position; and

6.2.The principal and/or a representative of the board may request that certificated staff present evidence of teacher qualification in the form of a Teacher Qualifications Services (TQS) evaluation and verification.

7.In matters related to establishing, managing, or terminating an individual's employment relationship with the school, personal employee information about the individual may be collected for such purposes as:

7.1.Ensuring the safety and security of employee and corporate assets;

7.2.Determining an individual's eligibility for initial employment, including the verification of references and qualifications;

7.3.Administering pay and benefits;

7.4.Facilitating professional development and performance;

7.5.Complying with applicable employment or legal requirements;

7.6.Communicating with employees; and

7.7.Any other reasonable purpose required to manage the employment relationship.

8.Personal employee information about a school employee or former employee shall be disclosed to other organizations only with the consent of the employee or former employee or otherwise as may be required by law.

9.The school principal or other identified representative of the board shall ensure that an up-to-date record of an individual's employment information is maintained, in accordance with section 14 of the Employment Standards Code.

9.1.Employment records must be retained by the employer for a period of at least three years from the date each record is made.

PERSONNEL PRACTICES

References

- Education Act – Sections 30 and 33
- Employment Standards Code – Sections 14 and 15
- Personal Information Protection Act Regulation
- Relevant Board Policies (TBD)

STUDENT ASSESSMENT

The board is committed to the accurate gathering of information about student achievement and growth, as it is related to the learner outcomes stated in the Alberta programs of study or to the outcomes identified in an alternative program of study approved by the Minister. In its endeavor to meet the needs of all students and to ensure high quality instruction, the board supports the careful use of student assessment and evaluation information for tracking and understanding individual student progress, communicating with parents, helping students themselves take responsibility for improved learning, and enabling responsible decisions about student grade placement or level of programming.

Legal Reference

-Education Act, Section 29, 30

-Alberta Regulation (AR 93/2019) Sections 3 (Requirements), 9 (Policies), 10 (Programs and Standards),13 (Principal)

STUDENT ASSESSMENT

Definitions

- a) Achievement – means a student’s demonstration of knowledge and competencies related to grade level outcomes in approved programs of study or in Individual Program Plans.
- b) Assessment – means the process of gathering information or observable evidence of what the student can do relative to the learner outcomes identified in the program of studies.
- c) Evaluation – means the process of making judgments based on interpreting assessment information at strategic times throughout a course of study, often at the end of a period of learning.
- d) Formative Assessment – means a range of assessment experiences, not used for evaluation but, rather, designed to help both students and teachers understand a student’s progress toward identified learner outcomes.
- e) Individual Program Plans – means a learning plan of action designed to provide programming guidelines for a student in need of specialized supports and services needs and used as a benchmark for determining student progress, either independently or in conjunction with a school-based report card.
- f) Programs of Study – means, for this Administrative Procedure, provincial documents that define the learning outcomes for all students working on the graded curriculum or the outcomes identified in an alternative body of study approved by the Minister.
- g) Reporting – means the sharing and communication of assessment information and evaluative judgments.
- h) Student in Need of Specialized Supports and Services – means a student recognized and served with special education programming because of behavioral, communicational, intellectual, learning or physical characteristics, or a combination of these characteristics.
- i) Summative Assessment – means the process of collecting and interpreting evidence for the purpose of evaluation.

STUDENT ASSESSMENT

Procedures

Principal Responsibilities

1. The principal shall work with staff to develop and share with the school community a school assessment plan that describes the school's philosophy with respect to student assessment and evaluation, the kinds of performance measures to be used, report card format and expectations related to communication about student learning and achievement with parents;
2. Principals, in consultation with staff, shall ensure that the school procedures are developed and communicated in accordance with the following principles.
 - 2.1. Effective assessment practice helps the student and also helps to inform the teaching process;
 - 2.2. Students have opportunities to demonstrate their learning in a variety of ways throughout the teaching and learning process;
 - 2.3. Students are active participants in the assessment process;
 - 2.4. Teachers use a range of assessments that are respectful of student differences and reflective of the diversity of the student population;
 - 2.5. Student achievement is reported in relation to learning outcomes.
 1. The principal shall ensure formal written communication of student achievement occurs a minimum of three times per year or two times per high school semester, with opportunities for a minimum of two scheduled parent-teacher interviews per year;
 2. The principal shall ensure that student learning activities, including the range of assessments used, are linked to the learner outcomes in an approved Alberta programs of study or an alternative program of study approved by the Minister;
 3. The principal must ensure that students enrolled in the school are included in any applicable provincial assessments under programs established by the Minister;
 4. The principal shall ensure that school based student assessment and evaluation strategies are fair, appropriate and evidence-based; and
 5. The principal is ultimately responsible for making grade level or course placement decisions, in consultation with staff and parents.

STUDENT ASSESSMENT

Teacher Responsibilities

With leadership, guidance and support provided as may be necessary by the principal, teachers are responsible for the following undertakings:

8. Teachers shall provide information about learning outcomes (statements of expected learner outcomes) and about the assessment and evaluation methods to students and to parents in the first month of each school year and/or semester;
9. Teachers shall ensure that their professional judgments about student achievement and performance are based on:
 - 9.1. Appropriate programming;
 - 9.2. Clearly stated curricular or individualized program plan outcomes and criteria;
 - 9.3. The use of a variety of assessment strategies;
 - 9.4. Direct evidence of student work; and
 - 9.5. The student's most consistent level of achievement as measured against the learner outcomes.
10. Teachers shall ensure that student assessment and evaluation information, reported to parents, clearly communicates the curriculum or grade level at which the student is working, particularly where the grade level placement is distinct from the instructional level;
11. Teachers reporting student performance information in relation to non-academic areas such as work habits, effort or attitude shall do so only in a manner that is, as much as possible, separate from the reporting on academic areas;
12. Consistent with the Teaching Quality Standard, teachers shall apply student assessment and evaluation practices that:
 - 12.1. accurately reflect the learner outcomes within the approved programs of study;
 - 12.2. generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - 12.3. provide a variety of methods through which students can demonstrate their achievement of learning outcomes;
 - 12.4. provide accurate, constructive and timely feedback on student learning; and
 - 12.5. support the use of reasoned professional judgment about the evidence used to determine and report the level of student learning.

STUDENT ASSESSMENT

Accountability

13. Teacher records of student final marks shall be submitted to the principal at year end and/or end of semester;
14. The principal and staff shall consider the report card as a legal document intended to communicate a summative assessment to students and parents:
 - 14.1. A record of end of year or final term student marks for each year shall be maintained within the student record;
 - 14.2. For students in need of special education programming because of behavioral, communicational, intellectual, learning or physical characteristics, an Individualized Program Plan may serve as both the programming and reporting guideline.
15. The principal and staff shall ensure that confidentiality of student assessment information is respected;
16. The principal shall ensure that parents and students, where applicable, have access to information about how to appeal matters related to, or arising from, student assessment and evaluation; and
17. The principal of the school shall ensure that assessment information arising from student results on provincial tests and other achievement measures is:
 - 17.1. reported to the board;
 - 17.2. recorded in the school's Annual Education Results Report; and
 - 17.3. publicly reported in a manner that shares overall results, assesses school achievement and indicates the extent to which improvement has taken place.

References:

- Guide to Education: ECS to Grade 12 Handbook (Alberta Education)
- Policy and Requirements for Accredited Funded Private School Planning and Results Reporting (Alberta Education)
- Professional Practice Standards for the Teaching Profession - Teaching Quality Standard and the Leadership Quality Standard (Alberta Education)

STUDENT DISCIPLINE, SUSPENSION, AND EXPULSION

The Board of Creekside Creative Academy recognizes that while it is ideal for a student to be at school, in the learning environment, that rules and regulations must be observed by students, parents, and staff.

General discipline through support, behaviour or regulation plans, and appropriate corrective actions will always be the preferred action over that of suspension and expulsion. Suspension and expulsion, as outlined in this policy, should only be invoked when other interventions have proven ineffective or when the seriousness of the offense warrants such action.

Definitions

Expulsion means that a student is removed from a class or educational program.

Suspension means removing a student for a specified period of time from one or more class periods.

STUDENT DISCIPLINE, SUSPENSION, AND EXPULSION

Procedures

1. The teacher must notify the Principal of any suspension of a student for any length of time over one class period.
2. The Principal may suspend a student for one or more class periods. When a student is suspended by the Principal, the Principal must:
 - a. Inform the parent(s) of the suspension
 - b. Report in writing the incident instigating the suspension to the student's parent(s)
3. If the suspension is of a period of more than five school days, the Principal shall inform the Board of Directors who will review the suspension. The suspension report shall be reviewed and a decision to reinstate or expel the student will be communicated by the Board of Directors to the parent prior to the tenth day of suspension.
4. The Board delegate may re-enroll a student who has been expelled if deemed appropriate.

CLEANING PROTOCOL

Cleaning Protocol

Cleanliness and a healthy environment are an expectation at Creekside Creative Academy. The following cleaning guidelines are expected to be followed by all staff working within the Academy as a minimum standard of cleanliness and disinfecting.

Reporting to Work

1. All staff must complete a self-assessment for symptoms using the COVID checklist to ensure they are safe and healthy to report to work.
2. Personal belongings must be stored in the designated space, out of reach of children and behind locked doors.
3. Staff must ensure that hands are washed utilizing the healthy hands handwashing guidelines posted.

Disinfecting Play Spaces and High Touch Surfaces within a Classroom

1. After a period of play time, all high touch shelving, seating and toys must be sanitized properly using ZEP QuickClean (or other approved cleaner) using the manufacturer recommendations. If using QuickClean, the product must sit on the object for a minimum of 30 seconds prior to being wiped off.
2. Railings, bathrooms, door handles, and light switches must be wiped down using QuickClean (or other approved cleaner) mid-day and after programming at minimum.
3. Mid-day fogging should occur on all soft surfaces (ie – soft chairs, pillows, blankets, etc.)
4. If any child or staff fall ill during their time in programming, that individual must be taken out of the classroom environment and all objects and spaces that the child/adult was in prior to falling ill must be disinfected thoroughly before being used by others.
5. The water table/sensory bin must be emptied and refilled at minimum once a week to clean or refresh the items within it. Upon emptying the bin, the container must be wiped out and disinfected, prior to refilling it.

Meal Time/Snack Time Cleaning Protocol

1. All children and staff must wash their hands and/or disinfect their hands prior to eating.
2. Table and bench surface that children will be eating from must be wiped down with soap and water, followed by a disinfectant prior to eating, and again after the meal/snack is completed.
3. All children must remain seated and supervised while eating.
4. No sharing of snacks or meals is allowed.

Soft Surfaces – Washing and Laundering

1. All nap cot blankets must be laundered in hot water and dried on high heat at minimum once per week. This should occur following programming on a Friday to be returned by Monday start of day.
 - a. If an accident, soiling, or other debris causes such nap cot sheets to become dirty more often than their weekly washing, this must be immediately changed and laundered.
2. All pillow covers, blankets, and other soft laundered items within the classroom will be laundered once every 2 weeks at minimum. If any sickness, soiling, etc. occurs prior to this, laundering must occur additionally before the item can be reintroduced to the classroom.
3. Between laundering, soft items must be fogged using the classroom fogger at least once per day.

CLEANING PROTOCOL

Toy/Item Cleaning

1. Any mouthed item by a child must be immediately removed and placed in the designated bin to be cleaned prior to returning it to the classroom environment.
2. All toys must be wiped and disinfected at least once per week.
 - a. Any items such as dishes from dramatic play, light pegs, etc. that can go through the commercial dishwasher should be placed in laundry bags and into the dish rack to go through a high temperature wash. This should occur each Friday unless illness or other factors require additional cleaning.
 - b. All other items must be cleaned in the sink with a bleach and water solution to disinfect. This must be done in water that is at least 49 degrees Celsius with the appropriate bleach to water ratio. Once rinsed and dried, these toys can be returned out for play.
 - c. Between disinfecting, items should be fogged and periodically wiped using QuickClean (or other approved cleaner) on a daily basis.

Diaper Changing Protocol and Cleaning

1. Upon changing a child's diaper, a childcare facilitator must first wash their hands.
2. Such child must be placed on the change table and secured using the belt provided. At no time is a staff member allowed to walk away or turn from the child while on the change table.
3. The soiled diaper must be disposed of in the diaper container.
4. Once changing is complete, the childcare facilitator must wash their hands.
5. The disposable paper that was used must be removed and disposed of, the entire area disinfected using the chosen Bleach Cleaner, and new paper set down for the next child.
6. Upon completion of the disinfecting, the childcare facilitator must then wash their hands prior to continuing with the rest of the children.

Janitorial Care

1. The team will disinfect and wipe down common area high touch surfaces mid-day and in the evening.
2. Janitorial Staff contracted by Creekside Creative Academy will come in nightly to vacuum, disinfect tables, high touch surfaces, and bathrooms, and perform other requested cleaning.

These are basic cleaning protocols that are required at a minimum standard within the Academy. It is staff's duty to recognize and act upon any cleaning duty or piece of equipment or area that requires attention.

SAFE AND CARING LEARNING ENVIRONMENT

Background

Creekside Creative Academy recognizes that each person is unique and brings different gifts and talents. It is the belief that all students and staff should be treated with dignity and respect. Creekside Creative Academy recognizes the need for a learning environment to be well ordered, safe, developmentally appropriate, and non-threatening.

Creekside Creative Academy is an inclusive community, in which all students and staff are welcomed and accepted. Discrimination is unacceptable at any time.

Procedures

Inclusive Learning Environment

1. The staff of Creekside Creative Academy must:

- a. Support students to help them develop who they are and that each person is a unique individual;
- b. Model inclusive language at all times;
- c. Share information about students and/or parents only with staff members involved with providing services to that student, always respecting privacy and confidentiality;
- d. Provide agreed upon special consideration for students in a caring and inclusive manner;
- e. Consult with students and families with respect to accommodating individual needs, ensuring privacy and confidentiality of students is maintained; and
- f. Ensure that activities or practices that segregate or differentiate students based on ability, gender, or other characteristics are reduced to the greatest extent possible.

2. The students and families of Creekside Creative Academy must:

- a. Conduct themselves in a manner that upholds the dignity and respect of all members that are a part of the school community; and
- b. Report instances of language or behaviour that is in contravention to this Policy to a teacher or the Principal immediately.

SAFE AND CARING LEARNING ENVIRONMENT

Student Code of Conduct

1. Students are required to:
 - a. Attend school regularly and be punctual;
 - b. Demonstrate a state of readiness to learn and actively engage;
 - c. Ensure that their own conduct contributes to a welcoming, safe, and inclusive learning environment;
 - d. Respect the rights of others;
 - e. Refrain from and report all bullying behaviour directed to others in the school;
 - f. Comply with the rules of the school; and
 - g. Positively contribute to the school and community.

2. Parents are required to:
 - a. Ensure their child attends school regularly;
 - b. Ensure that their conduct contributes to a safe and caring, inclusive learning environment and school community; and
 - c. Cooperate and collaborate with school staff for the betterment of their child.

3. Creekside Creative Academy is required to:
 - a. Deliver appropriate educational programming to meet the needs of all students and to enable them to succeed; and
 - b. Ensure that each staff and student is provided with a welcome, caring, and safe environment that respects diversity and fosters a sense of belonging.

4. Bullying and physical violence is not acceptable at Creekside Creative Academy. Bullying includes acts of hostile or demeaning behaviour that can be physical, verbal, social, or cyber in nature. Students who are bystanders to bullying, harassment, intimidation, or other safety concern, must report the observed behaviour or incident to school staff.

5. The Student Code of Conduct procedure will be developed by the school community and will:
 - a. Be based on collaboration between the Board of Directors and Parent Advisory Council;
 - b. Be reflective of the expectations of students as addressed in legislation and by the Academy;
 - c. Take into consideration the unique make-up of the student attributes including age, maturity, and individual circumstances; and
 - d. Be reviewed and adapted as necessary on an annual basis.

SAFE AND CARING LEARNING ENVIRONMENT

6. The Student Code of Conduct procedure shall contain the following:

- a. A statement that provides rationale for the code of conduct;
- b. One or more statements that address and outline what are acceptable and unacceptable behaviours; and
- c. One or more statements regarding the consequences of unacceptable behaviour along with supports to correct the unacceptable behaviour and support those impacted by such behaviour.

7. The Student Code of Conduct procedure must recognize that mistakes will be made and that learning from such mistakes are part of growth, but cannot come at the cost of the welfare and security of the entire community. The procedure must outline:

- a. Preventative measures;
- b. Support procedures for minor breaches of conduct; and
- c. Fair, corrective interventions to address major breaches of conduct.

EMERGENCY PROCEDURES

It is the full intent of Creekside Creative Academy to adopt and implement the Emergency Handbook, Responding to a School Emergency: Putting an Effective Plan in Place, provided by AISCA. Below is a summary surrounding emergency drills and responses.

Background

It is imperative that all staff be prepared for a variety of emergency situations and how to respond appropriately.

Responsibilities

1. The Board of Creekside Creative Academy will establish and maintain procedures to respond to potential emergencies.
2. Creekside Creative Academy will work within the Alberta Fire Code and establish guidelines that ensure compliance.
3. The Principal is responsible to ensure that the school staff are informed of the emergency procedures.
4. The Principal will ensure there are adequate numbers of first aid attendants at the school and that first aid supplies are adequate and readily available.
5. The Principal will communicate the crisis plan with parents.
6. During an emergency, the Principal is responsible for deciding how to deal with the situation.

Drills and Training

1. The Principal is responsible for ensuring that monthly fire drills are completed.
2. The Principal is responsible for ensuring 3 lockdown drills are completed annually.

Off-site Evacuation

1. Students and staff will relocate to the Collicutt Centre located to the North of the school building if the school population is unable to return safely to the school following an evacuation.

Communication

1. The Principal is the site lead in the event of an emergency.
2. The Principal or a designated member of the Board shall be designated to speak to the media.

EMERGENCY PROCEDURES

Emergency Response Kit

1. An emergency response kit containing the following contents should be kept current and on-site at all times:
 - a. Emergency contact names and phone numbers of all staff and students
 - b. Emergency communication plan
 - c. Crisis management plan
 - d. First aid supplies

Fire Response Plan

1. In the event of a fire, all staff will be aware of evacuation procedures and the muster point. Staff will escort all students outside of the building to the evacuation point, take attendance, and report to administration the attendance of their group.
2. School administration will employ necessary 911 measures as soon as alerted to a fire.
3. In the event that a safe emergency evacuation space must be utilized to hold the children until they can be safely taken home, the Collicutt Centre located away from the physical building of the Academy will be utilized.
4. When deemed safe to do so by emergency responders, students and staff will re enter the building.

Lockdown Response Plan

1. In the event that a lockdown or hold and secure should need to be implemented, staff will alert using the intercom system over school phones which emergency procedure is being called.
2. School administration will call emergency services and be in contact with them until appropriate.
3. Parents will be notified of any lockdown or hold and secure event that takes place to ensure their awareness of such an event.
4. In the event of a lockdown, all staff will ensure their classroom doors are secured, lights are off, and all students and staff are hiding as best possible from vision. In the event of a hold and secure, doors will be locked but regular classes within the building will continue to occur.
5. Both emergencies will only be called off and deemed all clear when safe to do so by the principal and emergency crews.

Inclement Weather or other Emergency Situation

1. In the event of an emergency situation that has arisen, the Principal has been delegated to close the school. Such emergencies would include a situation which presents a danger to students and staff, building conditions becoming unsafe due to mechanical failure, or due to an inclement weather event.
2. In the event of a school closure, announcements through social media, personal contact numbers/emails, and a parent messaging app will be made as soon as possible to allow for parents/guardians to make alternative arrangements.
3. The staff shall, unless unsafe to do so, attend to the school and be directed supervision and duties by the principal to ensure any student that does arrive at the school is safe and cared for until they can return home safely.



PARENTAL AGREEMENT

Prior to a child beginning child care or school with Creekside Creative Academy, the parent(s) will be presented with an agreement outlining the expectations and guidelines for their child to attend programming. Without a signed agreement, the child will not be able to attend programming at Creekside Creative Academy.

For children enrolled in our school programming (not child care or unfunded Junior Kindergarten), the parent agrees that the child is enrolled solely with Creekside Creative Academy and is not registered and attending any other school registered and operating under the Alberta Learning Branch.

Parents recognize that our program operates with a large outdoor focus and are expected to send their child with appropriate outdoor clothing for the weather. Children go outside for learning opportunities year round and a child staying indoors with a staff member is not an option. Given extreme weather situations, the Director of Education will decide whether it is unsafe to go outside and at this time will instruct staff to remain inside with the children for programming.

PARENTAL CONFIDENTIALITY

An integral part of our program at Creekside Creative Academy is sharing documentation with you of your child on an ongoing basis. While your child will be the focus of many pieces of documentation you receive, other children will sometimes be captured engaging with your child, overheard in the background of a video, or in a group photo. We ask that while this is an important part of creating the team approach to your child's learning and care, we expect that all of our parents respect the other children's learning and progress in shared videos and pictures confidential. There is an element of trust and partnership in sharing these group photos and videos that allow you a better picture of your own child's learning. Please be mindful and respectful of your child and other children.

If this confidentiality is broken or violated, the Director of Education has the right to remove the element of documentation to the parent(s) that broke such confidentiality and respect.

Please note that our educators endeavor to only ever capture your child and others around them in a positive light.



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