




ADMINISTRATIVE PROCEDURES

3.0 Students

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	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.1 – Student Behaviour	
Related ICSD AP's	AP 3.2 – Student Discipline	
Form(s)		
References:	Education Act 1995	
Received by Board:	Updated:	Status: approved

The Division is committed to providing the best educational programs and experiences possible for the children and youth of the community. The Division believes that for students to be successful, the Division must set expectations for student behaviour.


The following are the expectations of the Division.

Students will:

- Be respectful to all staff.
- Attend classes regularly.
- Work diligently to be successful in each program of study.
- Work cooperatively with staff and other students.
- Use respectful language.
- Be respectful of school property.
- Obey the rules of the school and the Division.

ADMINISTRATIVE PROCEDURES


1. The Principals in collaboration with the staff will develop procedures and processes to support the expectations of the Division.
2. Each year the school will provide students and parents with a handbook within which the processes and procedures relative to student behaviour are outlined.
3. Each year senior administration will review and approve the student handbook.
4. The Principal and all staff are responsible to ensure that students meet the expectations of the Division.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.2 – Student Discipline	
Related ICSD AP's	AP 3.1 – Student Behaviour	
Form(s)		
References:	Education Act 1995	
Received by Board:	Updated:	Status: approved

The Division believes that the discipline of students must be fair and that all processes must be focused on providing students with an opportunity to learn – to develop skills that result in students appropriately responding to situations. Further, the Division believes that student discipline is the responsibility of all staff. To that end, the Principal, in consultation with staff, students and the School Community Council, will develop processes and procedures to ensure that all students are dealt with in a manner that supports correction and learning and is consistent with the *Education Act, 1995*.

ADMINISTRATIVE PROCEDURES

1. The Principal and Director of Education will develop the processes and procedures for student discipline.
2. Each year, the Principal and staff will communicate these processes and procedures to students and parents/guardians.


	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.3 – Kindergarten	
Related ICSD AP's		
Form(s)		
References:	Education Act 1995	
Received by Board:	Updated:	Status: approved

The Division supports the concepts and philosophy of early learning and will make every effort to provide young children with quality kindergarten programs.

ADMINISTRATIVE PROCEDURES

1. All children enrolled in kindergarten must be five years old on or before December 31st of the year of enrollment.
2. No student will be required to “repeat” kindergarten.
3. Parents may choose to have their child spend more than one year in a kindergarten program when that request is supported by the professional teaching staff.


Exempt from this policy are “early entrance” students as per *The Education Act, 1995*.

	Ile-a-la Crose School Division – Administrative Procedures	
	AP 3.4 – Mature and Adult Students	
Related ICSD AP's		
Form(s)		
References:	Education Act 1995	
Received by Board:	Updated:	Status: revised

The Division believes that there are many young adults in the community that for varying reasons have not completed a secondary education. According to the Education Act 1995 all people who have yet attained the age of 22 years have the right to attend school and to receive appropriate instruction. The Division will provide opportunities for young people to earn secondary credits through special adult program partnerships or through the regular high school program.

ADMINISTRATIVE PROCEDURES


1. Mature student is defined as a person who is 18 to 21 years of age and returns to school:
 - a. After a prolonged absence, or
 - b. Having graduated but wish to reenroll to improve or earn additional credits.
2. Adult students are defined as persons who are 22 years of age or older.
3. School administration will provide the Director of Education with the names and birth dates of all adult students.
4. High school administration and the guidance counselor will interview each candidate to determine the eligibility of the candidate and to determine suitable program.
5. Upon entry into a program, mature students (b) and adult students will sign a contract agreeing to meet the school expectations. In the event the student does not meet the school expectations, the administration may remove the student from the program.

	Ile-a-la Crose School Division – Administrative Procedures	
	AP 3.5 – Smoking and Vaping Prohibited	
Related ICSD AP's		
Form(s)		
References:	Government of Canada, Healthy Living Service and Information Site	
Received by Board:	Updated:	Status: approved

The Division believes that it has a responsibility to maintain a healthy working environment.

ADMINISTRATIVE PROCEDURES


In accordance with the Government of Canada, Healthy Living Service and Information Site regarding the harms of smoking, vaping and tobacco no person shall: (a) smoke, use or consumer tobacco, or hold lighted tobacco, (b) inhale or exhale an aerosol produced by a vaping product. The Division prohibits smoking and vaping in all buildings, School Division owned vehicles and on property that it owns. Housing units and the grounds of the School Division office that are leased are exempt from this ban. The Division believes that it has a responsibility to maintain a healthy working and learning environment.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.6 – After School Activities	
Related ICSD AP's		
Form(s)		
References:		
Received by Board:	Updated:	Status: approved

The Division believes that extra-curricular activities such as sports, music, drama and social events are important components of students' educational programs and that these events contribute significantly to student achievement. It is the expectation of the Division that all staff share in the responsibility of providing afterschool activities and that administration ensure that the following expectations of the Division are achieved:

ADMINISTRATIVE PROCEDURES

1. Proper supervision must be maintained.
 - a. At least one teacher must be present at each function.
 - b. School dances require a minimum of five staff members present at all times.
2. There is to be no smoking, vaping, or alcohol consumption at any school function either inside the building or on school property, or during extra-curricular activities outside of the community.
3. There is to be no school dance held at the same time as another social event is being held in the community.
4. Open dance events require prior approval of the Division. Approval must be obtained at least two weeks in advance of the dance date.
5. If the Division approves and "open" dance the following requirements must be met:
 - a. Students can bring one guest only.
 - b. Guests must be signed in at least one day prior to the date of the dance.
 - c. The student is responsible for the behavior of his/her guest, including any damages to property.
6. The school(s) will have procedures in place that outline responsibilities and duties for extra-curricular events.


	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.7 – Student Expenses	
Related ICSD AP's		
Form(s)		
References:		
Received by Board:	Updated:	Status: approved

The Division believes that they have a duty to ensure that all students in the community have equal access to quality education programs. To that end, the Division will approve those costs of materials, textbooks and resources for all subjects taught in the school including Practical and Applied Arts and Arts Education courses.

ADMINISTRATIVE PROCEDURES

1. Prior to the beginning of each semester/year, at a time set by the Principal, each teacher will provide the Principal with a list of supplies/resources to be purchased for each course/subject that he/she will be teaching. Costs/prices must be included. The Principal will ensure that the school budget can support the requests and will work with each teacher to make adjustments if needed.

2. At a time set by the Director of Education, the Principal will submit a school budget estimate for approval or adjustment that includes projected costs for student supplies/resources.

	Ile-a-la Crose School Division – Administrative Procedures	
	AP 3.8 – Extra-Curricular Sports Policy	
Related ICSD AP's	AP 3.12 – School Field Trips AP 2.11- Vulnerable Sector Check/ Criminal Record Check	
Form(s)	E5 Form Permission Form Application for School Travel Outside of the School Division Student Athlete Contract	
References:	Highway Traffic Act SHSAA Handbook SHSAA Code of Ethics BRAA Handbook	
Received by Board: September 12, 2023	Updated: November 28, 2023	Status: approved

The Division believes that extra-curricular sports are very important part of student social, physical, mental, and psychological development. The Division also believes that the sports program should focus on the development of players and programs. To that end, the Division fully supports the extra-curricular sports program possible within constraints of time and human and financial resources. Therefore, the Division expects that extra-curricular sports programs will:

1. Develop a sportsmanlike attitude in players and coaches.
2. Encourage all potential players to participate whenever possible.
3. Have a focus on the development of all participants.
4. Encourage participants to have positive attitudes towards homework, attendance, effort, and attitude.
5. Focus on players and coaches being positive ambassadors for the school, school Division and community.
6. Focus on the health and safety of participants.

ADMINISTRATIVE PRODECURES

1. Apply for travel:

- a. Coaches will ensure that the appropriate Application for School Travel Outside of the School Division is completed at least two weeks prior to the event except in exceptional circumstances over which a coach has no control.
- b. Van inspection completed by the coach upon return. All deficiencies must be reported to the Principal.
- c. Coaches will ensure all students submit permission slip prior to the trip and these forms are retained by the school office.

2. Supervision

- a. Coaches will ensure that there are two supervisors per team when teams consist of more than 6 members and when that team travels for overnight games. For day trips, one supervisor is sufficient. A ratio of 5 students to 1 supervisor is the standard.
- b. Supervisors will be co-ed for overnight trips when teams are co-ed and when the coach is the opposite gender of the team.
- c. During instructional time a maximum of one teacher will be used for coaching. During non-instructional time or when a teacher can be freed without impact on classes as authorized by the Principal a second teacher may participate.
- d. Non teacher coaches who are staff members require board approval for student supervision without a teacher present, Non-staff coaches and supervisors require approval by the Division and SHSAA
- e. All trips must have at least one staff member.

3. Selection of team members

- a. Coaches will ensure that senior players meet eligibility criteria as set out by SHSAA.
- b. Coaches will ensure that all other players meet eligibility criteria as set out by the BRAA and, in the event of league play, by the applicable league.
- c. Coaches will ensure that players meet eligibility requirements as set/approved by the Division.
- d. Coaches will ensure that all eligible students will be provided with an equal opportunity to try out for the team.
- e. Coaches have the right to select the members of their teams provided the players meet eligibility requirements.
- f. Coaches are to ensure that, under the direction of the physical education teacher, all E-5 forms are filed with the appropriate authorities at least three days in advance of the deadline for their particular sport. An additional copy is to be provided to the physical education teacher.

4. Safety

- a. Coaches will ensure that students are directly supervised by approved supervisors at all times.
- b. Coaches will ensure that seat belts are worn at all times during travel.
- c. Coaches will ensure that all Highway Traffic Act requirements are followed.
- d. Coaches will ensure that requirements for all supervisors are explained to those supervisors prior to each trip at the pre-trip meeting.
- e. Coaches will ensure that a pre-trip meeting is held prior to each trip to review expectations of all participants.
- f. Coaches will consult with in-school administration to decide on travel when temperature/wind chills are below -35 degrees Celsius.
- g. Coaches will ensure that survival equipment is carried on trips.
- h. Coaches will ensure that team members are dressed properly for travel.
- i. Coaches will ensure that the proper equipment is used and that, for sports that require special training, the training is in place.

5. Communication

- a. Coaches will ensure that a cellular phone is carried on all trips.
- b. Coaches are required to call a contact person prior to leaving the game location and to call in the event of any unscheduled stop lasting over 15 minutes.

6. Notice and Application

- a. Forms required include:
 - i. permission slip (parent/teacher consent)
 - ii. Application for School Travel Outside of the School Division
- b. All forms are to be filed with the Principal.

7. Student class time and assignments

- a. Coaches will do their utmost to ensure that students miss as little class time as possible.
- b. Coaches will ensure that team members have contacted their teachers for all assignments prior to departure.
- c. Coaches will maintain regular communication with team members' teachers to ensure they are keeping up with curricular, attendance and behavioral expectations.
- d. Teachers with concerns about any team member will communicate such with coaches, the Principal, and the student(s) concerned.

8. Student behavior

- a. Coaches will ensure that students are informed of expectations at the pre-trip meeting and that students conduct themselves appropriately.
- b. Coaches and in-school administration will develop expectations, consequences and procedures for inappropriate behavior.

9. Marks/Attendance/Attitude/Effort

- a. Student marks/attendance/attitudes and effort will be dealt with on a game-to-game basis on appropriate forms and by processes developed by coaches and in-school administration. Students require approval of all their teachers prior to travel. Administrators and teachers shall inform students that are at risk well in advance of travel and of completing the required forms.

10. Approval of Travel

- a. All travel will be approved by the Principal with communication to the Director prior to the event taking place except in the event of exceptional circumstances.
- b. Coaches will, to the extent possible, provide information to the Division prior to the end of September or immediately following the September and January regional sports meetings concerning the schedule of sporting events.
- c. League play dates will be confirmed and approved in September (volleyball, soccer), December (curling and basketball), February (badminton), and March (softball).
- d. Coaches will provide sufficient advance notice to administration to ensure that vans and substitute teachers can be booked.

11. Hosting tournaments

- a. Coaches shall obtain approval of their Principal at least two weeks prior to holding a sports tournament in the school.
- b. Coaches and the school Principal will take into consideration those classes who must miss their physical education classes as a result of Rossignol being a host school.
- c. Coaches shall inform visiting teams that they are responsible for the condition and cleanliness and maintenance of the washrooms, change rooms and any other rooms used by the team.
- d. Coaches are responsible for their teams during the tournament.
- e. Home teams are responsible for the cleanliness of the school after the tournament is completed and for ensuring that the rooms are ready for use on the next school day. This includes:
 - i. Sweeping and mopping hallways.
 - ii. Sweeping the gym.
 - iii. Removing garbage.
 - iv. Cleaning washrooms.
 - v. Vacuuming school areas where required.

12. Departure times

- a. Times will vary with type of play (see#14)

13. Students

- a. Students will ensure that they meet expectations regarding attitude, marks, attendance and effort.
- b. Students will conduct themselves as ambassadors of the school, the School Division and the community.
- c. Students will conduct themselves according to the SHSAA Code of Ethics for players.
- d. Students will ensure that they have contacted their teachers for all assignments prior to departure.
- e. Students will sign a Student Athlete Contract that outlines all expectations and consequences for the player.

14. Use of Gymnasium and Other Services

- a. Games and tournaments do not include the services of the gym teacher unless prior arrangements can be made with school administration.
- b. Coaches are responsible for arranging their own referees from outside staff members whenever possible.
- c. Use of the gym must be booked through the school office.

15. Safety of Teams

- a. A primary and secondary school contract is to be identified for each trip. In the event of a delay or emergency, coaches are to inform their contact person.
- b. Drivers must be registered with the School Division and have proof of a valid driver's licence.

- c. Drivers must obey all Highway Traffic regulations. Supervision is to be provided as outlined in procedures.
- d. Crisis procedures include:
 - i. All vehicles are to be equipped with emergency survival kits, first aid kits and safety kits.
 - ii. Teams staying overnight when road conditions are bad/deteriorating as confirmed by the police or highway hotline.
 - iii. When a vehicle breaks down, communicating with appropriate people and staying with the vehicle.
 - iv. When a student is injured, taking the student for medical attention as warranted and notifying the school contact person.
 - v. When student behavior is a threat to others, stopping the van, warning the student, calling the school Principal and, if necessary, call the RCMP.

16. Substitutes and Class Coverage

Policy as established by school administration; with the intent being to limit impact on remaining students and financial impact on the Division

17. Student Pick-up and Drop-off

Students will be picked up at the school and dropped off at home on return. Coaches/Supervisors are to wait until students have entered their house.

18. Van Pick-up and Drop-off

Vans may be picked up the day before departure if the team is leaving prior to 7:00 a.m. Vans will be returned to the school unless the team returns after midnight.

19. Smoking

There shall be no smoking or vaping allowed during trips.

20. Funding, departure time and travel

a. Exhibition

- i. Funding
 - The team pays for gas.
 - Players responsible for own meals.
 - If bus is used, team pays for the driver.
- ii. Travel
 - By van.
- iii. Early departure not allowed.

b. Invitational

- i. Funding
 - The team pays for gas.
 - Players responsible for own meals.
 - If bus is used, team pays for the driver.
- ii. Travel

- By van.
- iii. Early Leave
 - A team may have up to six hours early leave not including units/districts/Provincials. Hours are not accumulative. Teams must apply for early leave at least two weeks prior to the game.

c. League Play


- i. Funding
 - The Division provides funding for gas and provision of van.
- ii. Travel
 - By van.
- iii. Early departure not allowed.

d. Units/Districts/Provincials/Ski Lappets

- i. Funding
 - Division provides funding for gas, vans, meals, and rooms if required.
- ii. Travel
 - By van.
- iii. Early Leave
 - Teams are expected to leave afterschool when possible. In the event that this is not possible the teams may apply for early leave at least two weeks prior to departure.
 - Teams may use ½ day travel for distances over 300km and 1 day travel for distances over 600km. This is approved at the Principal’s discretion.
- iv. Meals – Coaches will purchase meals on the following basis:
 - Maximum shall be \$20/day/player. Peewee and Bantam age groups meals should be paid for by coach and accounted for on return. Junior and Senior age groups can be given the money for meals.

e. Northern Games


- i. Funding
 - Division sponsored; host provides meals; rooms in school.
- ii. Travel
 - By bus and/or van if Division sponsored
- iii. Early departure is not allowed.

	AP 3.9 – Sex Education/Family Life Education	
Related ICSD AP's		
Form(s)	Sample Letter	
References:	Saskatchewan Provincial Curriculum	
Received by Board:	Updated: September 12, 2023	Status: approved

The Division believes that family life/sex education components of Saskatchewan curricula are important to the overall education of students. To that end, the Division directs teachers to teach the programs as outlined in Saskatchewan Provincial curricula. In offering such programs, the Division directs teachers to follow all the guidelines set by the province for the teach of these concepts.

ADMINISTRATIVE PROCEDURES

1. Teachers will notify parents in writing prior to curricular outcomes of a sensitive nature being taught to allow parents an opportunity to opt out of this instruction for their child by replying in writing.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.10 – Home Based Education	
Related ICSD AP's		
Form(s)		
References:	Education Act, 1995 Education Regulations, 2000 https://www.saskatchewan.ca/residents/education-and-learning/prek-12-education-early-learning-and-schools/home-schooling	
Received by Board:	Updated:	Status: approved


The Division recognizes and supports the parental right as per the *Education Act, 1995* and the *Education Regulations, 2000* to provide for the education of their child/children in a home-based program. To that end, when home-based educators have met the requirements as set by the province, the Division will provide the following educational services when requested:

1. Student access to resource center materials.
2. Student access to extra-curricular programs such as sports teams, when appropriate*.
3. Student access to special educational programs, events and speakers when appropriate*.
4. Student access to driver education.
5. Student access to specialized programs such as PAA when appropriate*.

Note *: appropriateness will be determined by professional staff and the Director of Education.

ADMINISTRATIVE PROCEDURES


1. Parents will register each year with the Division according to the Provincial requirements.
2. Parents will be required as per Provincial legislation to provide the Director of Education at the beginning of each school year with an overview of the program that will be provided and at the end of each school year with a summary of the academic progress of each student.
3. The Director of Education or designate will be the Division contact person for parents.
4. When requested by the home-based educator, the Director of Education will arrange with the Principal of the school for services that the Division provides for home-based students.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.11 – Grade Twelve Graduation	
Related ICSD AP's	AP 3.6 After School Activities	
Form(s)		
References:		
Received by Board:	Updated:	Status: approved

The Division promotes the celebration of student achievement and accomplishment.

ADMINISTRATIVE PROCEDURES


1. The Division approves an annual graduation exercise (which may include a banquet) for all grade twelve students who have completed, or who will potentially complete, the Provincial requirements for high school matriculation.
2. All policy requirements relative to school activities will apply to this event.
3. The Division will contribute \$750 towards the cost of the graduation.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.12 – School Field Trips	
Related ICSD AP's	AP 3.8 – Extra-Curricular Sports Policy	
Form(s)	Application For School Travel Out-Of-School Division Class Trip Form Request For Activity Approval	
References:	Provincial Curriculum	
Received by Board:	Updated:	Status: approved

The Division recognizes the importance of cultural experiences that occur outside of the classroom. All field trips must be planned to accomplish the goals and outcomes of the Provincial curriculum and/or the School Division cultural goals. All field trips outside the Division require Division approval. Field trips that occur within the community require approval of the Principal.

ADMINISTRATIVE PROCEDURES

1. All proposals for field trips outside of the School Division must be submitted to the Division by the end of September. The proposal must include a detailed overview of curriculum objectives, estimated costs, sources of funding, identification of any potential safety issues, mode of transportation and expected time away from the school building. The proposal must have the approval of school administration prior to being submitted to the Division.
2. Each school will develop the specifics to govern field trips that are to be included in the parent/student handbook.
3. All trips will require parental permission, proper supervision by staff and, when required, appropriate volunteers; as required in AP 3.8 Extra-Curricular Sports Policy.
4. Staff will submit a list of participating students, staff and volunteers to the school Principal prior to the trip and these will be kept on record in the school.


	Ile-a-la Crose School Division – Administrative Procedures	
	AP 3.13 – Administration of Medication	
Related ICSD AP's		
Form(s)		
References:		
Received by Board:	Updated:	Status: approved

The Division understands its responsibility to maintain safe school environments. To that end, school staff will administer to students only those medications that are prescribed by a physician and for which it has explicit directions in writing from a parent/guardian to administer.

All such medications will be kept in a secure place in the school and records must be kept of the students' name and the time and date of the administration of the medication.

ADMINISTRATIVE PROCEDURES


1. The Principal must obtain written directions for the administration of the medication from the parent/guardian.
2. The Principal will inform school personnel as required.
3. In the event that staff need expertise in administration of the medication, the Principal will arrange with health personnel for further instruction of staff.
4. All medications must have a pharmacist label indication the name of the student and the process for administration.
5. All medications will be stored in a safe and secure place taking into consideration the safety of all the students and the personal privacy of the student requiring the medication.
6. Each school will develop procedures for the administration of medications in consultation with the Director of Education.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.14– Educational Technology	
Related ICSD AP's		
Form(s)	Student User Agreement	
References:		
Received by Board:	Updated: September 12, 2023	Status: approved

The Division believes that the use of technology enhances educational success and opportunity for students. The Division realizes that it has a responsibility to ensure that technological devices and services are used appropriately in schools. To that end, the Division supports teachers in the planned use of technology, such as computers and the internet, and requires that the use of technology must be for the achievement of Provincial curriculum goals and outcomes.

ADMINISTRATIVE PROCEDURES


1. Students must be supervised at all times when using the internet to ensure that such use is for a planned curricular outcome.
2. Students must be supervised at all times when using e-mail services to ensure that messages are appropriate and that messages are not sent to intimidate, bully, embarrass or threaten others. E-mails should only be allowed that enhance curricular activities.
3. Students must sign and follow the guidelines in the Student User Agreement.
4. Devices remain property of the School Division, use is monitored, and users are subject to discipline for actions taken on school devices or under school emails.
5. Chromebooks:
 - a. Are assigned to grade 7 to 12 students at beginning of year.
 - b. Must be at school for use each day.
 - c. Must be returned to school by June 1 exceptions may be made at the discretion of the teacher.
 - d. Principal or designate will be responsible for the inventory.
6. Technical issues will be reported to teacher who will do basic troubleshooting and if unresolved report to tech@icsd.ca.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.15– Student Records: Access, Confidentiality, and Retention	
Related ICSD AP's		
Form(s)		
References:	LAFOIP Student Cumulative Records Guidelines 2022 Records and Retention Guide for Saskatchewan Schools 2018	
Received by Board:	Updated:	Status: approved

The responsibility for controlling access, maintaining confidentiality and retention of student records rests with the Principal.

ADMINISTRATIVE PROCEDURES


1. Information in the permanent student record will be accessible by the student's teacher(s) and school administration.
2. Permanent records will be stored in a secure place and access will be the responsibility of the Principal. This includes any health information.
3. Students/parents/guardians will be given the opportunity to review the student's record by request to the Principal. The review of materials will occur in the presence of the Principal/designate.
4. Under LAFOIP students/parents/guardians have a right to obtain copies of information in the student's file.
5. A record will be kept in the student's file of the date of review and the reason access was requested.
6. When students transfer to another School Division, permanent records are transferred to the Division upon request in writing or with written consent from the parent/guardian.
7. Agencies with a legal mandate that require access to student records or information, shall be granted access by the Principal, provided that a written request is made which includes the legal basis for access/sharing or written consent is provided by the parent or by a student of age 18 and older.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.16– Course Challenge	
Related ICSD AP's		
Form(s)		
References:		
Received by Board:	Updated:	Status: approved

The Division believes that students who have knowledge and ability should be given the opportunity to challenge a course of studies. Therefore, students will be given the opportunity, when appropriate, to challenge a course of students following the process set by the Ministry of Education.

ADMINISTRATIVE PROCEDURES

1. The Principal shall administer the course challenge process in accordance with the guidelines and procedures outlined by the Saskatchewan Ministry of Education.
2. Selected courses at the 10 and 20 level may be challenged provided the guidelines and procedures have been met and the course selected for challenge is approved by the Principal.
3. Assessment strategies shall be developed by the course instructor based upon the objectives submitted to the Principal for review and forwarded to the Director of Education for approval.


	Ile-a-la Crose School Division – Administrative Procedures	
	AP 3.17– Special Secondary Credit	
Related ICSD AP's		
Form(s)		
References:		
Received by Board:	Updated:	Status: approved

The Division believes that it is important to provide an opportunity for secondary students to obtain out-of-school credits in areas in which they excel.

Special project credits are designed to recognize student achievement in areas beyond the programs offered in the school. They clearly demonstrate learning beyond what would normally occur in the classroom and are in-depth, intensive courses of study consisting of 100 hours of course work.

ADMINISTRATIVE PROCEDURES

1. Student activities that are a normal part of extra-curricular or co-curricular activities generally offered by the school may not be given Special Project credit recognition.
2. Each project shall be under the supervision of a teacher.
3. A project proposal must be approved by the supervising teacher, the Principal and the Director of Education prior to the student beginning the project.
4. The student proposal shall include:
 - a. A detailed description or outline of the project.
 - b. The number of hours expected to complete the project.
 - c. Method by which the project will be completed.
 - d. Evaluation procedures jointly developed by the student and the supervising teacher.
 - e. Name of the supervising teacher.
5. A copy of the proposal and evaluation results will be kept on file in the school for two years following completion of the project.

	Ile-a-la Crose School Division – Administrative Procedures	
	AP 3.18– Temporary School Closure Due to Extreme Weather or Power/Water Outages	
Related ICSD AP's	AP 2.23 Emergency Protocols	
Form(s)		
References:		
Received by Board:	Updated: September 12, 2023	Status: approved

The Division believes that in the event of extreme weather or power/water outages the safety and well-being of students is best served by consistent and predictable procedures. Therefore, regardless of weather conditions, school buses will continue to run, and schools will remain open. Parents will have the choice of sending their children to school or keeping them at home.

ADMINISTRATIVE PROCEDURES

1. Communication on emergency school closure

- a. Principals will communicate with each other and inform the Director prior to decision being made.
- b. Social media and local radio will be used to inform parents.
- c. Bus drivers will take time to ensure students have entered homes on drop off.
- d. Direct parent contact should be made for students under 12 who walk to and from school.

2. Extreme Weather

- a. School buses will be expected to make their usual runs regardless of temperature or wind chill factor, with the exception of the Canoe River run, which may be cancelled in extreme weather conditions as coordinated between school Principals and the busing contractor.
- b. Principals will monitor the school bus runs to ensure that all buses are running and the bus contractor will contact Canoe River residents if their school bus run is cancelled.
- c. All staff are to be in the schools.
- d. School bus drivers will exercise flexibility when picking up students in extreme conditions. Students' safety will be their priority.

3. Power/water outages before school is in session.


- a. School administration will postpone the school day and will ensure that parents and staff are notified by radio and social media. School buses will not run but will be on call. Buses run 30 minutes after power return in morning and 15 minutes after power return in afternoon.
- b. If the power/water is reinstated before 10:00 a.m. and the school day will begin as soon as the busses arrive at the schools. If the power/water is not back on by 10:00 a.m., school is cancelled for the morning. Parents are to be informed at the beginning

of the school year that 10:00 a.m. is the decision time for morning classes. If power/water has not returned by 10:00 a.m., there will be no school for that morning.

- c. If the power/water is not reinstated by 2:00 p.m. school is cancelled that day.

4. Power/water outage during the school day

- a. Classes will continue as usual. Staff will remain in designated areas and await a decision by the school administration.
- b. Principals will assess the situation and consult with each other. If the information they receive necessitates as school closure, the Principals will then coordinate student dismissal, school bus runs and expectations for staff.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.19– Academic Integrity and Student Responsibility	
Related ICSD AP's		
Form(s)		
References:	The Education Act, 1995	
Received by Board:	Updated:	Status: approved

The Division wishes to ensure that the concepts of academic integrity and student responsibility are introduced in an age-appropriate way to all students across the School Division. Stated in *The Education Act, 1995*, this policy provides expectations related to academic integrity and responsibilities to students, teachers, administrators, parents/guardians and the Division. It also supports consistency in all grades and subject areas within the Division.

DEFINITIONS

Academic Integrity: Involves students taking control of their own learning and demonstrating responsibility, honesty, trust and respect. Actions such as cheating, plagiarism; having others complete the work; buying papers from the internet or resubmission of previously submitted work indicate a lack of academic integrity.


Student Responsibility: Involves students assuming responsibility for their own learning, including getting to school/class on time; attending regularly; submitting work on time; and doing their best on exams and assignments.

Plagiarism: Is the unacknowledged use of someone else’s words, ideas or creations as being your own whether deliberate or accidental. The process of taking another person’s work, ideas or words, and using them as if they were your own.

ADMINISTRATIVE PROCEDURES

1. In-school administrators and teachers will clearly articulate expectations of students with regard to plagiarism, timeliness and student responsibility. Teachers will review these expectations at the beginning of the school year or semester and as appropriate throughout the school year.
2. Students are expected to fulfill their responsibilities within the school learning environment. They are expected to take responsibility for their own work, submit assignments on time, and avoid plagiarism.
3. When students miss deadlines due to exceptional circumstances, teachers may use their professional discretion to provide them with alternative arrangements to complete assignments. Actions related to late assignments may include the following:
 - Developing an agreement with the student to complete the assignment.

- Completing the work outside of school hours such as lunchtime or afterschool.
 - Providing peer support for the student.
 - Meeting with the student and parent/guardian to discuss the reasons for non-completion and developing a plan to complete the work.
 - Providing an alternative assignment to accommodate a diverse learning need.
 - Determining a mark that reflects the level of achievement demonstrated by the student on that particular assignment.
 - Including late assignments as part of extended reporting – as a complement to the report achievement related to the curriculum outcomes.
4. When a student plagiarizes the whole or portion of an assignment, or does not submit work on time, the teacher will use his/her professional judgement to determine an appropriate course of action. Actions related to plagiarism may include the following:
- Creating an open environment for discussion in the classroom, and responding to students' questions about plagiarism.
 - Teaching students how to conduct research, properly cite information sources, use quotations in their work and develop paraphrasing skills.
 - Having students redo the assignment or similar assignment, which will then be graded as would the first assignment – at no time will a student be given a zero.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.20– Healthy Foods Policy	
Related ICSD AP's		
Form(s)		
References:		
Received by Board:	Updated: September 12, 2023	Status: approved

The Division believes that nutrition plays a significant role in every young person’s physical, mental, emotional and spiritual health. The Division therefore acknowledges the relationship between good nutrition and the prevention of illness and children’s ability to learn. The early acceptance of healthy eating habits is a wise investment for the future.

A strong school food policy is essential for positive learning outcomes for students and contributes to the health of adults as well. As an employer, the School Division has an important role to play in supporting healthy lifestyle choices for its students, employees, and the community.

The Division also recognizes the important of locally-grown and locally-made food as an essential part of our Healthy Foods Policy. In this region, there are fishers, hunters, berry pickers, vegetable gardeners and wild rice producers. Buying local food helps to support the local economy and teaches students the important of growing, producing and processing our own food in an effort to improve food security in the region.

The Division also support the procurement and preparation of local food because it provides an opportunity for students to learn the history, culture and language of foods that have been grown, gathered and prepared in this community for over 200 years.

It is important for growing children to have a diet that is nutritionally sound. Nutrition plays a significant role in growth, resistance to disease, and physical and mental health. Research has clearly shown that many of the chronic degenerative diseases such as diabetes, heart disease, and cancer have their roots in childhood and early food habits.

Research shows a relationship between nutrition and children’s physical, emotional and intellectual readiness to learn. The school’s role in health promotion and disease prevention, therefore, is significant.


School plays an important role in preparing students for the future. Children are taught the principles of healthy eating as part of the school program and learn from what role models say and do. It is important for students to understand that no food is bad but that portion size and healthy choice should be supported through availability and education.

It is therefore important that the school environment support this learning by promoting nutritious and dentally acceptable food choices whenever food is offered in the School Division.

This healthy school food policy speaks to all food and beverages served or sold within the school at school-sponsored activities. It applies to students, staff, student organizations and meal and snack providers.

ADMINISTRATIVE PROCEDURES

1. All staff whose job description includes the handling of food must successfully complete a certified food handling course prior to, or as soon as possible after, commencement of duties.
2. Efforts for local procurement should be made to provide students and staff with local foods and to ensure that they are fresh, safe and properly processed.
3. Students should be encouraged to make healthy choices. However, no food should be labelled as bad.
4. Portion size, variety and food labels should be emphasized.
5. Overnight and day land-based trips should include instruction on healthy habits such as:
 - a. Preparation and packing of a healthy lunch.
 - b. Gathering, harvesting and preparation of traditional food
 - c. Moderation of any food containing high amounts of fat, salt or sugar.
6. Nutrition programs should attempt to serve at least 2 of the food groups daily with an emphasis on whole grains, protein, fruit and vegetables.
7. In the case of an emergency, such as suspected contaminated food or food-borne illness, a Public Health Inspector must be contacted.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.21– Child Abuse Prevention Education and Response	
Related ICSD AP's	AP 2.21 Reporting of Child Abuse/Neglect Disposal of Records Policy	
Form(s)		
References:	The Child and Family Services Act The Emergency Protection of Victims of Child Sexual Abuse and Sexual Exploitation Act Criminal Code of Canada The Education Act 1995 Counsel for Children Guidelines for School Division Saskatchewan Child Abuse Protocol Ministry of Education Policy Statement: Child Abuse Prevention Education and Response Online Training Module: Saskatchewan Duty to Report Child Abuse Prevention Education and Response Blackboard Organization www.curriculum.gov.sk.ca Curriculum Connections www.saskadvocate.ca Saskatchewan Curriculum	
Received by Board:	Updated:	Status: approved

There are two parts of this administrative procedure the Child Abuse Prevention Education and Response and Child Abuse and Neglect Reporting. The purpose of the administrative procedures is to address child abuse prevention education, training and awareness of employees regarding child abuse and the duty to report.

All employees are aware of and have access to the following guiding documents:

- **Ministry of Education Policy Statement: Child Abuse Prevention Education and Response**
- **Saskatchewan Child Abuse Protocol**
www.saskatchewan.ca/residents/justice-crime-and-the-law/child-protection/child-abuse-and-neglect
- **Counsel for Children Guidelines for School Divisions**
www.saskatchewan.ca/residents/justice-crime-and-the-law/courts-and-sentencing/counsel-for-children

Part I: Child Abuse Prevention Education and Response

The Education Act provides the authority for the administration and management of schools, and states that Principals are responsible for the professional development of staff and overseeing student well-being and the good order, harmony and efficiency of the school.

Divisions are also responsible to conduct a continuing program of planning and evaluation with respect to curriculum, pedagogy, and effectiveness of instructional programs, including child abuse prevention education.

Part II: Child Abuse and Neglect Reporting

All citizens have a duty to report child abuse or neglect in accordance with provincial legislation. It is important to refer to the Saskatchewan Child Abuse Protocol to meet these legislative requirements.

All employees of the Ile-a-la Crosse Division have a duty to report suspected child abuse or neglect to an appropriate authority (child protection worker, Ministry of Social Services, First Nations Child and Family Services Agency, police officer).

ADMINISTRATIVE PROCEDURES

Part I: Child Abuse Prevention Education and Response

1. All employees will engage in training and awareness of child abuse prevention through programs and resources approved by the Division.

2. Child Abuse Prevention Education

Educators must take appropriate steps to:

- a. Teach child abuse prevention education for all student in Pre-Kindergarten through Grade 12 through the required outcomes of grades 1-9 health education and extend this learning to other areas of study, where it reasonably applies.
- b. Create a safe environment in order to build trust which may decrease anxiety or additional stress on students exhibiting signs of abuse.
- c. Provide meaningful learning environments related to child abuse prevention education.
- d. Provide communication with parents/caregivers, when appropriate, related to child abuse prevention education and how it will be introduced in the classroom.
- e. Provide age-appropriate educational experiences and learning resources.

3. Professional Development and Supports

School Division personnel/school administrators must take appropriate steps to:

- a. Engage all staff in professional development opportunities provided by qualified professionals to identify the signs of child abuse.
- b. Develop relationships with qualified human services agencies to develop and maintain community contacts (e.g., healing resources, traumatic stress counsellors.)
- c. Provide training and awareness to assist staff in understanding their legal duty to report child abuse.

Educators are encouraged to practice self-care by seeking professional help when needed.

Note:

- Professional development may include discussion at team meeting, presentations to employees, distribution of government pamphlets and publications, and more.
- Disclosure of abuse may arise when child abuse is the topic within the classroom. See the Saskatchewan Child Abuse Protocol and Duty to Report.

Part II: Child Abuse and Neglect Reporting

The Saskatchewan Child Abuse Protocol describes what constitutes child abuse or neglect as defined in sections 11 of The Child and Family Services Act. The protocol also describes the roles and responsibilities of service providers and the process by which they must respond. Employees shall work collaboratively with child protection agencies, police, and any other service providers with authorized involvement.

1. School handbooks must be consistent with the Protocol and this Administrative Procedure.
2. **Duty to Report Abuse or Neglect by a Parent/Caregiver**
 - a. Any employee of the School Division who has reasonable grounds to believe that a child, under the age of 16, is in need of protection shall immediately report this information to a child protection worker, Ministry of Social Services, First Nations Child and Family Services Agency and/or a police officer. See Section 12 of *The Child and Family Services Act*.
 - b. The circumstances in which a child may be in need of protection include but are not limited to the following examples of abuse or neglect by a parent/caregiver:
 - Physical abuse.
 - Sexual abuse and exploitation.
 - Physical neglect.
 - Emotional maltreatment.
 - Exposure to domestic violence or severe domestic disharmony; or,
 - The child has committed an act that if the child were 12 years of age or more would constitute a criminal offence and family services are necessary to prevent a recurrence.
 - c. Youth aged 16 and 17:
 - While it is not legally required, abuse or neglect by a parent of a young person aged 16 or 17 may be reported to child protection services and/or police in order to obtain assistance for the young person.
3. **Duty to Report Sexual Exploitation**
 - a. Any employee of the School Division who has reasonable grounds to believe that a child under the age of 18 has been or is likely to be subjected to sexual abuse shall immediately report this information to a child protection worker and/or

police officer. Refer to Administrative Procedure 2.21 Reporting of Child Abuse/Neglect and The Saskatchewan Child Abuse Protocol.

- b. Child sexual abuse occurs when a child under the age of 18 has been, or is likely to be, exposed to harmful interaction for a sexual purpose, including involvement in prostitution and/or Criminal Code offenses. See section 4 of *The Emergency Protection for Victims of Child Sexual Abuse and Exploitation Act*.

4. Duty to Report Child at Risk Due to Other Practices Prohibited Under Canadian Law

The Criminal Code of Canada prohibits the marriage of children under 16 whether it occurs in Canada (section 293.2) or if a child is removed from Canada for that purpose (Section 273.3 (d)). The Criminal Code also treats female genital mutilation as a criminal act (section 268 (4)). A child at risk from the above practices is at risk of physical and/or sexual and emotional abuse and these situations should be reported.

5. Reporting

- a. Reasonable grounds to believe:
 - Is subjective.
 - Can be based on personal observation or discussion.
 - Does not require proof.
 - Can be based on assumptions or credible second-hand information.
 - Can take into account the training and experience of the person reporting.
 - Can still be reasonable even if it turns out eventually to be untrue.
- b. The employee making the report shall take the following steps:
 - The employee cannot delegate the duty to report to another individual. The employee must make the report and be supported by others.
 - The employee shall make the report by telephone or in-person to a child protection worker, Ministry of Social Services, First Nations Child and Family Services Agency, and/or a police officer.
 - The employee may enlist the support of the Principal in making the report.
 - The employee must inform the Principal a report has been made unless the Principal is the subject of the report. In such case, the notification that a report has been made shall be provided to the Director.
 - The employee shall also create a written report of the information received and steps taken.
- c. Once the Principal is informed, the Principal must support the employee in reporting. This can include allowing for a peer support or counsellor to accompany the employee in reporting.
- d. Employees shall **NOT** contact the parents/guardians in situations where the parent/caregiver or the partner of the parent/caregiver is the subject of the report. Doing so in these situations may compromise the investigation. Decisions regarding contact with parents/caregivers shall be made in consultation with Social Services and/or police officers.

6. Support to the Child

Employees shall provide support to the child, particularly in a situation of disclosure.

DO the following:

- a. Validate the child's right to seek help.
- b. State the right to safety.
- c. Provide for physical comforts.

DO NOT do the following:


- a. Investigate for "proof".
- b. Question for details.
- c. Offer judgements.
- d. Tell the child "what will happen".
- e. Remove, alter or contaminate physical evidence.

7. Confidentiality

- a. Employees shall maintain confidentiality of all information. The fact there is an investigation in progress is in itself confidential.
- b. Records are to be stored, accessed, and disposed in accordance with Division policy.

8. Supporting Resources


- a. Online Training Module: Saskatchewan Duty to Report
- b. Child Abuse Prevention Education and Response Blackboard Organization will provide access to resources such as the Child Abuse Protocol, applicable Provincial legislation, the Child Abuse Prevention Education and Response policy statement and additional supports as they are identified.
- c. Resources are listed on the curriculum website at www.curriculum.gov.sk.ca. Teachers are able to sort the recommended learning resources by grade and by curriculum outcome. Learning resources can also be filtered by content, for example, sexual abuse and exploitation. Resources will be added as identified.
- d. Curriculum Connections: a resource document that identifies curricular outcomes that can be connected to child abuse prevention education.
- e. Saskatchewan Advocate for Children & Youth: www.saskadvocate.ca/.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.22– Student and Parent Complaints	
Related ICSD AP’s		
Form(s)		
References:		
Received by Board: September 26, 2023	Updated	Status: approved

The Division is committed to ensuring a fair and equitable process for hearing and addressing student and parental complaints. The Board is committed to just and careful procedures for adjudicating and resolving complaints.

ADMINISTRATIVE PROCEDURES

1. Complaints are to be addressed in a timely and appropriate manner.
2. Efforts to address complaints are to be carefully documented in order to ensure and enhance a fair and consistent response.
3. Complaints regarding school operation and treatment of students may be made by:
 - a. A parent or guardian who is acting on behalf of the student.
 - b. A student who is:
 - i. Sixteen years of age or older and living independently, or
 - ii. Eighteen years of age or older
4. In the event of a dispute at the school, the student’s teacher is to be the first person to hear and address any complaint or grievance from a student or parent.
5. If the complaint cannot be resolved with the teacher, the principal is to be contacted.
6. If a complaint cannot be resolved with the principal, the student or parent may contact the Director of Education, or designate to seek resolution, or
7. Complaints may be made directly to the Director or designate in the event of conflict of interest with the principal.
8. Complaints against the principal may be made directly to the Director or designate.
9. If a complaint cannot be resolved with the Director of Education or the Director’s designate, the student or parent may make a written complaint to the Board of Education.
10. Complaints may be made directly to the Board of Education in the event of conflict of interest with the Director.
11. Complaints against the Director may be made directly to the Board of Education.
12. The Board of Education is to decide on an appropriate address to the complaint, and then is to use that method to make a decision that resolves the dispute. The Board’s decision is binding on all parties.

	Ile-a-la Crose School Division – Administrative Procedures	
	AP 3.23–Additional Education Programming	
Related ICSD AP's		
Form(s)		
References:	Education Act Section 85 (e) (f), 87, 108, 109, 163, 164, 170 ,171, 175, 175 (2) (a), 176, 177, 178, 179 The Education Regulations (2015) Section 21, 22, 23, 24, 25, 37, 30-32 Registrar’s Handbook for School Administrators The Adaptive Dimension for Saskatchewan K-12 Students (2017) Policy, Guidelines and Procedures for Alternative Education Programs, Alternative Grade 10, 11, and 12, 2022 Policy, Guidelines and Procedures for Functional Integrated Programs, Grades 9, 10, 11, and 12, 2018	
Received by Board: September 26, 2023	Updated	Status: approved


The Division believes in the importance of meeting the individual needs of students and recognizes that in some circumstances student may require programs and courses that differ from those provincially developed.

Most students should be able to successfully complete regular program of studies at their grade level with responsive teaching, complemented with The Adaptive Dimension, as outlined by curriculum. There may be occasions when learning outcomes identified in a specific area may not align with student’s ability. Students who are in kindergarten to Grade 9 will continue to receive most programming within the regular classroom and may require an Inclusion and Intervention Plan (IIP) to address specific areas when requiring intensive supports. Students in Grades 10 to 12 may be registered in Core Curriculum, Locally Modified Advanced Courses, Locally Modified Basic Courses and Locally Developed Courses of Study. Within the Additional Education Programs are two options: Alternative Education Programs and Functional Integrated Programs.

ADMINISTRATIVE PROCEDURES

1. The Director is responsible for the general supervision of curriculum and instruction within schools.
2. The Director will design procedures that ensure programs, courses of student and curricula are monitored and supervised.
3. The Director has the authority to designate supervisory duties to other professional staff.
4. Under the authority of the Director, the principal will organize the instructional programs and services offered in a school.
5. The principal is responsible for the organization of the curriculum of the school and for ensuring that the courses are implemented according to Ministry of Education Core Curriculum: Principles, Time Allocations, and Credit Policy as per The Registrar’s Handbook.
6. Teachers are to implement the program of studies as outlined by the Ministry of Education’s Curriculum and other supporting documents and are expected to implement adaptation and accommodations to the approved program of studies to meet the needs of the students in accordance with *The Adaptive Dimension for Saskatchewan K-12 Students (2017)*.

7. Placement of a student in a modified course of study will occur only after consultations involving the student's team, consisting of the student, guardian/parent, principal, teacher, student support services teacher and in accordance with Government of Saskatchewan's Policy, Guidelines, and Procedures for Alternative Education Programs, 2022.
8. Students in Grades 10 to 12 may be registered in Regular Education Programs, inclusive of Core Curriculum, Locally Modified Advanced, Locally Modified Basic and Locally Developed Courses of Study or Additional Education Programs, inclusive of Alternative Education Programs- Courses or Functional Integrated Programs.
9. Placement of a student in a Functional Integrated Program will occur only after consultations involving the student's team, consisting of the student, guardian/parent, principal, teacher, student support services teacher and in accordance with Government of Saskatchewan's Policy, Guidelines, and Procedures for Alternative Education Programs, 2022.


	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.24– Transferring- Lifting- Positioning- Repositioning	
Related ICSD AP’s	AP 2.12- Dress Code	
Form(s)		
References:		
Received by Board: September 26, 2023	Updated	Status: approved

BACKGROUND

Students with significant mobility and positioning challenges require individualized assessment to ensure their safety in the school environment.

ADMINISTRATIVE PROCEDURES

1. Students with mobility and positioning challenges, and who require transferring or lifting, and positioning, are to be referred to the school-based occupational therapist.
2. The occupational therapist will:
 - a. Carry out an assessment of the student’s positioning, mobility, equipment, and environments.
 - b. Determine the type of transferring or lifting method and equipment that is optimum for the student.
 - c. Determine the type of positioning supports that are optimum for the student.
 - d. Provide orientation and training to staff who are involved with the care of the student.
 - e. As applicable, provide training to the student on their role in the transferring, lifting, and positioning procedures.
 - f. Determine, in collaboration with the school team and the Director, what course of action to take in cases when equipment is required, or when existing equipment is no longer meeting the needs of the student.
 - g. Carry out ongoing assessment and follow-up of the student’s transferring and lifting method and positioning needs.
 - h. Provide ongoing staff support.
3. Weight guidelines for manual lifting and determining need for mechanical lifts:
 - a. A one-person manual lift is recommended to lift a student who is non- weight bearing, or who has unreliable weight bearing, and who is under 30 pounds.
 - b. A two-person manual lift is recommended to lift a student who is non-weight bearing, or who has unreliable weight bearing, and who is between 30 pounds and 50 pounds.
 - c. Assessment of a mechanical lift system is required when a student is 50 pounds and over, is non-weight bearing, or has unreliable weight bearing. Two persons are required for all mechanical lifts.
4. Staff preparedness to ensure safety for self and student being transferred or lifted.
 - a. AS PER AP 2.12- Dress Code, clothing should be suitable for the subject of instruction, the work performed, and the occasion.
 - b. All staff use good posture and safe body mechanics during lifts, transfers, and repositions.
 - c. Transfer/lift recommendations should be posted in the staff room and in the homeroom of the affected student.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.25– Use of Preferred Name and Pronouns	
Related ICSD AP's	AP 2.27- Confidentiality AP 2.3- Discipline of Employees AP 3.22 – Student and Parent Complaints	
Form(s)	Registration Forms Preferred Name or Pronouns Form	
References:	Registrars Handbook: Guidelines for Transgender Students Name Change Process, Ministry of Education Registrars Handbook: Transgender Students – Q & A, Ministry of Education Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education Framework for a Provincial Education Plan 2020-2030, Ministry of Education Education Act Section, 1995 (Section 197.4)	
Received by Board: November 7, 2023	Updated	Status: approved

BACKGROUND

The Division is committed to ensuring safe school environments where all students feel included, protected and respected. The Framework for a Provincial Education Plan 2020-2030 outlines expectations for inclusive, safe and welcoming learning environments. Parents and guardians are important partners in education. Students must feel that they are respected and free to express themselves within a safe and welcoming school environment.

DEFINITIONS

Gender refers to the socially constructed roles, behaviours, activities, and attributes that are considered appropriate for men and/or women.

Gender Identity refers to an individual's internal sense of their gender, which may or may not align with their sex assigned at birth and is not visible to others.

Legal name refers to the name that appears on a birth certificate.

Parents refer to parents or guardians, as defined in The Education Act, 1995.

Preferred first name refers to a name that has been identified by a student to be used in place of their legal first name which is more aligned with their gender identity.

Preferred pronoun refers to a pronoun that has been identified by a student that aligns with their gender identity.

Sex is a biological classification based on physical attributes such as sex chromosomes, hormones, internal reproductive structures, and external genitalia. At birth, it is used to identify individuals as male, female, or intersex.

Sexual orientation refers to a person's romantic, psychological, and emotional feelings of attraction towards another person.

Students refers to pupils, as defined in *The Education Act, 1995*.

School Personnel refers to educators, administrators and support staff employed in schools and divisions as defined in The Education Act, 1995.


PURPOSE

This administrative procedure sets out procedures to seek consent and support students in the use of students' preferred first name and/or pronouns aligned with gender identity.

ADMINISTRATIVE PROCEDURES

1. Division Leadership will ensure that all aspects of the Administrative Procedure are clearly communicated to staff, students, and the public.
2. Principals will:
 - a. Create a school culture that reflects a supportive, inclusive, and respectful learning environment.
 - b. Ensure that student safety and mental health are protected.
 - c. Consider recommendations from mental health professionals.
 - d. Ensure that each individual student is supported, and responses are geared to their individual needs.
 - e. All school registration forms shall allow parents/guardians and students over 16 years of age to indicate preferred name and pronouns.
 - f. When indicated by the registration form or pronoun and preferred name change form all school forms and records shall be changed to ensure that a student's preferred name and gender markers are current on class lists, timetables, student files, identification cards, cumulative record, etc. *Follow Transgender students - Name Change Process for Student Data System from Registrars Handbook.
 - g. Once preferred name and pronouns are indicated by registration form or by pronoun and preferred name change form school administration shall inform school staff.
 - h. Ensure all staff recognize and ensure the confidentiality of all students' personal information.
 - i. In instances when a complaint arises where school personnel intentionally fail to use approved names and/or pronouns, these are taken seriously, investigated, properly documented, and dealt with in a timely manner. Documentation shall be compiled and retained.
3. School Personnel shall:
 - a. Reflect the Division's commitment to respectful learning and working environments.
 - b. Ensure that each individual student is supported.
 - c. Immediately make the school principal aware of any student request made with respect to gender identification and/or gender expression needs. This must be prior to any use of requested name or pronouns by staff.
 - d. Ensure the confidentiality of student information is maintained.
 - e. Work to create a school culture that reflects a supportive, inclusive, and respectful learning environment.
4. Students and/or parents/guardians shall:
 - a. Have access to gentle, thoughtful, confidential counselling and supports.
 - b. Indicate preferred name and pronouns on registration form.
 - c. Have access to pronoun and preferred name change form if they wish to make a change midyear.


- d. Students shall have access to support personnel, including an Elder or school counsellor, if the student requests assistance in developing a plan to speak with their parents.
 - e. Be made aware that until authorization is in place, their preferred name and pronouns will not be changed on official school forms and records or used in the school environment.
 - f. Report any concerns about failure to use approved name and/or pronouns to school administration.
- 5. Privacy of personal information that either directly or indirectly identifies a student's sex as being different from his or her gender identity will be protected.
 - 6. This administrative procedure will be reviewed regularly to ensure compliance with ministry policy, as well as current legislation and regulations.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.26- Dispute Over Child Custody	
Related ICSD AP's		
Form(s)	Registration Forms	
References:	Sections 85, 87, 108, 109, 175 Education Act Child and Family Services Act Childrens' Law Act, 2020	
Received by Board: November 7, 2023	Updated	Status: approved

The Division is committed to providing the safest possible environment for the students in its schools. The Division is also committed to respecting the legal rights of parents and guardians.

ADMINISTRATIVE PROCEDURES

1. As part of the annual registration process, the Principal shall determine who has legal decision-making authority and access to each student.
2. Having established decision making authority and access at time of registration it shall be the responsibility of the parent(s)/guardian(s) to provide legal documentation to show that there has been a change of decision-making authority and access, and to document any happening that may be relative to a potential or actual custody dispute.
3. Right of access shall be given to either parent/guardian unless legal documentation can be provided to show that access rests with one (1) parent. When in doubt, school personnel are advised to encourage the students to go home in the same fashion as they came to school.
4. Where there is a dispute over custody and a legal authority, such as police officer or other external personnel come to collect the child(ren), the Principal is not to release the child(ren) unless a duly signed Court Order is presented. Should a police force officer not accompany the person who provided the Court Order, verification of the Court Order shall be made by phoning the R. C. M. P. It is recommended that a copy of the Court Order be taken.
5. The Principal is to refrain from becoming involved in the matter of determining the decision-making authority or access for a child unless ordered to do so through the provisions of a written order as drawn up by a legal authority.


	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.27- Bullying	
Related ICSD AP's	AP 3.2 Student Discipline	
Form(s)		
References:		
Received by Board: December 12, 2023	Updated	Status: approved

The Division is committed to providing the safest possible environment for the students in its schools.

Bullying is a relationship issue where one person or group repeatedly uses power and aggression to control or intentionally hurt, harm or intimidate another person or group. It is often based on another person's appearance, abilities, culture, race, religion, ethnicity, sexual orientation or gender identity. Bullying can take many forms; physical, emotional, verbal, psychological or social. It can occur in person or through electronic communication.

ADMINISTRATIVE PROCEDURES

1. Education and awareness are key to addressing bullying behaviours.
2. Principals will ensure that:
 - a. Procedures for bullying prevention and intervention are communicated to families, staff, and community.
 - b. Students and families are able to report bullying incidents safely.
 - c. Staff report any incidents of bullying to in school administration.
 - d. Investigations are documented.
 - e. Follow up is completed following the School Discipline Policy.
 - f. Teachers teach appropriate and responsible online behavior to all Kindergarten through Grade 12 students.
 - g. Youth are engaged in creating solutions to address bullying and cyberbullying and to help build positive relationships in our schools.
 - h. Kindness and empathy are promoted.
 - i. Elders and/or school counsellors/social workers are available for students who have been bullied, students who have bullied others, and students who have been affected by observing bullying.
3. RCMP and other agencies will be utilized as necessary.
4. School Community Councils review Bullying Policy on an annual basis.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.28- Seclusion and Physical Restraint	
Related ICSD AP's	AP 3.2 Student Discipline AP 2.7- Violence in the Workplace	
Form(s)		
References:	The Education Act, 1995, Sec. 85, 87, 141, 142, 145, 150, 151, 152, 153, 154, 155, 156, 175, 178, 185, 187, 231 Human Rights Act Occupational Health and Safety Act Canadian Charter of Rights and Freedoms Saskatchewan Human Rights Code United Nations Convention on the Rights of the Child United Nations Universal Declaration of Human Rights Council for Exceptional Children Building Code of Canada Regulations	
Received by Board: December 12, 2023	Updated	Status: approved

The Division is committed to providing the safest possible environment for the students and staff in its schools.

Seclusion – Seclusion is the involuntary confinement of a student in a room or area from which the student is physically prevented from leaving. This includes situations where a door is blocked by other objects or held by staff.

Physical Restraint – A physical restraint is defined as any method of one or more persons restricting another person's freedom of movement, physical activity, or normal access to his or her body.


Guidelines:

1. Behavioural interventions for children must consider the right of all children and youth to be treated with dignity.
2. Early intervention is the first strategy to be used to prevent misbehaviour and promote academic and behavioural student success.
3. All children should receive necessary educational programming and supports in a safe and least restrictive environment.
4. Positive and appropriate educational interventions should be provided to all children who need them.
5. Behavioural interventions should emphasize preventions and create positive behavioural supports.
6. School personnel should be appropriately trained. (Non-Violent Crisis Intervention)
7. Conflict de-escalation techniques should be employed by all school staff to avoid and defuse crisis and conflict situations.
8. Children whose pattern of behaviour impedes their learning, or the learning of others should receive appropriate educational assessment, including functional behaviour assessments followed by behavioural intervention plans that incorporate appropriate positive behavioural interventions (i.e. targeted instruction in appropriate behaviour and strategies to de-escalate their own behaviour).

9. Seclusion or physical procedures should be used in school settings only when the physical safety of the student and/or others is in imminent danger.
10. Seclusion or physical restraint is viewed as a “last resort” intervention while maintaining student dignity as much as possible. “Last resort” means that all other possible reasonable interventions have been implemented with fidelity and these interventions have failed to prevent or de-escalate a situation and there is significant concern for the personal safety of the student and/or others.
11. Neither seclusion nor physical restraint should be used as a punishment to force compliance or as a substitute for appropriate educational support.

ADMINISTRATIVE PROCEDURES

1. All seclusion environments must be safe, consider the dignity of children and meet programming and safety guidelines, such as:
 - a. meet Building Code of Canada Regulations.
 - b. be visually supervised at all times.
 - c. not contain items that may be harmful to students.
 - d. be well ventilated.
 - e. allow students to exit should there be an emergency.
2. Physical restraint and seclusion procedures for specific behaviours must be included as part of the student’s behaviour plan and/or Inclusion and Intervention Plan (IIP) and signed by all team members. Parents will be involved in the planning for the use of physical restraints and seclusion. Behaviours that result in seclusion and physical restraint must be clearly stated to the student, parent(s), staff, and administration prior to the use of physical restraint and/or seclusion. Staff should be able to identify the specific behaviour that has resulted in the use of physical restraint and/or seclusion and the reinforcing situations that are allowing the student’s inappropriate behaviour to continue.
3. In-school administration will be notified when physical restraint and/or seclusion is used.
4. Parents will be informed as soon as possible if physical restraint or seclusion has been utilized for their child.
5. Incident form is to be completed (showing events leading up to the use and outcome) and retained by school.
6. Debriefing following the use of physical restraint and seclusion is required.
7. The parent and school-based team will meet to discuss future plans in order to prevent such escalation including possible request for further medical information when appropriate.
8. The Division should be informed of use of seclusion and physical restraint.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.29- Organization of Instructional Program	
Related ICSD AP's		
Form(s)		
References:	The Education Act, 1995, Sec. 85, 163,168, 175, 179.	
Received by Board: April 23, 2023	Updated	Status: approved

Background

The Principal is expected to coordinate and administer the instructional program in the school. Class size is determined to best meet the needs of the students within the staffing allotment.


Administrative Procedures

1. The principal, in consultation with staff and approval of the Director, shall develop a school plan which outlines organization of classes, teacher assignments, course offerings and extracurricular activities.

2. The function of assigning students to classes is the responsibility of the principal, in consultation with staff members at that instructional level. The following factors are to be considered:
 - a. Student needs (academic, behavioural, social, inclusion)
 - b. Grade levels of students
 - c. Strengths and experiences of the teacher
 - d. Total workload of the teacher
 - e. Subject of instruction
 - f. Multi-graded configurations
 - g. Overall organization of school (enrollment, space, safety)

3. The principal will consult with staff concerning class groupings and configurations.

4. It is recognized that there may be a need to group students in different grades or different courses, in the same class with the same teacher at the same time.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.30 – Land-Based Learning	
Related ICSD AP's	AP 3.12 – School Field Trips	
Form(s)		
References:	aski kiskiyihtamôwin Ile-a-la Crosse School Division Land-Based Learning Safety Guide Provincial Curriculum Treaty and Aboriginal Rights for Hunting and Fishing Guide December 2018 Government of Saskatchewan The Wildlife Act, 1998	
Received by Board: August 13, 2024	Updated	Status: approved

Background

Land-Based Learning and local cultural teachings are foundational for the conservation of language, culture, and identity. Indigenous People have traditionally engaged in seasonal activities related to food gathering and harvesting. Harvesting traditional and ceremonial food remains an important part of life in Ile-a-la Crosse.

Students will focus on the ideal of stewardship in caring for the environment (forests, animals, and watersheds), providing students the opportunity to experience outdoor activities and learn about their natural physical and spiritual environment in local and cultural context.

Land-Based Learning will provide a challenge to individuals to discover new personal limits and build leadership skills and confidence utilizing Indigenous language, knowledge, and teachings.


The safety of our students is a prime concern of our school division. The design of an outdoor learning program, the implementation of its curriculum, and the actions of staff and students must reflect this priority.

Administrative Procedures

1. Use of Land-Based Learning is encouraged at all grade levels.
2. Staff will participate in annual orientation on Land-Based Learning Safety Guide and skill based professional development for Land-Based Learning.
3. All staff will be trained in First Aid and CPR every 3 years.
4. Amiskowîsti will be included in all OHS meetings.
5. Land-Based Learning Committee will meet at least 3 times per year to review Land-Based Learning Safety Guide.
6. Administration will submit all safety incidents and accidents to the Land-Based Learning Committee for review and response by Land-Based Learning Committee.
7. When hunting activities are included, at least five (5) days prior to the trip, students and any supervising adults must provide evidence of Saskatchewan Hunter Safety Course

certification provided by the Saskatchewan Association for Firearm Education (SAFE) and a valid Possession and Acquisition License (PAL), if applicable.

8. For the safety of all participants, students must receive formal instruction on the safe and proper use, cleaning and storage of knives, axes, traps, machetes, or other equipment used.
9. Regulations within Treaty and Aboriginal Rights for Hunting and Fishing Guide December 2018 Government of Saskatchewan and The Wildlife Act, 1998 must be followed.
10. The use of controlled equipment, such as guns, bow of any type, is restricted only to participants who meet all legislative and safety requirements necessary.
11. Principals will ensure Land-Based Learning Safety Guide is implemented and followed for land-based learning.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.31 Personal Technology Policy	
Related ICSD AP's	3.2 Student Discipline 3.14 Educational Technology 3.27 Bullying	
Form(s)		
References:	The Education Act, 1995 The Education Regulations, 2019	
Received by Board: September 10, 2024	Updated	Status: approved

BACKGROUND

Ile-a-la Crosse School Division is committed to improving student learning and mental health and wellbeing. We recognize the value of technology as at tool to support student learning.

However, a growing body of research points to problematic side effects related to mental health, focus and potential addiction to personal electronics.

As such staff and students are to model and reinforce socially responsible and respectful behaviours when using personal electronic devices so that teaching and learning can take place in a safe and effective learning environment.

Personal electronic devices include, but are not limited to, cell phones, smartphones, headphones, tablets, computers, smartwatches and portable video game systems.

PROCEDURES

1. The use of personal electronic devices will be restricted in the following ways:
 - a. Students Pk to 6 shall not have personal electronic devices at school.
 - b. Students in grades 7 to 12 who have personal electronic devices must store them in lockers, bags or leave them at home. While at school, personal electronic devices shall be out of sight and on silent mode or off during instruction. Wearable technology may be worn but must be configured to prevent distractions from alerts and/or communication.
 - c. Teachers of students in Grades 9 to 12 who identify a specific instructional purpose for students to use personal electronic devices in their classroom may request and gain permission from the principal. The request must detail the specific learning objectives that will be met (and how those objectives will be met if a student does not have access to a personal electronic device), subject area, duration of the use, and any other relevant information that will inform the decision. This includes passive use, such as listening to music while working in class, to active use, such as online research tied to a curricular outcome.
 - d. Use of personal electronic devices is prohibited in areas where there is an increased expectation of privacy (e.g., washrooms, changing rooms).

2. The principal:

- a. Shall ensure parents/guardians, staff and students are aware of expectations for use of personal electronic devices.
- b. May approve exemptions from this policy if the personal electronic device is required for specific medical conditions or for documented accommodations related to additional needs.
- c. May approve exemptions requested by teachers of students in Grades 9 to 12.
- d. Maintains the right to augment this procedure to include non-instructional time (e.g. extracurricular, school events and recess).
- e. Administer consequences for inappropriate use and will administer the student code of conduct and disciplinary action up to and including confiscation, detention, suspension or expulsion.
 - Where information that could pertain to issues of safety and/or criminal activity is believed to exist on personal electronic devices, the devices may be accessed, the information reviewed, and the devices may be confiscated for further investigation by the school and/or by police authorities.

3. Teachers/staff shall:

- a. Be aware of the expectations for personal electronic devices and communicate the expectations with students.
- b. Consistently model and enforce the school's policies and procedures on the use of personal electronic devices.
- c. Communicate effectively with students to avoid any misunderstandings when staff are using their cellphones for an educational purpose such as safety, to issue homework, or multi-factor authentication to access a learning resource.

4. Students shall:


- a. Be aware of and comply with the restrictions placed on the use of personal electronic devices during instructional time.
- b. Understand that compliance with acceptable usage is a condition of usage of personal electronic devices in the school and be aware of the consequences of non-compliance.

5. Parents/guardians shall:

- a. Be aware of the expectations set out regarding the use of personal electronic devices and the consequences of inappropriate usage of personal electronic devices.
- b. Understand that as students do not have access to their personal electronic devices during instructional time, they will be unable to respond promptly to calls or texts. In case of emergency, parents/guardians will contact the school office.
- c. Be encouraged to reinforce and discuss the policy at home as appropriate, including the risks associated with the use of personal electronic devices and the benefits of a cell phone-free environment.

6. This procedure will be accessible by parents/guardians and students on the school division website.

7. This policy will be reviewed regularly to ensure compliance with ministry policy, as well as current legislation and regulations.

	Ile-a-la Crosse School Division – Administrative Procedures	
	AP 3.32 – Temporary Exclusion of Students for Safety or Medical Reasons	
Related ICSD AP's	AP 3.23–Additional Education Programming AP 3.2 -Student Discipline AP 2.7- Violence in the Workplace Northern Saskatchewan Community Violence Threat Risk - Assessment and Support Protocol	
Form(s)	Safety Plan Student Medical Restrictions	
References:	The Saskatchewan Human Rights Code, 2018 Section 2, 13 The Education Act, 1995 Section 141, 142, 157, 178, 192 The Accommodation Process for Students, SSBA Duty to Accommodate Students Guide SSBA	
Received by Board: September 10, 2024	Updated November 12, 2024	Status: approved

BACKGROUND

In the process of accommodating students with a disability temporary exclusion from school may need to be enacted until the division receives appropriate medical information clearly setting out any medical restrictions faced by the student, and the student is stabilized and able to access an education.

PROCEDURES

1. The division will do the following to support this accommodation process:
 - a. Commit to creating environments that are physically and emotionally safe.
 - b. Consult with parents/guardians, staff, and students, as well as any relevant agencies, on an ongoing basis to ensure that learning occurs in a safe, orderly, and nurturing environment.
 - c. Collaborate with medical professionals and agencies to identify medical restrictions in determining accommodations for students.
2. The director, in consultation with the principal and the student services teacher, may exclude a student from school for a temporary period of time if the team reasonably believes that:
 - a. The student's behavior is of such a nature that the school cannot ensure the safety of the student and/or the safety of others due to the behaviour of the student; or
 - b. The student has a disability as defined under The Saskatchewan Human Rights Code and the school does not have sufficient medical information to put appropriate supports in place to assure the safety of the student.
 - c. An exclusion of a student for safety or medical reasons shall immediately trigger a review of their IIP and/or safety plan.
3. The temporary exclusion may continue only until such time as:
 - a. The school receives appropriate medical information clearly setting out any medical restrictions faced by the student; and

- b. The school has prepared a plan for the safe return of the student to the school or program with any required accommodations in place.
- 4. The principal shall ensure the parent or guardian is immediately informed of the temporary exclusion and that a formal letter is sent to the parent or guardian which addresses:
 - 1. The reason for the temporary exclusion.
 - 2. What medical information they are required to provide to the Division
 - 3. The ways in which they can provide input to the plan so that the school can best prepare for the safe return of the student; and
 - 4. The ways in which educational supports may be available during period of exclusion.
- 5. Immediate Serious Threat:
 - a. In situations where the principal reasonably believes that the behaviour of a student is causing an immediate and serious threat which endangers the safety of students and/or staff, the student may be immediately removed.
 - b. The principal will then follow appropriate actions contained within Northern Saskatchewan Community Violence Threat Risk - Assessment and Support Protocol.