

SCHOOL OF ALBERTA BALLET POLICIES 2016-17

BALLET & ACADEMIC POLICIES.....	5
POLICY BAP-1: EMERGENCY SCHOOL CLOSURE AND TRANSPORTATION CANCELLATION	6
POLICY BAP-2: EXAMS, ASSIGNMENT OF CLASS LEVELS AND POINTE WORK.....	7
POLICY BAP-3: INTERNATIONAL STUDENTS	8
POLICY BAP-4: INDEPENDENT STUDENT STATUS	9
POLICY BAP-5: CRITICAL INCIDENT RESPONSE IN THE SCHOOL.....	10
POLICY BAP-6: TRANSPORTATION	18
POLICY BAP-7: STUDENT ATTENDANCE.....	19
POLICY BAP-8: READMISSION POLICY	20
POLICY BAP-9: STUDENT BEHAVIOUR AND CONDUCT	21
POLICY BAP-10: BULLYING.....	23
POLICY BAP-11: SCHOOL UNIFORMS	24
POLICY BAP-12: STUDENT HEALTH AND SAFETY	25
POLICY BAP-13: STUDENT RECORDS	26
POLICY BAP-14: STUDENT STUDY PERMITS.....	27
POLICY BAP-15: SPECIAL EDUCATION	28
POLICY BAP-16: LOCALLY DEVELOPED COURSES.....	29
POLICY BAP-17: ENGLISH AS A SECOND LANGUAGE.....	30
POLICY BAP-18: TEACHER GROWTH, SUPERVISION AND EVALUATION.....	31
POLICY BAP-19: ANNUAL EDUCATION RESULTS REPORT	36
POLICY BAP-20: THREE YEAR EDUCATION PLAN.....	37
POLICY BAP-21: DAILY PHYSICAL ACTIVITY	38
POLICY BAP-22: SCHOLARSHIPS & FINANCIAL ASSISTANCE.....	39
POLICY BAP-23: PARENT ADVISORY COUNCIL	40
POLICY BAP-24: APPEALS.....	41
POLICY BAP-25: PUBLIC INTEREST DISCLOSURE (Whistleblower Protection).....	42
POLICY BAP-26: SCHOOL BASED DECISION MAKING.....	46
POLICY BAP-27: POLICY DEVELOPMENT	47
POLICY BAP-28: SAFETY FOR FIELD TRIPS	48
POLICY BAP-29: EVALUATION OF STUDENTS	49
POLICY BAP-30: CELL PHONE USE	51
POLICY BAP-31: HUMAN SEXUALITY EDUCATION	52

POLICY BAP-32: NUT PRODUCTS.....	53
POLICY BAP-33: COURSE ADVANCEMENT	54
CHILD PROTECTION POLICIES.....	55
POLICY CPP-1: CHILD PROTECTION POLICY	56
RESIDENCE POLICIES	71
POLICY RP-1: STATEMENT OF BOARDING PRINCIPLES AND PRACTICE.....	72
POLICY RP-2: BOARDERS’ INDUCTION AND SUPPORT	73
POLICY RP-3: BOARDERS’ GUIDANCE PERSONNEL	74
POLICY RP-4: BOARDERS’ EXTERNAL SUPPORT.....	75
POLICY RP-5: BOARDERS’ HEALTH AND WELL-BEING	76
POLICY RP-6: SICK STUDENT ACCOMMODATIONS	77
POLICY RP-7: MEDICAL AND PARAMEDICAL ACCESS TO BOARDERS.....	78
POLICY RP-8: MEDICATION SAFETY AND DISTRIBUTION	79
POLICY RP-9: MEDICAL CONFIDENTIALITY OF INDEPENDENT STUDENTS.....	80
POLICY RP-10: CONTACT WITH PARENTS/CAREGIVERS.....	81
POLICY RP-11: SLEEPING ACCOMMODATIONS	82
POLICY RP-12: STUDY AND RECREATION ACCOMMODATIONS	83
POLICY RP-13: WASHROOM ACCOMMODATIONS.....	84
POLICY RP-14: HEATING AND LIGHTING	85
POLICY RP-15: FURNITURE & FIXTURES	86
POLICY RP-16: RESTRICTED ACCESS & SECURITY	87
POLICY RP-17: SURVEILLANCE & PRIVACY	88
POLICY RP-18: SAFETY OF BOARDERS	89
POLICY RP-19: FIRE PRECAUTIONS AND DRILLS	90
POLICY RP-20: FIRE DRILLS	91
POLICY RP-21: SUSPICIOUS PERSONS PREVENTION	92
POLICY RP-22: PROVISION AND PREPARATION OF FOOD AND DRINKS	93
POLICY RP-23: FOOD STORAGE AND PREPARATION	94
POLICY RP-24: LAUNDRY ACCESS FOR BOARDERS	95
POLICY RP-25: PERSONAL PROTECTION OF BOARDER POSSESSIONS.....	96
POLICY RP-26: ACTIVITIES AND FREE TIME.....	97

POLICY RP-27: STUDENT WELFARE.....	98
POLICY RP-28: PROMOTING POSITIVE BEHAVIOUR AND RELATIONSHIPS.....	99
POLICY RP-29: POLICY COMPLIANCE	100
POLICY RP-30: MANAGEMENT AND DEVELOPMENT OF BOARDING.....	101
POLICY RP-31: STAFF RECRUITMENT AND CHECKS ON OTHER ADULTS	102
POLICY RP-32: STAFFING AND SUPERVISION	103
POLICY RP-33: STUDENT SUPERVISION.....	104
POLICY RP-34: NIGHTTIME ACCESS TO STAFF	105
POLICY RP-35: ACCESS TO STAFF ACCOMMODATIONS	106
POLICY RP-36: OVERNIGHT STAFFING	107
POLICY RP-37: BOARDER WHEREABOUTS.....	108
POLICY RP-38: MISSING BOARDERS UNDER CARE.....	109
POLICY RP-39: EQUAL OPPORTUNITIES	110
POLICY RP-40: SECURING BOARDERS' VIEWS.....	111

BALLET & ACADEMIC POLICIES

POLICY BAP-1: EMERGENCY SCHOOL CLOSURE AND TRANSPORTATION CANCELLATION

BAP-1.1 RATIONALE

Student and staff safety and security is of paramount importance while travelling to and from school and while at school. On occasion, it is unsafe to travel to and from, or to remain at school, and an emergency situation must be addressed in a responsible and timely fashion.

BAP-1.2 POLICY

The Board delegates the joint authority to the School Artistic Director (or designate) and the Associate Executive Director (or designate) the responsibility to make timely decisions that respond to emergencies which require cancellation of the operation of school or the operation of bus transportation.

Guidelines

The following parameters shall be addressed when making decisions regarding the cancellation of the operation of the school or the operation of bus transportation:

- The Artistic Director and Associate Executive Director shall outline the practices and procedures for the cancellation of the operation of the school or the operation of bus transportation.
- The Artistic Director and Associate Executive Director are responsible for making the final decision in regards to the cancellation of the operation of the school or the operation of bus transportation.
- In the absence of the Artistic Director or Associate Executive Director, the designated official to make the decision shall be identified and made known to the staff. The School Ballet Principal will act in the Artistic Director's absence and the Academic Principal will be the designated official in the Associate Executive Director's absence.
- The Artistic Director and Associate Executive Director will, as appropriate, communicate the cancellation of the operation of the school or the cancellation of the operation of bus transportation using appropriate means, including the media, the School of Alberta Ballet web site, by telephone, etc.
- The Artistic Director and Associate Executive Director will make an effort to communicate with the Board chair/co-chairs regarding the cancellation of the operation of the school or the cancellation of the operation of bus transportation.

POLICY BAP-2: EXAMS, ASSIGNMENT OF CLASS LEVELS AND POINTE WORK

BAP-2.1 RATIONALE

Students in the Professional Division may be asked to participate in ballet examinations. Ballet examinations are completed as a general means of measuring progress. An exam is a special event and is meant to be a growth experience for students of the School of Alberta Ballet. The exam is itself a demonstration of the exercises, steps and dances learned in class. Candidates take exams in groups of two to four (depending on exam level). The examiner issues a report on each candidate's work. If successful, the student receives a certificate of completion for the grade completed. Exam material is taught in class. Preparation for the exam may also require extra classes or rehearsals.

Academic classes include two examination periods at the end of each semester. Exam period one takes place at the end of January, with exam period two at the end of June. Students enrolled in Grade 9 will write Provincial Achievement Tests, while students taking 30 level (Grade 12) courses will be required to write provincial diploma examinations. The dates of these exams are set by the Province of Alberta. Grade 10 and 11 final exams will be aligned with the provincially set dates and will be set by the School. Students are expected to remain in Calgary until all regularly scheduled exams have been completed.

BAP-2.2 POLICY

The Artistic Director, in collaboration with the faculty, makes all decisions about the placement of students, recommendations regarding exams and the appropriate time for beginning pointe work. The decision to participate will be at the discretion of the teacher and if chosen will be mandatory. From time to time, students may be moved to different classes when, in the School's judgment, the student's training would be improved by such a change. Advancement in the School is not automatic; each student's development as a dancer is individually assessed and tailored to accommodate different stages of physical development, coordination, ability to assimilate instruction, and degree of motivation. Ongoing assessments serve both to ensure that the quality in the Professional Division increases as well as to motivate current students to the best of their potential. Acceptance into the Professional Division does not guarantee readmission to the Professional Division the following year. All students must attend Summer School in order to be considered for admission or re-admission to the Professional Division the following year.

POLICY BAP-3: INTERNATIONAL STUDENTS

BAP-3.1 RATIONALE

An "international student" at the School of Alberta Ballet is defined as a person who is not a citizen of Canada, a landed immigrant, or a child of a person admitted to Canada for permanent or temporary residence; and who has a student visa or a study permit from Citizenship and Immigration Canada.

An international student may enrol in the School of Alberta Ballet's Professional Division if the Academic Principal and the Artistic Director have deemed the student qualified to attend—both academically and balletically.

The Head of Admissions will notify the student in writing of their acceptance, requiring the student to pay the International Tuition Fee.

International students, who are under the age of 18 or are studying in the School's Academic Program, must either live with their parent who lives in Calgary or at the School's Residence.

BAP-3.2 POLICY

The Artistic Director, in collaboration with the faculty, makes all decisions in the placement of students, recommendations regarding exams and the appropriate time for beginning pointe work. The decision to participate will be at the discretion of the teacher and if chosen will be mandatory. From time to time, students may be moved to different classes when, in the School's judgment, the student's training would be improved by such a change. Advancement in the School is not automatic; each student's development as a dancer is individually assessed and tailored to accommodate different stages of physical development, coordination, ability to assimilate instruction, and degree of motivation. Ongoing assessments serve both to ensure that the quality in the Professional Division increases as well as to motivate current students to the best of their potential. Acceptance into the Professional Division does not guarantee readmission to the Professional Division the following year. All students must attend Summer School in order to be considered for admission or re-admission to the Professional Division the following year.

POLICY BAP-4: INDEPENDENT STUDENT STATUS

BAP-4.1 RATIONALE

Students from other provinces within Canada who are 16 years and over have the ability to be declared Independent Students. An independent student who is from Canada, but outside of Alberta, can be considered an Alberta Resident and therefore can receive additional Alberta Education funding to offset their overall tuition. In order to receive Independent Student Status, parents and students must sign the declaration, included in the Registration Package.

BAP-4.2 POLICY

The official School of Alberta Ballet Board Policy on Independent Student status states:

An Independent Student at the School of Alberta Ballet is one who is over the age of 16 years at the time of declaration, whose parents have signed the Independent Student Declaration form, who has signed the Independent Student Declaration form themselves, who resides independently from their parents, and who is responsible for all day-to-day decision-making regarding living arrangements, activities, meals, medical treatment, studies and finances. (March 28, 2013)

BAP-4.3 GUIDELINES

In order for students to qualify as Independent Students, both the parent/guardian as well as the student must sign the Independent Student Declaration Form.

POLICY BAP-5: CRITICAL INCIDENT RESPONSE IN THE SCHOOL

BAP-5.1 RATIONALE

To comply with Occupational Health and Safety requirements, the School of Alberta Ballet will maintain an emergency preparedness and response plan. This plan will address those incidents that are considered crises in the school.

BAP-5.2 POLICY

The safety committee is committed to the development and maintenance of a critical incident response plan which is designed to address any incidents that are considered crises in the school. This plan will be consistent with the expectations identified by Occupational Health and Safety. School staff and students will be made aware of the plan through annual review, training and practice.

BAP-5.2.1 Emergency Preparedness

The School of Alberta Ballet's primary concern is the safety of students and staff, and the preservation of property in the event of an emergency, crisis or disaster. The School Committee delegates authority to the management team, who are expected to ensure the most effective and efficient use of resources for the maximum benefit and protection of students, staff, and facilities.

This plan includes procedures to prepare for and respond to emergency situations. Responses include procedures for:

- Lock Downs – occupants stay in their room or area to provide protection from a threat (e.g. intruder) when it is safer to stay in the building than evacuate.
- Fire Evacuation – occupants leave the building by a route designed to avoid contact with a potential threat
- Natural Disasters (Evacuation/Shelter-In-Place) – occupants stay in their room, area or the building to provide protection from severe weather, when it is safer to remain in the building than evacuate (e.g. tornados and wind storms), or evacuate from the building as a result of a severe weather event (e.g. flooding)
- School Closure – deals with procedures that are used to determine whether the School will be open to students and staff/supervisors (e.g. snow storm, flooding)
- Field Trip Safety – deals with the safety of students and staff/supervisors when away from School facilities
- Grief/Crisis response – procedures used to deal with appropriate responses after severe emergencies, or traumatic events, such as the sudden death or life-threatening injury/illness of a student or staff member/supervisor.

BAP-5.2.2 Lock Downs

A lockdown is a procedure which is initiated when School officials believe that there is a credible threat to student and staff safety. Lockdowns are used to protect students from school shooters, bomb threats, and other forms of violence. They can also be used when police are engaged in an operation nearby, or when a national disaster has been declared.

Notification will occur via:

- Phone call from reception
- Email
- Wireless Intercom System
- Voice mail broadcast
- In person notification by police
- Verbally from Calgary Police

Lockdown Role	Responsibilities
School Administrators (Associate Executive Director, Artistic Director, Academic Principal, Head of Residence)	<ul style="list-style-type: none"> ● Assess the situation and determine need ● Contact Emergency Services ● Communicate the Lock Down to all staff in clear language ● Meet with Emergency Personnel (police, fire, ambulance, etc.) if safe ● Media enquiries referred to Communications Personnel
Teachers and Accompanists (Academic and Ballet)	<ul style="list-style-type: none"> ● Instruct students on lockdown procedures ● Keep students away from doors and windows ● Ensure absolute quiet ● Phone 911 ● Refer to Lockdown procedures signage in classroom <ul style="list-style-type: none"> ○ Close and lock doors ○ Turn off lights ○ Close all window coverings in room ○ Keep students on the floor or low to the ground out of line of sight of windows as much as possible ○ Set mobile phones to Silent. Avoid using unless you are reporting an emergency, such as an injury or illness; this will reduce the demand on mobile network towers, leaving them free for emergency responders' needs ○ Be prepared to evacuate on short notice if needed ○ Ensure door remains locked – do not open the door to anyone; the Associate Executive Director, Artistic Director, Academic Principal, or Head of Residence and Emergency Response Personnel will have keys to the room; it may be up to several hours before evacuation is safe ○ Stay calm and maintain a calm environment by reassuring students that everything possible is being done to return the situation to normal ● Do not speak to media – refer any enquiries during or after the situation to Communications Personnel
Administrative	<ul style="list-style-type: none"> ● Remain in your rooms or move to the nearest room that is safe with as many

staff or Teachers not in class, visitors	<p>people as possible; this could be a washroom, studio, classroom or office</p> <ul style="list-style-type: none"> • Remain calm • Follow above procedures • Await further direction from Associate Executive Director, Artistic Director, Academic Principal, or Head of Residence • Should you enter the school and recognize that a lockdown is in effect, phone 911 and immediately report to the CBE muster point.
--	--

*for contents see Preparation below

Preparation:

- Prepare Emergency Response Kit contents and place in a bag for *the Academic Principal and the Associate Executive Director should each have an identical kit, and a relevant kit should be placed at the Residence.*
 - Master list of all students and staff (updated regularly – monthly if needed) with contact and emergency contact information
 - List of staff who have first aid or special training
 - Phone numbers for emergency contacts (AB Executive Director, Manager of Development & Communications)
 - Bussing/transportation route, timing and contact information
 - Copies of School evacuation and fire plans
 - Any necessary epi-pens
 - Any allergy or special needs information about students and staff

This bag can be handed to Emergency Personnel on their arrival if necessary, along with necessary keys for the School.

Drills:

Lockdown drills will Calgary Police Service will take place 2 times per school year. Administrative staff will run a lockdown drill during each Summer School session.

What is a lockdown?

A lockdown is a procedure which is initiated when school officials believe that there is a credible threat to student and staff safety. Lockdowns are used to protect students from school shooters, bomb threats, and other forms of violence, but they can also be used when police are engaged in an operation nearby, or when a national disaster has been declared.

How will I know a lockdown is occurring?

You will be notified of a lockdown procedure through one or more of the following:

- Email Notification
- Wireless Intercom System
- Voice mail broadcast
- In person notification by police

Lockdown Steps

If a lockdown occurs all students, staff, parents, and visitors will:

1. Move immediately to the nearest room you feel is safe with as many people as possible. Move to nearest washroom, studio, classroom, or office.
2. Lock the door;
3. Turn off the lights;
4. Cover all windows with blinds, curtains, where possible;
6. Lie flat on the floor or take cover out of sight. Stay as low to the floor as possible;
7. Set your cell phone to “silent” and avoid using it unless you’re reporting an emergency or it’s absolutely necessary; using cell phones increases the demand on cellular network towers, and emergency responders and those in need of immediate assistance will be relying on those towers.;
8. Keep calm and quiet; and;
9. Stay in the room until police arrive. Do not open the door for anyone other than the police. Remember it may be several hours before you can be safely evacuated.

What if someone is injured?

Follow these steps when safe to do so:

Call 911. Do not assume that somebody else has already contacted the police. Do not worry about multiple calls. If possible, place a sign in an exterior window to identify the location of the injured people while maintaining lockdown.

What to report?

When contacting authorities, report the following:

1. Your specific location, building name and office/room number. 906 - 12 Ave SW 2nd floor, Calgary AB.
2. The number of people at your specific location;
3. If there are injuries, the number and types of injuries; and
4. If you have seen an assailant or identified a threat:
 - location and number of suspects;
 - direction of travel;
 - their clothing and description;
 - their identity if known;
 - any weapons or accessories (e.g., backpack); and
 - any unusual or threatening sounds (eg., gunfire or explosion)

What if fire alarm sounds?

- DO NOT respond normally as a fire alarm during a lockdown may be a ploy by an armed intruder.
- Remain calm in your lockdown secure area, if safe to do so.
- If you do smell smoke or are advised to leave by the 911 operator, follow Fire/Evacuation procedures as listed on the wall.

BAP-5.2.3 Fire and Evacuation On School Campus

Fire/Evacuation Role	Responsibilities
Fire Warden and Deputies (Chief Fire Warden, Edmund Stripe, Fire Warden's Aram Manukyan, Calie Thiessen, Bauback Naderi)	<ul style="list-style-type: none"> • Assess the situation and determine need • Communicate Fire Evacuation to School Administrators and all staff in clear language • Conduct Fire Evacuation – ensure all rooms are empty including dressing rooms and washrooms • Take Visitor log if possible • Contact Emergency Services if needed • Meet Emergency Personnel (fire, ambulance, police, etc.) if safe to provide a facility and demographic update
School Administrators (Associate Executive Director, Artistic Director, Academic Principal, Head of Residence)	<ul style="list-style-type: none"> • Contact Emergency Services if not already contacted via alarm pull station • Take Emergency Response Kit* on exiting the building • Meet with Fire Warden and Emergency Personnel (police, fire, ambulance, etc.) if safe • Media enquiries referred to Communications Personnel
Teachers and Accompanists (Academic and Ballet)	<ul style="list-style-type: none"> • Remind students of what to do <ul style="list-style-type: none"> ○ Take attendance book with you ○ Exit the classroom single file ○ Close the door behind you ○ Follow the posted evacuation routes and use the nearest safe fire exit via: <ul style="list-style-type: none"> ○ From Studios: <ul style="list-style-type: none"> ▪ Back of School exit onto 12th Avenue ▪ Across courtyard, down parkade stairs, past parkade door, out alley ○ From classrooms: <ul style="list-style-type: none"> ▪ Down stairs by senior high wing, through lobby, exit onto 12th Avenue. ▪ Proceed to the meeting place at Calgary Board of Education multipurpose room ▪ Take attendance on arrival at CBE building ▪ Report to the Fire Warden, Aram Manukyan, Calie Thiessen, Bauback Naderi ▪ Do not re-enter the building until the Fire Warden has declared it is safe to do so. • Do not speak to media – refer any enquiries during or after the situation to Communication Personnel

Administrative staff or Teachers not in class, visitors	<ul style="list-style-type: none"> • Exit the building via the nearest safe evacuation route as posted • Go to the meeting place at Calgary Board of Education • Report to the Fire Warden, Aram Manukyan, Calie Thiessen, Bauback Naderi • Do not re-enter the building until the Fire Warden has declared it safe to do so
---	--

Drills:

Fire evacuation drills will be held 4 times per school year.

5.2.4 Residence

Fire/Evacuation Role	Responsibilities
Fire Warden (House Parent)	<ul style="list-style-type: none"> • Assess the situation and determine need • Communicate Fire Evacuation to all staff in clear language • Conduct Fire Evacuation • Contact Emergency Services if needed • Meet Emergency Personnel (fire, ambulance, police, etc.) if safe • Wake students if necessary and remind them of what to do <ul style="list-style-type: none"> ○ Take attendance book with you ○ Exit the building single file ○ Follow the posted evacuation routes and use the nearest safe fire exit via: <ul style="list-style-type: none"> ▪ West Residence Building D Muster Point: -Green space between the MRU Volleyball and Tennis courts. ▪ Do not re-enter the building until Emergency Services have declared it is safe to do so. • Do not speak to media – refer any enquiries during or after the situation to Communications Personnel • Notify Head of Residence of the evacuation as soon as safely possible • In the event that the Residence cannot be re-entered, due to excessive damage: <ul style="list-style-type: none"> ○ Proceed to designated temporary accommodation at MRU Recreation Facility • Take attendance after evacuation

BAP-5.2.5 Natural Disasters

Evacuation/Shelter In Place Role	Responsibilities
School Administrators (Associate Executive Director, Artistic Director, Academic Principal, Head of Residence)	<ul style="list-style-type: none"> • Assess the situation and determine need; decide whether to Shelter In Place or Evacuate • Communicate Shelter In Place order or Evacuation to School Administrators and all staff in clear language • Contact Emergency Services if not already contacted • In the event of Evacuation – follow the same procedures as for Fire Evacuation

	<ul style="list-style-type: none"> • In the event of Shelter In Place order – proceed to designated area within the building(s): <ul style="list-style-type: none"> ○ Ballet Studios: ○ Academic Wing: • Take Emergency Response Kit* to the designated secure room or to the meeting place on exiting the building • Meet with Emergency Personnel (police, fire, ambulance, etc.) if safe • Media enquiries referred to Communication Personnel
Fire Warden and Deputies	<ul style="list-style-type: none"> • ensure all rooms are empty including dressing rooms and washrooms • proceed to evacuation meeting place or to Shelter In Place designated area as directed • take Visitor log if possible
Teachers and Accompanists (Academic and Ballet)	<ul style="list-style-type: none"> • Remind students of what to do <ul style="list-style-type: none"> ○ Take attendance book with you ○ Exit the classroom single file ○ Close the door behind you ○ For Evacuation: <ul style="list-style-type: none"> ▪ Follow the posted evacuation routes and use the nearest safe fire exit via: <ul style="list-style-type: none"> ○ From Studios: <ul style="list-style-type: none"> • Back of School exit onto 12th Avenue • Across courtyard, down parkade stairs, past parkade door, out alley ○ From Classrooms: <ul style="list-style-type: none"> ▪ Down stairs by senior high wing, through lobby, exit onto 12th Avenue. • Proceed to the meeting place at Calgary Board of Education • Take attendance on arrival at meeting place • Report to the Fire Warden, Aram Manukyan, Rob Spence, Bauback Naderi • Do not re-enter the building until the Fire Warden has declared it is safe to do so. ○ For Shelter In Place: <ul style="list-style-type: none"> ▪ Proceed to designated area(s) as follows: <ul style="list-style-type: none"> • Ballet Studios: • Academic Wing: ▪ Account for all students and remain in designated area until further direction is provided by School Administration • Do not speak to media – refer any enquiries during or after the situation to Communications Personnel
Administrative staff or Teachers not in class, visitors	<ul style="list-style-type: none"> • For Evacuation: <ul style="list-style-type: none"> ○ Exit the building via the nearest safe evacuation route as posted ○ Go to the meeting place at Calgary Board of Education multipurpose

	<ul style="list-style-type: none">room<ul style="list-style-type: none">○ Report to the Fire Warden Aram Manukyan, Calie Thiessen, Bauback Naderi○ Do not re-enter the building until School Administration has declared it safe to do so● For Shelter In Place:<ul style="list-style-type: none">○ Proceed to designated area(s) as follows:<ul style="list-style-type: none">▪ Ballet Studios:▪ Academic Wing:○ Remain in the designated area until further direction is provided by School Administration
--	--

POLICY BAP-6: TRANSPORTATION

BAP-6.1 RATIONALE

The School of Alberta Ballet recognizes its responsibility to establish and provide appropriate levels of service for the transportation of its authorized residence students. This statement of responsibility is consistent with the Willco Transportation Ltd. guidelines. The School does not encourage the transportation of students in private vehicles for school activities, but recognizes the occasional necessity for the use of such means of transportation.

BAP-6.2 POLICY

The School of Alberta Ballet will facilitate transportation services to students via Willco Transportation Ltd. for school-based events. The use of private vehicles for transporting students on approved school sponsored activities should be occasional, infrequent and should occur only when commercial sources of transportation are not available and when the Associate Executive Director has granted approval. The School cannot place primary insurance on a vehicle that it does not own, rent or lease. The Associate Executive Director should ensure that each vehicle has adequate insurance coverage. A minimum personal liability insurance coverage of \$1,000,000 must be carried on each private vehicle used to transport students on school approved trips.

The Associate Executive Director's approval is required for the transportation of students in private motor vehicles. In emergencies due to accident or illness, the Associate Executive Director may approve transportation in a private vehicle driven by a School employee.

A parental consent form signed by the parents must be obtained for each student to be transported by private motor vehicle. One consent form may cover a series of trips. The method of transportation and the driver(s) should be indicated on the parental consent form to be signed.

No secondary school student, irrespective of age, may drive a private vehicle transporting other students to school-sponsored activities during school hours or as school representatives, without written permission from their parents.

Students representing their school at extra-curricular activities (i.e. rehearsals or performances) shall be transported in school-approved transportation, by their own parents, or by themselves with parent permission. Parents shall advise the principal in advance of the activity if the student is not traveling with the rest of the students.

POLICY BAP-7: STUDENT ATTENDANCE

BAP-7.1 RATIONALE

Regular attendance of each child in class is important because it results in increased student achievement academically and in ballet.

BAP-7.2 POLICY

The School expects students to attend school punctually on all school days. Parents are expected to make every effort to have their children attend school on time. The parent/guardian and the student shall be responsible for maintaining satisfactory attendance. Absence from class does not excuse the student from learning the material covered during the absence. The School is expected to work collaboratively to put practices and procedures in place to encourage punctuality and attendance.

For students participating in frequent extended travel, a letter will be sent to the family outlining the effects of irregular attendance on the reacceptance process for the following year.

For students participating in Alberta Ballet performances, such as *The Nutcracker*, who experience frequent absence because of travel or other commitments, will also receive an attendance letter outlining the effects of irregular attendance on choreography and possibility of being pulled from the performance.

POLICY BAP-8: READMISSION POLICY

BAP-8.1 RATIONALE

The nature of professional ballet training is such that students must requalify for acceptance annually, albeit in an informal and ongoing manner consistent with the School's performance management standards. These standards are measured according to a student's artistic, academic and residence behaviour and performance. Factors for considering a student's reacceptance may also include behaviour relating to the code of conduct, financial arrears and ongoing or unresolvable injuries.

BAP-8.2 POLICY

Students hoping to return to the School of Alberta Ballet's Professional Division will receive notice in mid-April each year as to their status for the following September. Some students and parents may be required to attend a meeting with the Artistic staff prior to their notification and may be placed on probation.

POLICY BAP-9: STUDENT BEHAVIOUR AND CONDUCT

BAP-9.1 RATIONALE

Student discipline is both necessary and desirable. The School of Alberta Ballet recognizes the positive benefits of student discipline and advocates a relationship between school and student that fosters mutual respect and responsibility.

The School of Alberta Ballet holds a progressive discipline policy where minor infractions lead to intervention and consequences that help students learn from the experience and take responsibility for their actions.

BAP-9.2 POLICY

The School of Alberta Ballet is committed to the establishment and maintenance of a safe, caring and effective learning environment for its students, staff, volunteers and visitors. The Academic Principal is responsible for administration of this policy. Should a student be in violation of the school code of conduct or the acceptable use policy, the appropriate head of department will report the violation and proposed level of disciplinary action. The reporting department head, in consultation with the academic principal, will determine the appropriate level of action.

In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students.

A formal disciplinary interview must be held with the student prior to making the decision to impose a short suspension. The principal must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s).

Notification of suspension must be made to the parents in writing within 24 hours following immediate verbal notification. Students and parents will receive a suspension letter from the academic principal, outlining the reported code of conduct violation and suspension details. Upon completion of the suspension, a return to school or return to classes meeting will be held with the academic principal and appropriate department head(s).

In School Suspensions – Level One ISS

Students serving an in-school suspension, ISS, are not permitted to participate in extracurricular school activities during their suspension period. Residence students serving an in-school suspension will be placed on house suspension while serving their suspension, being permitted to leave their unit for meals and transportation to and from school only.

Out of School Suspensions – Level Two OSS

Students serving an out of school suspension, OSS, are not permitted to be on campus while serving their suspension. Residence student families are expected to handle travel arrangements and cover the cost should their son or daughter be in violation of a level two infraction of the Code of Conduct.

Expulsion – Level Three

In serious circumstances where a student violates the School Code of Conduct, the principal may expel a student of any age from the school. The Principal may also expel a student who is over 17 years of age for unsatisfactory participation in learning. When possible, the student will be enrolled in an alternative learning program prior to the official start date of the expulsion.

When considering expelling a student for misbehaviour, the principal must ensure, except as a result of a most serious incident, that all appropriate student welfare and discipline strategies have been implemented and documented. The principal must convene a formal disciplinary interview with the student. The principal must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The student may be placed on a long out of school suspension, OSS, pending the outcome of the decision making process. Parents will be notified in writing, that expulsion from the school is being considered, giving reasons for the possible action.

Should the academic principal and reporting department deem a student's behaviour to be of a level three infraction, a proposed expulsion from the School of Alberta Ballet would be reported to the chair of the School Committee. The final ruling of expulsion will be that of the school committee. The School of Alberta Ballet will ensure that any student facing an expulsion will have alternative school arrangements.

Parents are able to appeal all decisions in writing within 7 days of the effective suspension according to the School of Alberta Ballet Appeals Policy.

International Students

Parents and students are responsible for understanding and abiding by the School Code of Conduct as per the Professional Division School of Alberta Ballet Parent & Student Handbook. Student registration form, SR007 – Rules for International Students, requires students and parents to acknowledge responsibility with signature for keeping all SAB rules throughout their program. Breaking any of these rules and expectations may result in their early return to their home country at the natural parents/legal guardian's expense and without refund of program fees.

POLICY BAP-10: BULLYING

BAP-10.1 RATIONALE

Alberta's provincial legislation defines bullying as: repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation. It can focus on: disability; sexual orientation; gender identity; sexuality; race/ethnicity/religion; or other issues.

BAP-10.2 POLICY

If a student discloses, if an educator witnessed, or if it is reported by a third party that a student has been bullied the School of Alberta Ballet will take the following course of action.

- The school Principal or their delegates are to be told of the incident, so that they can investigate and address reports of bullying and cyberbullying, including notifying parents/guardians in a timely fashion.
- Delegated school personnel are responsible for working with the parents/guardians and Principal in developing and implementing a safety plan for a student who has been bullied, so that he/she can feel safe at school and going to and from school.
- Delegated school personnel are responsible for checking in with the bullied student on a regular basis (e.g., daily, every few days, weekly, biweekly, monthly etc.) to ensure the bullying has stopped and the situation is resolved.
- Delegated school personnel are responsible for consistently monitoring the student who bullied to ensure that the student is no longer perpetuating bullying behaviour.

The School of Alberta Ballet believes in a progressive discipline policy that guides the choice of just and effective responses to bullying. Progressive discipline means that initially children who bully receive consequences that help them learn from the experience and take responsibility for their actions, known as "formative consequences". If bullying behaviour continues, consequences progress in severity.

Consequences always take into account the unique characteristics of the situation which include:

1. the developmental level of the involved students;
2. the prior history of the involved students;
3. exceptionalities of the involved students;
4. the severity of the incident;
5. the harm that was done to the student who was bullied.

The school administration and staff will investigate each incident and determine appropriate consequences as per the School Code of Conduct in conjunction with the Policy on Student Discipline.

POLICY BAP-11: SCHOOL UNIFORMS

BAP-11.1 RATIONALE

Uniforms are worn at the School of Alberta Ballet to create a sense of community and cohesion in a professional learning environment.

BAP-11.2 POLICY

All students who attend the School of Alberta Ballet are required to wear school uniforms during school hours and while attending school-sponsored activities. Students with a total of three uniform violations, within their academic or ballet classes, will be faced with a level 1 In-School Suspension (ISS). Further violations will lead to level 2 disciplinary action.

Students serving the third and final uniform violation will be requested to attend a meeting with the Academic Principal where the conditions of the ISS will be outlined. The Academic Principal will make every effort to contact the parent/guardian of the student prior to the suspension taking effect.

POLICY BAP-12: STUDENT HEALTH AND SAFETY

BAP-12.1 RATIONALE

The School of Alberta Ballet recognizes that good health is an essential component in ensuring that students achieve their personal and educational goals. This objective is supported through the establishment of policy and procedures related to the administration of student health matters within the jurisdiction of the school.

BAP-12.2 POLICY

The School of Alberta Ballet will ensure that the health and safety of all students is given priority consideration when planning all activities. Furthermore, school staff will ensure that all equipment and buildings are adequately maintained to minimize risk of injury to students.

Principles

1. Attention to student health matters is a fundamental component of a healthy and nurturing school community.
2. All staff members play a critical role in the identification and amelioration of student health issues, particularly injuries, mental health, and unhealthy dietary choices.
3. Parents or guardians are recognized as primary caregivers to their child(ren) and must be relied upon to provide timely and accurate information to the school regarding student health concerns that may impact their child's educational program.
4. All information regarding student health matters is subject to the *Personal Information Protection Act* guidelines.
5. The effective administration of grade specific health curricula will provide students with a framework by which to proactively recognize healthy lifestyle choices.

Legal Reference:

School Act Section 47
Alberta Education Policy 1.6.1 Section 1.2
Emergency Medical Assistance Act, Chapter E-9
Child Welfare Act Section 1(2) and (3), Section 3
Personal Information Protection Act

POLICY BAP-13: STUDENT RECORDS

BAP-13.1 RATIONALE

In keeping with the mandate of Alberta Education to keep student records in a cumulative file, the School of Alberta Ballet maintains a single student record file for each student.

BAP-13.2 POLICY

A single student record file for each student shall be established upon initial registration at SAB and will be maintained within the administrative offices for the exclusive purpose of accumulating information needed to provide for the students welfare.

GUIDELINES

All information in the student record file will be treated as confidential and accessible only by:

- a. Teachers who have need of it in performing their duties
- b. A parent or legal guardian
- c. The student if sixteen years of age or older
- d. Other resource personnel, as contacted by the school, in accordance with needs or entitlement established by provincial law and regulation.

Legal Reference:

School Act R.S.A. 2000, c.S-3, ss 23, 60 (3)(c)

POLICY BAP-14: STUDENT STUDY PERMITS

BAP-14.1 RATIONALE

International students make up a significant percentage of the School's population. In order to comply with Citizenship and Immigration Canada regulations, international students are required to acquire and maintain valid study permits and adhere to all CIC regulations.

BAP-14.2 POLICY

It is the responsibility of all international students and their parents to obtain study permits for attending the School of Alberta Ballet. Necessary documentation from the School and consultation can be provided; however, it is imperative that students, their parents and their agent (if applicable) are ensuring that all permits and visas are up to date and that copies of these permits are given to the School. The School of Alberta Ballet is required to provide copies of these permits to Alberta Education.

When applicable, the School of Alberta Ballet will report students to Citizenship and Immigration Canada who have received a study permit based upon acceptance into the School but who no longer attend and have not left Canada. The School will not be seen as aiding students in their attempts to stay in Canada, but who are no longer attending the School.

POLICY BAP-15: SPECIAL EDUCATION

BAP-15.1 RATIONALE

Special Education refers to the education of students with mild, moderate or severe disabilities and/or those who are gifted and talented. This policy is founded on the belief that all children can learn and reach their full potential given the opportunity, effective teaching, and appropriate resources.

In Alberta, educating students with special needs in inclusive settings is the first placement option to be considered by school boards/jurisdictions in consultation with parents and, when appropriate, students. Rights and responsibilities related to special education are included in the *School Act*.

BAP-15.2 POLICY

The School supports the inclusion of students who are coded mild/moderate/gifted as part of the regular admissions process at the School of Alberta Ballet. However, the School recognizes that the provision of special education services to support these learners will need to be consistent with the available financial resources/support imbedded in the basic per student instruction grant. Students who are coded severe will not be admitted.

Upon acceptance, families of students who are coded mild/moderate/gifted will be informed that learning difficulties can often impede the higher level balletic development expected of a student striving for a career as a professional dancer.

POLICY BAP-16: LOCALLY DEVELOPED COURSES

BAP-16.1 RATIONALE

The School of Alberta Ballet is committed to offering courses which reflect the passion of the students with locally developed courses as extensions of the mandated curriculum.

BAP-16.2 POLICY

School authorities offering junior and senior high school locally acquired and authorized courses must develop, implement and maintain current written procedures consistent with *The Guide* and the *Locally Developed Courses Online Management System (LDCOMS)*.

Annually, the Academic Principal will acquire the necessary courses to compliment the mandated curriculum in the area of dance and ballet through LDCOMS. The Academic Principal will ensure to include a resolution or a motion of the board to offer the locally acquired courses.

Non-certified staff teaching Locally Developed Courses will be supervised by certificated staff, who will provide support in implementing curricular outcomes and student assessment.

POLICY BAP-17: ENGLISH AS A SECOND LANGUAGE

BAP-17.1 RATIONALE

Facilitate the integration of English language learners into regular school programming and to equip them with the necessary language skills and understanding of the Canadian way of life.

BAP-17.2 POLICY

The School of Alberta Ballet will provide appropriate English language instruction for students in grades 7-12 that meet the student's needs. English immersion with modified programming is available to all English language learners at the School of Alberta Ballet.

The goals of the ESL program are as follows:

- The schedule of the ESL programming will reflect the guidelines recommended by Alberta Education in respect to timing and frequency of instruction.
- The ESL programming will be taught by teachers with the appropriate level of second language education instruction.

POLICY BAP-18: TEACHER GROWTH, SUPERVISION AND EVALUATION

BAP-18.1 RATIONALE

QUALITY TEACHING PROCESSES

The evaluation/supervision of teaching performance will be accomplished through three specific programs [cycles] which serve specific functions.

Professional Growth of Teaching Practice

All teachers will complete an annual teacher professional growth plan that:

1. reflect goals and objectives based on an assessment of learning needs by the individual teacher,
2. shows a demonstrable relationship to Alberta Education Teaching Quality Standard, and
3. takes into consideration the education plans of the school and Alberta Education.

Supervision of Teaching Performance

The program of supervision will serve the function of on-going assessment of teaching performance to provide feedback to support professional growth.

Evaluation of Teaching Performance

The program of evaluation will serve the function of providing the principal the opportunity to assist a teacher to improve his or her teaching performance to a level satisfactory to the School of Alberta Ballet and meets the teaching quality standard established by Alberta Education.

Purposes of an Evaluation Program

1. To Promote, achieve, and maintain a high standard of instruction.
2. To Communicate the Province's and the school's performance expectations to teachers.
3. To recognize the worth and value of the individual teacher.
4. To recognize that student growth and achievement are of paramount importance.
5. To ensure that the teacher's assignment is appropriate for the teacher.
6. To provide information which will be useful when considering placement of staff, retention, promotion, and permanent certification.

Premises of an Evaluation Program

1. A properly devised evaluation program of all staff members will result in improvement of instruction.
2. Teachers should take primary responsibility for their own professional growth, the goal of which should be improved instructional practices that enhance student learning.
3. A professional relationship between the evaluator and evaluatee can assist in the development and improvement of teaching skills.
4. All teachers can benefit from specific feedback concerning their teaching performance.

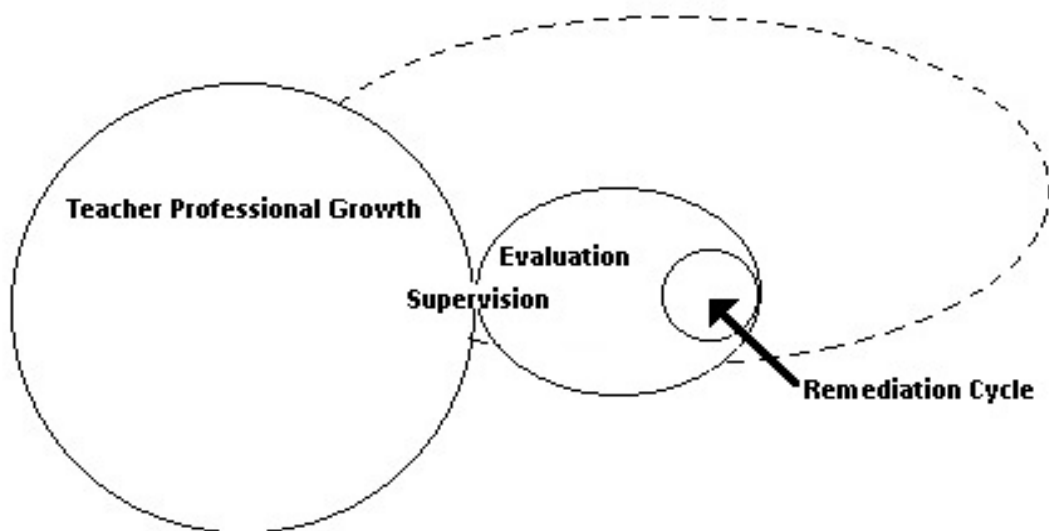
5. A properly devised evaluation program can identify satisfactory and unsatisfactory teaching practices and methods. In this policy, following the appraisal process, teachers will be “streamed” into a (i) a Professional Growth Cycle, and/or (ii) an Evaluation Cycle.
6. The criteria outlined in this policy will be equally functional regardless of the grade level or subject specialty of the teachers. This does not preclude the use of additional agreed upon criteria (by both the evaluated and evaluator) associated with a specific area.

Principles of Employee Performance Appraisals

1. Each employee within a job category must have equal opportunity to be treated the same as others by the same supervisor. (fairness)
2. Honesty and integrity are paramount throughout the process.
3. Performance appraisal may have different individual or combined intents. Usually performance appraisals are multi-dimensional.
4. Accurate data from a wide variety of sources provides the widest description of performance.
5. Performance appraisals are based upon job-related criteria and requisites. Job analyses entail job duties, responsibilities and work context. (validity)
6. Discrimination based upon gender, age, race, national origin, religion, marital status, or sexual orientation is prohibited.
7. The teacher, students, and the principal are in the best position to provide the most accurate information.
8. The basic assumption is that employee performance is satisfactory unless shown otherwise.

PROFESSIONAL GROWTH SUPERVISION & EVALUATION CYCLE

1. The following model depicts the evaluation process:



DEFINITIONS:

2. The **Evaluation Cycle** report will state in written form whether the current status of a teacher's performance is satisfactory or in need of improvement.

All teachers will participate in the **Professional Growth Cycle**.

If a teacher's performance is in need of improvement the teacher is placed in the **Remediation Cycle**.

EVALUATION CYCLE

GUIDELINES:

1. The teacher or principal may initiate the Evaluation Cycle regarding a teacher's performance. Teachers are encouraged to initiate an Evaluation Cycle particularly if they desire feedback, generally, or for external purposes. The principal will initiate the Evaluation Cycle to cover the situations described in procedure 1 or when there is other cause to initiate the cycle.
2. The teacher and the principal both have considerable input during the Evaluation Cycle.
3. A written report regarding the outcome of the Evaluation Cycle will be produced by the principal. The report will specify whether the teacher is being placed in the Professional Growth Cycle and/or the Remediation Cycle.
4. Open, honest, two-way communication is a requirement during the Evaluation Cycle.
5. A teacher who disagrees with the results of the evaluation may exercise that teacher's options of placing written comments on the evaluation with the report.
6. The criteria and standards for teacher performance will be those prescribed by Alberta Education using reporting formats developed by the school division.

PROCEDURES

1. On initiating an evaluation cycle the principal must communicate explicitly to the teacher:
 - a. the reasons for and purposes of the evaluation,
 - b. the process, criteria and standards to be used,
 - c. the timelines to be applied, and
 - d. the possible outcomes of the evaluation.
2. An Evaluation Cycle will be completed prior to making recommendations regarding:
 - a. certification
 - b. termination
 - c. other
3. The principal or his administrative designate is responsible for working with the teacher to complete the Evaluation Cycle.
4. The preferred supervision model during the Evaluation Cycle has a format which consists of:
 - a. pre-conference
 - b. examination of multiple sources of current and past data
 - c. analysis
 - d. post-conference
 - e. written report

5. With respect to the written report the following shall apply.
 - a. A report completed by the supervisor must be addressed to and discussed with the teacher. The teacher will sign the report to signify receipt of a copy, however, this does not necessarily indicate concurrence with the contents of the report.
 - b. A copy of the report will remain with the principal.
 - c. The teacher's personnel file is available to be reviewed upon request by the teacher.
 - d. A requirement of the report is that it be objective with respect to both praise and concern. The principal is expected to note all areas requiring improvement and explain how they are being handled.
 - e. A written report placing the teacher in the Remediation Cycle shall specify the improvement required along with a time frame for working toward improvement.
6. Multiple sources of data, both past and current, will be used in the examination of a teacher's performance.
7. The criteria and standards for teacher performance as located in Appendix A are a dynamic combination of School and Provincial expectations.
8. Appeals Process.

If for any reason a staff member wishes to dispute or take action against the statements written in a formal evaluation report, the following options are available:
The staff member is encouraged to complete (a) or (b) within two weeks of the receipt of the report:

 - a. discuss the offending statement(s) with the evaluator responsible for the report;
 - b. submit a written statement of objections and reasons for the same to the evaluator and/or the Associate Executive Director of the School of Alberta Ballet;
9. Evaluation Schedule

Evaluation reports submitted in a written form will be carried out by the principal or his administrative designate according to the following:

 - a. Teachers new to the school will generally be evaluated according to the following recommended observation schedule: (by principal or designate)
 - i) First by October 15th
Second by December 15th
Third by February 28th
Fourth by March 31st

A final report based upon evidence gathered through the formal observations and other supervisory documents will be submitted by April 30th.
 - ii) Candidates for permanent certification:
Require a written evaluation report based upon the four formal observations and other supervisory documents.
10. Supervision

Supervision will be carried out by the principal or designate for all teachers who are not undergoing full evaluation. The principal or designate, at a minimum, shall provide for ongoing teacher supervision through:

 - a. Reviewing and supporting teacher professional growth plans.
 - b. A minimum of two classroom observations with accompanying feedback conversation for each teacher under their supervision is recommended.

The Principal will maintain a school annual teacher supervision report, as evidence that teacher supervision has occurred.

11. Self-Evaluation

It is recommended that all teachers conduct their own self-evaluation using the performance criteria outlined in the Quality Teaching Document at the least once a year and in consultation with their professional growth planning. This practice would be an excellent starting point for the evaluation cycle.

PROFESSIONAL GROWTH CYCLE

GUIDELINES

1. All teachers are encouraged to complete an annual teacher professional growth plan that:
 - a. reflects goals and objectives based on an assessment of learning needs by the individual teacher;
 - b. shows a demonstrable relationship to Alberta Education Teaching Quality Standard; and
 - c. takes into consideration the education plans of the school.
2. A teacher, in the professional growth cycle, need not undergo further appraisal unless he/she so request except where the principal initiates the appraisal cycle for that teacher. It is recommended that teachers request summative evaluations from time to time.
3. Professional Growth activities shall be consistent with school goals and philosophies. As well, Professional Growth plans must comply with Alberta Education guidelines.
4. Annual Professional Growth Cycles will be conducted with the following suggested timelines: presentation and approval of plan to principal by October 31st, professional growth plan conversation #2 between November 1st and April 30th, and professional growth plan conversation #3 between May 1st and June 30th.
5. Professional Growth programs will be facilitated and monitored by the principal, but will be implemented by the teacher who is ultimately responsible for the plan.
6. The teacher will be responsible for developing the plan; which should be based on the teacher's interests, needs, career goals and the needs of the school, and Alberta Education.
7. The teacher will maintain a record of his/her Professional Growth Plan and the progress made towards achieving the identified goal(s). This record must be made available to the principal upon request.
8. A teacher who does not fulfil the expectations of the Professional Growth Cycle will engage in the Evaluation Cycle.
9. All teachers will participate in the Professional Growth Cycle by completing a Professional Growth Plan.

REMEDIATION CYCLE

GUIDELINES:

1. The program of Remediation shall focus upon those teachers who have demonstrated, on the basis of evaluation, supervision, or investigation that they are in need of assistance in order to bring their teaching performance to a level satisfactory to the School of Alberta Ballet.

POLICY BAP-19: ANNUAL EDUCATION RESULTS REPORT

BAP-19.1 RATIONALE

The Annual Education Results Report (AERR) is an important component of Alberta Education's accountability requirement and expectation that each school be committed to continuous improvement in the offering and delivery of basic education. The AERR is complementary to the Three Year Education Plan which is updated annually to incorporate school committee direction, local needs and the advice of school councils, parents, students and the larger community. The AERR addresses the way in which Provincial Goals will be met. For each goal, outcomes, measures, targets and strategies are developed by the school to address priorities and the educational needs of students.

The AERR is a document that reports on the school's progress in meeting mandatory provincial measures and locally developed school measures. The results are gathered throughout the year from activities such as ongoing reviews, evaluations, planning sessions, surveys and workshops. The AERR is considered to be the foundation document in developing the school's Education Plan and/or identifying strategies in improvement.

BAP-19.2 POLICY

An Annual Education Results Report shall be produced annually to provide information, to the public on progress towards achieving the goals and results detailed in the school's Three Year Educational Plan.

The school's Annual Education Results Report shall be submitted to the School Committee in a timely matter to meet Alberta Education submission date.

POLICY BAP-20: THREE YEAR EDUCATION PLAN

BAP-20.1 RATIONALE

Good Planning enables the school system to set priorities, and action plans to achieve the goals set out by the organization. Good planning should give focus and unity of purpose to what the school is all about. Regular reviews of, and ongoing reflection on, the school's action plan by administration and teaching staff should keep everyone on course so as to achieve what is best for the whole child as well as the best possible academic achievement.

BAP-20.2 POLICY

In accordance with Alberta Education's expectations, the School Committee requires that its Annual Educational Plan (AEP) include:

- The setting of goals that may be both short and long term
- The expected results to be obtained
- The particular performance measures that will be used to determine if the goals and expected results were reached
- Strategies for accomplishing the goals and measuring results
- A budget to support the plan
- The current profile of the school and the issues and trends affecting the school each year

Priority areas for improvement, taken from the Annual Educational Results Report (AERR), must also be reflected in the annual revision of the Three Year Educational Plan

POLICY BAP-21: DAILY PHYSICAL ACTIVITY

BAP-21.1 RATIONALE

The School of Alberta Ballet recognizes that healthy students are better able to learn and thus provides a supportive environment for students to develop positive habits needed for a healthy, active lifestyle.

BAP-21.2 POLICY

Students at the School of Alberta Ballet are physically active for a minimum of 30 minutes a day through activities organized by the school.

POLICY BAP-22: SCHOLARSHIPS & FINANCIAL ASSISTANCE

BAP-22.1 RATIONALE

Professional Ballet training at the School of Alberta Ballet can cost over \$30,000 each year for boarding students. For many students, financial assistance is critical for attending the School of Alberta Ballet's Professional Division and Professional Graduate Program. Many students would not be able to attend without this support. Full and partial scholarships are available to those students who, at the discretion of the Principal, are able to demonstrate need. In order to stay competitive with other professional ballet schools, the School makes talent-based Scholarships and Financial Assistance available on a limited basis.

BAP-22.2 POLICY

Accepting Financial Assistance

Students who accept full or partial scholarships to the School of Alberta Ballet must not attend another school's full-time or summer school program, audition for another school or perform with another organization without the permission of the School of Alberta Ballet Principal. As needed, scholarship recipients may be required to perform administrative duties at the School of Alberta Ballet. These duties are to be unpaid but not to exceed the amount of scholarship given. When applicable, students on scholarship must also maintain strong academic schooling.

Summer School Scholarships

For students auditioning for the full-year program, scholarships for both Junior and Senior Summer Schools are available. Any auditioning student receiving a scholarship for Summer School who is accepted to the full-year program, but chooses NOT to attend, may be required to reimburse the School for the scholarship amount.

POLICY BAP-23: PARENT ADVISORY COUNCIL

BAP-23.1 OBJECTIVE

The Parent Advisory Council, in respect of a funded private school, means a group of parents of students enrolled in the school who provide advice to the Principals of the school and the operating school committee of the school, respecting any matter relating to the school.

BAP-23.2 RESPONSIBILITIES AND ROLES

A Parent Advisory Council may, at its discretion,

- Advise the Principal and/or the school committee respecting any matter relating to the school,
- Perform any duty or function delegated to it by the school committee in accordance with the delegation,
- Consult with the Academic Principal so that the he/she may ensure that students in the school have the opportunity to meet the standards of education set by the Minister,
- Subject to the regulations, a Parent Advisory Council may make and implement policies in the school that the council considers necessary to carry out its functions.
- A Parent Advisory Council may make bylaws governing its meetings and the conduct of its affairs.

BAP-23.3 SUPPORT AND ENCOURAGEMENT

In order to encourage a school council, the Academic Principal will survey parents to determine the interest and to encourage parents to participate. The Academic Principal will facilitate the development of a school council by providing information to parents of new students on an annual basis.

Legal Reference:

School Act. R.S.A 2000, S-3 Sec.22 (1-10)

POLICY BAP-24: APPEALS

BAP-24.1 RATIONALE

The School of Alberta Ballet acknowledges the right of every individual to natural justice or due process, and believes that there should be an orderly process to resolve grievances and complaints.

BAP-24.2 POLICY

The school committee shall hear appeals submitted to it pursuant to Section 123 of the *School Act*.

BAP-24.3 PRINCIPLES

1. If a student is significantly affected by a decision of an employee of the school, the parent or guardian of the student may appeal that decision within 7 operational school-days from the date the parent or student was informed of the decision.
2. It is expected that every effort will be made informally to solve an issue prior to a formal appeal to the school committee.
3. The school committee may establish a sub-committee to address appeals.

POLICY BAP-25: PUBLIC INTEREST DISCLOSURE (Whistleblower Protection)

BAP-25.1 RATIONALE

Employee and volunteer concerns are capable of being reported without fear of retribution.

BAP-25.2 POLICY

In accordance with the Public Interest Disclosure (Whistleblower Protection) Act, the School of Alberta Ballet fosters a positive working environment for all staff and a culture characterized by integrity, respect, trust and care. All staff are expected to demonstrate high ethical standards in their work. SAB will take action to address reports of wrongdoing within SAB without retribution to SAB employees who report wrong doing in good faith.

The Associate Executive Director and Artistic Director are responsible for the administration of this policy.

Legal Reference:
Public Interest Disclosure (Whistleblower Protection) Act

PROCEDURE: Public Interest Disclosure (Whistleblower Protection)

Purpose:

- To deter and detect wrongdoing at SAB in order to positively impact the reputation, effectiveness and finances of the school, and enhance the working environment for SAB staff.
- To provide clear guidance for the safe disclosure of any wrongdoing occurring within SAB.
- To protect from retaliatory action any SAB staff member, who in good faith discloses wrongdoing occurring within SAB. Protection from retaliation is also known as “whistleblower” protection.

Procedures:

Designation of Designated Officer

- The Associate Executive Director is the Designated Officer for the purpose of administering and investigating disclosure under the Act.

Application of this Procedure

- This Procedure applies to wrongdoing in or related to SAB, its campus and employees that involve:
 - a contravention of an Act of Alberta or Canada or the regulations related to those acts, or
 - an act or omission that creates
 - Substantial and specific danger to the life, health and safety of individuals other than a danger that is inherent in the performance of duties or functions of an employee, and/or
 - Substantial and specific danger to the environment
 - gross mismanagement of public funds or a public asset, and/or
 - knowingly directing or counseling an individual to commit one of the wrongdoings listed above.

Duty to Disclosure

Any SAB staff member who has a reasonable basis to believe that wrongdoing has occurred or is occurring within SAB is required to disclose the information on which the belief is based.

No Reprisals

- An employee who in good faith:
 - seeks advice about making a disclosure,
 - makes or made a disclosure,
 - cooperates in an investigation, or
 - declines to participate in a wrongdoing will not be subject to actions or threats of dismissal, layoff, suspension, demotion, transfer, discontinuation or elimination of a job, change of job location, reduction in wages, change in hours of work, or reprimand, or any other measure that adversely affects the employee’s employment or working conditions.

- A staff member may make a written complaint to the Public Interest Commissioner if the member alleges that a reprisal has been taken or directed against the member. Such a written complaint must, according to the Act, be made on the *Complaint of Reprisal Form*.
- Any SAB staff member who is found to have taken retribution against an individual who has disclosed wrongdoing or knowingly make malicious, misleading or false disclosure is subject to appropriate disciplinary action up to and including termination of contractual relationship, termination of employment and/or loss of privilege/appointment, as would be the case with any other disciplinary action.
- Reasonable human resource management decisions made in good faith do not constitute a reprisal.

Disclosure

- Any SAB employee considering making a disclosure may request information or advice from the employee's designated officer or the Commissioner. The designated officer, the chief officer or the Commissioner may require a request for information or advice to be in writing.
- Disclosures of wrongdoing must be made to the Associate Executive Director **in writing**.
- Disclosures should be factual rather than speculative and contain as much specific information as possible.
- In the event that disclosure to the Associate Executive Director is not appropriate due to conflict of interest with respect to the nature of the disclosure or the person involved, disclosure may be made to the Executive Director, Alberta Ballet, where the disclosure relates to actions of the Associate Executive Director.
- Disclosures of matters dealing with "imminent risk" (matters that require immediate attention as they pose a specific risk to public health or safety, or a danger to the environment) must be made directly to the Public Interest Commissioner, who will then communicate with appropriate authorities. The employee must also disclose the wrongdoing to the Associate Executive Director as soon as practicable thereafter.

Investigations

- Upon receiving a disclosure, the person receiving the disclosure shall determine whether or not an investigation is warranted.
- An investigation may involve both internal and external sources to assist in determining whether an improper activity has occurred and what corrective action may be appropriate.
- Confidentiality of the discloser of an improper activity shall be maintained to the extent possible consistent with the need to conduct an adequate investigation.
- Investigations shall be conducted in accordance with the principles of fairness and natural justice.

Timelines

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

Good Faith

- An employee who submits a disclosure of wrongdoing or complaint of reprisal must act in good faith.

Legal Reference: Public Interest Disclosure (Whistleblower Protection) Act

POLICY BAP-26: SCHOOL BASED DECISION MAKING

BAP-26.1 RATIONALE

By their nature, private schools operate through a school based decision-making model. Decisions affecting the operation of the school, its governance and its programming are often best made in a collaborative manner at the school level. Whenever appropriate, stakeholders need meaningful opportunities to be part of the decision-making process.

BAP-26.2 POLICY

The School Committee and Management Team shall make decisions based on the best interest of the school in a manner that invites collaboration amongst stakeholders, whenever it is appropriate to do so.

BAP-26.3 PRINCIPLES

1. Meaningful collaboration amongst members of the community is integral to operating within a school-based decision making model.
2. Teachers, parents, and students will be consulted with and/or involved in the decision making process whenever it is possible, practicable, and reasonable to involve them.
3. The school council shall offer guidance and input to school administration, whenever appropriate.

Legal Reference:

School Councils Regulation, A.R. 113/2007
School Act, section 22

POLICY BAP-27: POLICY DEVELOPMENT

BAP-27.1 RATIONALE

The school committee of the School of Alberta Ballet recognizes the importance of the development of written policy as part of the committee's governing role in establishing the parameters to be used in the administration of SAB.

BAP-27.2 OBJECTIVE

Policies are guidelines that create a framework to carry out operational duties, and support implementation of an effective governance structure, providing an invaluable framework for decision-making at the school committee and school level. Policies will assist the committee to lead and monitor its progress to goal achievement by:

- a. Providing continuity for management and implementation of the school's affairs;
- b. Setting the rate of progress that the school takes in reaching its mission;
- c. Securing community support and appreciation for the school's objectives, beliefs, vision, mission, and long-term direction.

POLICY BAP-28: SAFETY FOR FIELD TRIPS

BAP-28.1 RATIONALE

The School of Alberta Ballet recognizes that field trips and other student activities that require supervision from both staff, parents and other adults, are important in that they enable students to take advantage of a significant number of activities and performances.

Student field trips experiences are encouraged provided they:

- Provide significant educational experiences related to the education program of the school or are necessary to fulfill the obligations of the interscholastic activity program.
- Meet all procedural protocols regarding:
 - Preparation and documentation;
 - Minimizing risk and taking all necessary safety precautions;
 - Providing all relevant information so parents can give informed consent;

BAP-28.2 POLICY

The School Committee supports the offering of approved field trips/other activities that are intended to be supportive of, and complementary to, the program of studies in the professional division. The School Committee also recognizes that volunteers are often required to support the offering of trips that are off-campus.

Guidelines for off-campus excursions

- Students will dress in formal uniform, unless otherwise stated. Hair is to be clean and tidy.
- Parent consent forms will be sent home at least three to five (3-5) days prior to the excursion
- All consent forms must be signed and returned at least 24 hours before the trip or by the date stipulated on the notice (handwritten or emailed consent may be accepted depending on the type of excursion being undertaken).
- No telephone consents will be permissible

1. Field Trips

Parents/Custodians must provide written consent if they wish to have their child go on a School-Authority organized Field Trip or excursion. The acceptable ratio for an outing of this nature is 10 to 1, students to teacher or chaperone. The term “chaperone” can be used to specify any individual who is accountable for one or more students for the duration of the field trip. Each chaperone must have his or her cell phone number provided to the Field Trip Leader. It is the duty of the field trip leader to ensure that all students that have booked into the field trip have boarded the bus both to and from the intended field trip destination. Chaperones will wait with all students until they are picked up by their designated parent/guardian or other arranged designate.

POLICY BAP-29: EVALUATION OF STUDENTS

BAP-29.1 RATIONALE

The School of Alberta Ballet believes that a comprehensive evaluation program is an essential part of the learning process.

Student Assessment and Evaluation

At the School of Alberta Ballet, parents can expect regular feedback from teachers about their child's progress. Two parent teacher conference sessions are scheduled per year and teachers will contact parents earlier if concerns arise.

Junior High Grades 7, 8, and 9

All subjects will be given a percentage grade. A mark of 60% is required to pass any subject. A student will be considered for the next grade level at the discretion of the academic principal, if they have marks of 60% or better in all core subjects (math, science, English language arts, social studies) and an overall average of 60% or better in all subjects.

Senior High Grades 10, 11, and 12

All senior high courses require a mark of 50% or better to receive credit. A mark of 60% or better is required for placement in the next level of a given course sequence, at the principal's discretion. Diploma courses culminate with an Alberta Education Diploma Examination. A student's achievement on such exams determines 50% of his/her overall course mark. The remaining 50% is based on coursework completed throughout the year.

School of Alberta Ballet Graduation Requirements

In order to graduate in Alberta, students must fulfill the following requirements, specified by Alberta Education: A student must earn a minimum of 100 credits including the following:

- 30-level English
- 30-level Social Studies
- 20-level Math
- 20-level Chemistry or Biology
- Physical Education 10
- Career and Life Management

10 credits in any combination from:

- Locally Developed and Acquired Courses
- Physical Education 20 and/or 30
- Fine Arts

10 credits in any 30-level courses (in addition to English 30 and Social Studies 30)

- Math 30
- Special Projects 30
- Biology 30
- Chemistry 30

In order to receive a Graduation certificate from the School of Alberta Ballet, students must fulfill the following requirements:

- A minimum of 80 credits of high school study
- Achievement of a Level 3 Alberta ESL Proficiency Benchmark
- Successful Completion of ESL 1122 - English as a Second Language 10 – level 3

Locally developed and acquired courses, in the area of dance, compliment the core curriculum at the School of Alberta Ballet. Evaluation of course work is conducted by an Alberta Certificated Professional teacher.

Academic classes include two final examination periods at the end of each semester and a mid-semester checkpoint assessment.

- Final Exam sessions take place in January and June for all students.
- Mid-Semester Checkpoint Assessments take place in October and April
- Provincial Exams:
 - Provincial Achievement Tests are written by all grade 9 students.
 - Diploma Exams are written by all grade 12 students.
- Provincial and Diploma Exam Dates are set by the Province of Alberta. In keeping with the nature of standardized assessments, all students in the province write on the same day.
- Exams for students in Grade 7, 8, 10, and 11 will be aligned with the provincially set dates and will be set by the School.

Students are expected to remain in Calgary until all regularly scheduled exams have been completed. Students missing an exam or related course work are at risk of not successfully completing all required learning outcomes to progress to the next grade level.

Reporting Periods

There are four reporting periods from September to June, each given a formal report card. Students will receive two interim report cards per year, along with a final report card in January and June at semester end.

Ballet report cards will be distributed twice a year in November and April marking the interim point of the ballet reporting term.

Principles of Assessment

1. Students are required to complete all assigned work.
2. The primary purpose of classroom assessment is to assist student learning and to measure progress in relation to course objectives. Classroom assessment should be relevant and accurate.
3. Assessments are based on Alberta Education Program of Studies, standards and learning outcomes.
4. Teachers will utilize a variety of assessment methods and will obtain multiple forms of evidence about student learning and understanding.
5. Assessment systems enable a process of ongoing and timely feedback for the student.
6. Assessment methods, samples of assessments, scoring guides or rubrics, and examples of work of varying kind and quality will be shared and discussed with students.
7. Teachers will make clear to students the purpose and expectations for, and value of, each assessment.

POLICY BAP-30: CELL PHONE USE

BAP-30.1 RATIONALE

While the use of technology is pervasive, it is important that technology be used in an appropriate manner in the right environment. Cell phones do not form part of the necessary learning tools at the School of Alberta Ballet and are often disruptive to the learning environment.

BAP-30.2 POLICY

All cell phones will be on silent during classroom school times. Cell phones can be used at the discretion of the classroom teacher to support learning.

During examinations or classroom assessments/tests, all students will turn their cell phones off. Their cell phones will remain in their school backpacks. They cannot be taken out until the student has left the examination room. If a student cell phone goes off during an examination session, the awarded mark will be reviewed by the reporting teacher and Academic Principal.

SAB recognizes that it is sometimes important for parents to reach students. Accordingly, if parents need to pass on messages to a student, students may check their phone during class time with the permission of the classroom teacher. If students need to contact their parents during the day, they are to ask their teacher for permission to use their cell phone or wait for a lunch break or transition between classes.

Violation of this policy will result in the cell phone being confiscated and held in the Academic Principal's office. The cell phone will only be returned to the student's parent or legal guardian.

POLICY BAP-31: HUMAN SEXUALITY EDUCATION

BAP-31.1 RATIONALE

The School of Alberta Ballet wishes to be in compliance with Section 11.1 of the *Alberta Human Rights Act*.

BAP-31.2 POLICY

The School of Alberta Ballet will provide human sexuality education to Grades 7 through 9. Furthermore, in keeping with section 11.1 of the Alberta Human Rights Act, SAB will provide to parents a notice stating where courses of study, educational programs or instructional materials, or instruction or exercises include subject matter that deals primarily and explicitly with religion themes, human sexuality or sexual orientation.

POLICY BAP-32: NUT PRODUCTS

BAP-32.1 RATIONALE

The School of Alberta Ballet works to minimize the risk of exposure of students with severe allergies to potentially life-threatening allergens without depriving the student with severe allergies of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

BAP-32.2 POLICY

The School of Alberta Ballet is a nut aware school. Parents of students with severe allergies must advise the School Administration about the student's severe allergy when the allergy is diagnosed and/or at the beginning of each school year. School Administration will be responsible for communicating this allergy to the student's Academic and Ballet teachers and Residence staff as applicable. School administration will have parents complete an Anaphylaxis Emergency Plan to be displayed throughout the school. Affected students should wear an allergy bracelet or other identifier, and carry a minimum of two injectors at all times.

POLICY BAP-33: COURSE ADVANCEMENT

BAP-33.1 RATIONALE

The School of Alberta Ballet believes in clear criteria to be met by a student who wishes to change program routes or transition into the next level of a core course.

BAP-33.2 POLICY

When a student moves from the 10 Level to the 11 Level in any of the four core disciplines (Math, Science, English, Social Studies) it is recommended that s/he has achieved a 60% or better in the prerequisite course. A student with a grade between 50% and 59% in a core course wishing to move on to the next level must submit a waiver signed by the parent and returned to administration for review. The student will then be registered in the course for the semester. It is highly recommended that students that are on a waiver secure the services of a tutor.

CHILD PROTECTION POLICIES

POLICY CPP-1: CHILD PROTECTION POLICY

CPP-1.1 RATIONALE

To provide specific guidance to the employees and volunteers of the School of Alberta Ballet in fulfilling the commitment to assist in child abuse prevention and in providing reporting protocols if child abuse is suspected or known to have occurred.

CPP-1.2 POLICY

Any personnel who suspect or have information that a child is being abused or at risk of being abused, must promptly contact the Child and Family Services or the Aboriginal Child and Family Services Agency AND the Appointed School Official. If the Appointed School Official is the alleged abuser, then personnel, after reporting to the previously mentioned agencies, will report to the Associate Executive Director or chairperson of the school committee governing the school.

Employees and volunteers are required to complete the Respect in Sport Program and be aware of the procedures of the School of Alberta Ballet child protection policy.

The school's Academic Principal is designated as the Appointed School Official (ASO).

CPP-1.3 GUIDING PRINCIPLES

The following guiding principles are provided to inform all parties serving children and families.

- The safety and well-being of children are the paramount considerations.
- Children are entitled to be protected from abuse, neglect, harm or threat of harm.
- A family is the preferred environment for the care and upbringing of children and the responsibility for the protection of children rests primarily with the parents.

Ensuring that the Alberta Ballet Company and The School of Alberta Ballet (collectively referred to as Alberta Ballet) has policies and procedures in place to respond promptly and effectively to incidents of child abuse and neglect is a responsible approach to protecting students as well as the interests of Alberta Ballet. This document provides guidelines for Alberta Ballet when establishing policy and responding to child abuse and neglect.

This document underscores the importance of a collaborative approach between independent school authorities and personnel, Child and Family Services, and the police to respond effectively to incidents of suspected child abuse and neglect and to ensure that children are protected. It is to be understood that Child and Family Services only deals with cases where abuse is caused or allowed by a child's parent or guardian. If there is suspicion that a child is being abused by someone other than a parent or guardian, personnel should contact local police.

Alberta Ballet is committed to the prevention of child abuse and the enhancement of the well-being and safety of the students entrusted to its care. This commitment is made first and foremost as an ethical and legal responsibility, but it is also recognized as a response to government and societal expectations for the well-being and safety of students.

In this document, “the School”, “the Company” and “Alberta Ballet” are meant to mean all divisions of the Alberta Ballet Company, whether operating at the School, in other premises or in a performance venue

1. Purpose

The purpose of this policy is to provide specific guidance to the employees and volunteers of Alberta Ballet in fulfilling the commitment to assist in child abuse prevention and in providing reporting protocols if child abuse is suspected or known to have occurred.

Alberta Ballet may add, modify, or remove portions of this Child Abuse and Neglect Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. The most recent update of this Child Abuse Prevention Policy for Employees can be found in the Alberta Ballet Employee Handbook; for Volunteers, it is this document that they should refer to. Both documents are available from administration.

2. Guiding Principles:

The following guiding principles are provided to inform all parties serving children and families.

- The safety and well-being of children are the paramount considerations.
- Children are entitled to be protected from abuse, neglect, harm or threat of harm.
- A family is the preferred environment for the care and upbringing of children and the responsibility for the protection of children rests primarily with the parents.

3. Protocol on Reporting Child Abuse and/or Neglect Involving Parents or Parental Failure to Protect a Child

The following protocol will be used when dealing with a suspected case of child abuse:

- a) The School’s Academic Principal is designated as the “Appointed School Official (ASO).” All staff and volunteer personnel will be informed if a person other than the Academic Principal has been named as the Appointed School Official. In the event that the Academic Principal is absent from the school, the Learning Leader will be the ASO. If both the Principal and the Learning Leader are absent, the Academic Program Coordinator, becomes the ASO. Performances or events in which students participate at outside venues are considered School Field Trips and fall under the purview of the ASO. In situations where no ASO accompanies students on Field Trips, a designated Child Supervisor will be assigned and will report to the ASO for purposes as determined through 4.b).

-
- b) Any personnel who suspect or have information that a child is being abused or at risk of being abused, must promptly contact the Child and Family Services or the Aboriginal Child and Family Services Agency AND the Appointed School Official. If the Appointed School Official is the alleged abuser, then personnel, after reporting to the previously mentioned agencies, will report to the Associate Executive Director or chairperson of the School of Alberta Ballet Board governing the School.

It is the legal duty of all persons who have concerns that a child is being or is likely to be abused or neglected to report to the appropriate authorities, who will assess the report and, if appropriate, conduct an investigation.

- c) Anyone who has reason to believe that a child has been or is likely to be physically harmed, sexually abused or exploited, or neglected by a parent or guardian, or otherwise in need of protection is legally responsible to report promptly to Child and Family Services. “Reason to believe” simply means that, based on what was seen or information received, a person believes a child has been or is likely to be at risk. The reporter need not be certain. It is the job of Child and Family Services to determine whether abuse or neglect has occurred or is likely to occur.

Personnel, who are uncertain about their duty to report, are to consult with Child and Family Services who can discuss the options and appropriate course of action.

- d) The police must be contacted immediately if the child is in any immediate danger.
- e) Personnel will not contact the parents or guardians who may be involved in allegedly abusing the child; this is the responsibility of Child and Family Services.
- f) Personnel will cooperate fully with any resulting investigation, including facilitating and assisting with the confidential interviews of children and staff as necessary.
- g) Alberta Ballet will protect personal information regarding the investigation, including the reporter’s identity, against improper or unauthorized disclosure or use. Personnel should not share information with outside agencies about child abuse investigations, particularly if the police are involved.
- h) The Appointed School Official will ensure that the school or any other environment is safe during any investigation.
- i) Personnel will support students who are victims of child abuse or neglect.

4. Procedures Where Allegations of Child Abuse are Made Against or are Suspected by Independent School Staff, Volunteers, Contract Service Providers or Others in the School or Company Setting or on Outside Field Trips

If the abuse occurs in a setting such as the School, the Company studios, or on a field trip at a performance or other venue, the ASO of the organization is responsible for responding. It is the legal responsibility of School officials and employees to provide a safe learning environment for students. If

the School officials and employees believe that a child is being abused or at risk, there is a legal duty to report the concern to the Child and Family Services, and the police if the child is in imminent danger.

Appointed School Officials have the primary responsibility for dealing with allegations of child abuse involving school employees, volunteers, contract service providers, or others on School property, supervising an independent school activity outside of the school, or supervising performances outside of the school.

The Role of Personnel

Teachers have ongoing daily contact with children and have professional knowledge and expertise in child development. Frequently, teachers are the first to notice indicators of child abuse due to notable changes in the behaviour and/or physical appearance of their students. All teachers operate under a "duty of care" to their students as well as under The Principle of in loco parentis and must fulfill that duty particularly as it relates to situations in which the child is in need of intervention services for any reason outlined under the *Child, Youth and Family Enhancement Act*.

Reporting and Investigating Procedures

Reporting

It is mandatory for all personnel to report every case where there are reasonable and probable grounds to believe that a child has been, or there is substantial risk that he or she will be, abused or neglected by a parent/guardian and the child is in need of intervention services. It is not the duty of personnel to assess the severity of the abuse but to provide the following information plus any of the other information. If a child discloses abuse to you, do not probe for details. Listen to the information provided and record it as soon as possible in the child's own words. Be supportive and let the child know it is right to tell someone.

As soon as possible, report the matter to a caseworker. As well as providing the details of the disclosure, it is important to provide as much of the following information as possible:

- Your name
- Your telephone number
- Your relationship to the child and how long you've known the child
- Whether the child or family know you are reporting
- The child's name
- The child's sex
- The child's birth date
- The child's address
- The child's telephone number
- The child's school or child care program and current location
- Whether the child is aboriginal and, if so, whether the child belongs to an aboriginal community
- The name, address, telephone number and relationship of the alleged perpetrator
- The name, address, telephone number and work place of the parents/guardians
- If the child disclosed the abuse:

- When and where the abuse took place;
- How long the abuse has been going on;
- Whether the situation has worsened;
- Current location of the abuser or parents/guardians.
- Your own observations or other indicators of abuse (see recognizing child abuse, pages 5-10)
- Whether you are aware of any efforts made to resolve the situation, and the results
- The child's condition and any concerns about the child's immediate safety
- Whether you know of other professionals or agencies involved with the family or anyone else who might provide relevant information
- Whether you know anything about the situation or alleged perpetrator that might pose a threat to an investigator
- Whether you can provide a place in your facility to interview the child
- Whether there is any language barrier or disability that would require assistance in communication
- The extent that you are willing and able to provide support and guidance to the child and family

The obligation to report is not discharged until the individual has reported directly to a caseworker. The employee or volunteer should then notify the Appointed School Official and follow the school's procedures for reporting abuse. School boards must have clear policies and procedures in place that are supported by all staff members. School board and school policy must outline specific reporting responsibilities for all school staff members. It is the responsibility of the initiator of the report to ensure Child and Family Services are notified. There are no provisions in the *Child, Youth and Family Enhancement Act* that provide for a chain of reporting.

Employees or volunteers do not need specific permission from the Appointed School Official before making a report directly to Child and Family Services. Further, no Appointed School Official or other supervisor can direct a teacher not to report if the teacher believes abuse exists.

Employees or volunteers might want to keep their own record of any report made and any other matters they regard as relevant. However, these records might be used as evidence in certain proceedings and might be accessible to certain parties under the freedom of information legislation.

Notes, reports or written observations on alleged abuse or neglect are to be kept separate from the student's school or other record and any other record accessible to other staff. Any record made regarding alleged or reported abuse should be kept secure and disclosed only to police or caseworkers during the investigation process. A disclosure made by a child to personnel must be recorded in the child's own words. The record should include observed facts, such as the child's behaviour, actions, comments, persons present at the time and physical marks. Personnel, while continuing to provide support, should not interview the child after receiving the initial disclosure from the child as this could interfere with the investigation

Obligation to Report

Section 4(1) of the *Child, Youth and Family Enhancement Act* states:

"ANY PERSON who has reasonable and probable grounds to believe that a child is in need of intervention shall forthwith report the matter to a director."

To report "forthwith... to a director" means promptly notifying a director under the Child, Youth and Family Enhancement Act or a person who has the director's delegated authority.

The Director of the Child Youth and Family Enhancement Act is appointed by the Minister of Children's Services, to carry out duties and to exercise powers under the act. The director delegates his or her duties and powers to other staff, including caseworkers. Some staff work in the Ministry of Children's Services and others work for delegated First Nations child intervention agencies that have authority to provide their own intervention services. Under the Child, Youth and Family Enhancement Act, the director formally delegates intervention authority in writing to certain caseworkers. Caseworkers with delegated authority must carry identification cards or Letters of Delegation.

To make a report, contact a caseworker at your local Child and Family Services Authority or delegated First Nations child and family services agency. Many First Nations have a child intervention agency that provides child protective services on reserves. If you are unable to reach the local office or it is after business hours, call the **Child Abuse Hotline at 1-800-387-5437**.

If you are uncertain about whether to report, call and discuss the situation with a caseworker. It is not up to you to determine whether your observations are sufficient evidence for an assessment. That decision is made by the caseworker in consultation with a supervisor.

The legal obligation to report is not fulfilled unless the report is made directly to a delegated caseworker or to the director of a First Nations Agency, or delegated caseworker of an agency. This must occur even if it is known that a child intervention agency is already involved. Anyone failing to report suspected child abuse while having "reasonable and probable grounds to believe a child is in need of intervention" is guilty of an offence and liable to a fine of not more than \$2,000. Default of payment of this fine can lead to imprisonment for a term up to six months. The Child, Youth and Family Enhancement Act also states that the duty to report child abuse overrides any right of confidentiality or privilege a person may claim. The exception is the privileged relationship between lawyers and their clients.

The *Child, Youth and Family Enhancement Act* provides that when any person makes a report, no action can be taken against that person unless the report is made maliciously or without reasonable and probable grounds.

Everyone, other than a caseworker or police officer, who receives a disclosure of child abuse by a parent/guardian from a child should refrain from interviewing the child. They should not notify the child's parents/guardians. Instead, they must report to a Child and Family Services Authority, or a delegated First Nations agency. They should also continue to maintain contact and support the child pending an investigation. Once the report is received, a caseworker decides, in consultation with the supervisor, whether an interview of the child is required for investigative purposes. The caseworker assumes responsibility for notifying the child's parents/guardians.

Investigating

The responsibility for investigating allegations of child abuse rests with child intervention authorities and/or the police. The police and/or child intervention authorities are to co-ordinate their investigations to avoid subjecting the child to repeated interviews. While school board personnel should co-operate with these agencies, they must first and foremost act in the best educational and emotional interests of students.

Suspected Abuse by other Students

Abuse by another student is not covered by the Child, Youth and Family Enhancement Act. When allegation or suspicion involves another student or peer as the alleged offender, and the school's investigation establishes it as fact, Section 19 of the Alberta School Act provides for appropriate disciplinary action, including suspension or expulsion. School procedures should include guidelines for police referrals for criminal offences and/or Child Intervention Services for protective services if needed.

Suspected Abuse Involving School Personnel

School boards and school personnel must recognize that child abuse can occur within the educational setting. Abuse by school personnel is not covered by the *Child, Youth and Family Enhancement Act*. Should a school administrator, teacher, volunteer or non-certified personnel be suspected as the perpetrator of abuse, the school board must take immediate action consistent with the nature of the allegation, facts and circumstances.

i. Employee

Where there are allegations of child abuse by a staff member, the ASO is responsible to investigate the allegations and report the matter to Child and Family Services if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The ASO has the authority to suspend a school staff member whose presence threatens the safety and welfare of students.

ii. Volunteer

Where there are allegations of child abuse by a volunteer, the ASO is responsible to investigate the allegations and report the matter to Child and Family Services if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. Alberta Ballet has the authority to issue a "No Trespass Order" prohibiting attendance at school or any other Alberta Ballet premises by a volunteer whose presence threatens the safety and welfare of students.

iii. Contract Workers and Other Persons

Where there are allegations of child abuse by a contract worker or other person at school or on a field trip of the school, the ASO is responsible to investigate the allegations and report the matter to Child and Family Services if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. Alberta Ballet has the authority to issue a "No Trespass Order" prohibiting from attending at the school a contract worker or other person whose presence threatens the safety and welfare of students.

Interviewing on Company Property

The investigating team may request permission from the ASO to interview the child on school premises. School personnel are expected and have a legal responsibility to co-operate with the request. It is the responsibility of the investigating team to determine when to notify the parents/guardians. If appropriate, the investigating team should give advance notice to the ASO of their need to visit the school and/or conduct an interview on school premises. Unless Child and Family Services has an apprehension order for the child in hand, Child and Family Services has no automatic right to enter the premises, remove a child from a classroom and commence an interview with the child (Section 19, *Child, Youth and Family Enhancement Act*). While there is no automatic right for a caseworker to use school space and education time to interview a student, co-operation is encouraged. It is recommended that the interview be conducted in private unless the child specifically requests that a teacher or parent/guardian be present on their behalf. Any interviews conducted on school premises must be conducted in ways that minimize any distraction for the student and disruption in the daily operations of the school.

Access to Students

The caseworker must consider the needs of the student and needs of the school regarding access issues. As a general rule, Child and Family Services are not to use school premises for ongoing case interviews with a child. If the worker needs access to a student during school hours, the reasons should be discussed with the ASO to make appropriate arrangements during school hours.

Interviews of Alberta Ballet Personnel

If the interview takes place at the School, the student may request that a teacher or ASO be present to support and offer comfort in place of the parent/guardian. The teacher or ASO may participate in the interview by providing comments or answering questions when specifically requested by the investigating team. Where the allegation involves a school employee as the alleged offender, the investigating team should contact the appropriate supervisory officer and proceed with the investigation in co-operation with school board officials and if appropriate, the child and parents/guardians. School officials should not interview or advise the alleged offender until after consulting with the investigators. There is no legal requirement of school personnel to notify police of a potential or alleged crime. If there was abuse, the parent/guardian should be the person reporting the matter to the police.

Liaison between Child and Family Services and Personnel

Once the initial response to a report is completed, caseworkers should ensure the ASO and the school personnel who made the report are informed and given all information they need to provide education services to the child.

School personnel, who are uncertain about their duty to report, will consult with Child and Family Services who can discuss the options and appropriate course of action

- a. School personnel who have reason to believe that another employee, volunteer, contract service provider or other person on school property or supervising an school activity outside of the school has abused a student, must report the incident or information to the Appointed School Official. It

is the responsibility of the ASO to investigate the allegations and, in collaboration with the school personnel, determine what action is required.

- b. Parents of children alleged to have been abused in the school setting must be informed by the Principal or Appointed School Official of the allegations and the outcome of the school investigation, unless there are special circumstances, e.g., relating to a child protection or police investigation, or endangerment of the child.

Reporting to the Police

- c. Not every incident that might constitute an offense if proven will warrant police involvement. School officials are expected to exercise their professional judgment. Where there is reason to believe that the alleged child abuse by employees, volunteers, contract service providers or other persons may constitute a criminal offence warranting police involvement, the ASO should consult with the police regarding the matter.

Reporting to Child and Family Services

- d. Although the primary responsibility for dealing with abuse allegations involving School staff, volunteers or contract workers, rests with the ASO, there may still be a need to report to Child and Family Services. Where there is reason to believe that abuse or neglect has taken place outside the scope of the independent school investigation and the parent is unwilling or unable to protect the child, or there is reason to believe that the parent is unwilling or unable to protect the child with respect to the abuse that is the subject of the investigation, the ASO must report this to Child and Family Services in accordance with the *Child, Youth and Family Enhancement Act*.

5. Duty to Report Professional Misconduct

An authorized person (certificate holder or a person who holds a letter of permission), must promptly provide Child and Family Services a written and signed report if the authorized person has reason to believe that another authorized person has engaged in conduct that involves sexual abuse or sexual exploitation of a student.

If a Principal suspends, dismisses or disciplines an authorized person for misconduct that involves physical harm to a student or minor, or significant emotional harm to a student or minor, the Principal must without delay send to Child and Family Services a report regarding the suspension, dismissal or disciplinary action.

If an authority suspends, dismisses or disciplines an authorized person, the authority must without delay notify the Principal who must without delay report the matter to Child and Family Services.

6. Staff Training and Review

The Appointed School Official will ensure that annual training is provided to all school personnel, contractors and volunteers who are working with children and ensure they are aware of and understand how to carry out their legal duty when responding to concerns about child abuse and/or neglect. Training will include recognizing child abuse and/or neglect, what actions are required, prevention measures, reporting child abuse and/or neglect protocols, and everyone’s legal responsibility if they suspect abuse and/or neglect of a child. (Specific information on child abuse and/or neglect is included under Appendix B.)

The authority/school will train school personnel on how to respond when concerns about child abuse and/or neglect arise.

The authority/school will annually review with school personnel the information on different types of child abuse, recognizing child abuse and/or neglect and types of disclosures that abused children may provide.

The school will ensure that *Respect-In-Sport* training is provided to all staff and volunteers who work with children.

QUICK REFERENCE

POSSIBLE INDICATORS OF CHILD ABUSE AND/OR NEGLECT
<ul style="list-style-type: none"> • Unexplained bruises, different coloured bruises, welts, cuts, burns, bite marks-especially on the face, lower back, thighs or upper arms • Unexplained fractures, repeated injuries over time • Constant complaints such as sore throats or stomach aches that have no medical explanation • Lack of proper hygiene, constant hunger, clothing inappropriate for weather conditions • Irritation, bruising, bleeding, pain or itching near genitals or anus • Bruises on breasts, buttocks, or thighs • Sudden onset of nightmares, bedwetting, and/or fear of the dark • Cuts or sores on arms or legs • Self-harming behaviours • Fear of going home, attempts to run away • Sudden change in attitude towards someone previously liked and trusted • Expressing bizarre, sophisticated or unusual sexual knowledge not typical for age, language or play • Becoming anxious and fearful after being outgoing and friendly • Expressing sadness, crying frequently, becoming depressed • Lacking friends or not participating in activities • Irregular or non-attendance at school

Appendix A

Contact Information for Partner Agencies with Respect to Child Abuse

In the event of suspected child abuse and/or neglect, the individual learning of or suspecting abuse and/or neglect will contact one or more of the following agencies: Ministry of Child and Family Services, the Delegated Aboriginal Child and Family Services Agencies, the Police if the child is in immediate danger and/or when a criminal offense is suspected. In a case where the disclosure suggests that the child is in immediate danger, the child is kept at the school until the police arrive.

If a child is in immediate danger, or if a criminal offense has occurred, is occurring, or is likely to occur, call the police. Make a report to the Child and Family Services after you have called the police.

If the child is not in immediate danger, but you have reason to believe that he or she has been or is likely to be abused or neglected, call Child and Family Services. Child and Family Services can be reached at (403) 297-6100. If it is after hours and you are not sure whom to call, phone the Helpline for Children toll free at Child Abuse Hotline at 1-800-387-KIDS (5437) any time of day or night from anywhere in Alberta.

Appendix B

Frequently Asked Questions

1. WHAT IS CHILD ABUSE AND WHAT ARE THE POSSIBLE INDICATORS OF CHILD ABUSE AND/OR NEGLECT?

Child abuse and/or neglect occur with alarming frequency. As public awareness of the subject has grown, so has the number of reported and confirmed cases. The following definitions and possible indicators of abuse are adapted from The BC Handbook for Action on Child Abuse and Neglect - For Service Providers.

PHYSICAL ABUSE

Physical abuse is a deliberate physical assault or action by a person that results in, or is likely to result in, physical harm to a child. It includes the use of unreasonable force to discipline a child or prevent a child from harming him/herself or others. The injuries sustained by the child may vary in severity and range from minor bruising, burns, welts or bite marks to major fractures of the bones or skull, to, in the most extreme cases, death.

POSSIBLE INDICATORS OF PHYSICAL ABUSE	
Physical Indicators	<ul style="list-style-type: none"> • any injury to an infant who is not yet mobile, especially head/facial injuries • injuries to a toddler or older child for which there is no explanation, the explanation does not fit with the injuries, or the story keeps changing • injuries at different stages of healing • injuries that have a pattern or look like they may have been caused by an object (hand, stick, buckle, stove element) • bruising in unusual places such as ears, trunk, neck or buttocks
Behavioural Indicators	<ul style="list-style-type: none"> • afraid or reluctant to go home, or runs away • shows unusual aggression, rages or tantrums • flinches when touched • has changes in school performance and attendance • withdraws from family, friends and activities previously enjoyed • poor self-esteem (e.g. describes self as bad, feels punishment is deserved, is very withdrawn) • suicidal thoughts or self-destructive behaviour (e.g. self-mutilation, suicide attempt, extreme risk-taking behaviour)

SEXUAL ABUSE

Sexual abuse occurs when a child is used (or likely to be used) for the sexual gratification of another person. It includes:

- touching or invitation to touch for sexual purposes
- intercourse (vaginal, oral, or anal)
- menacing or threatening sexual acts, obscene gestures, obscene communications or stalking
- sexual references to the child’s body/behaviour by words/gestures
- requests that the child expose their body for sexual purposes
- deliberate exposure of the child to sexual activity or material
- sexual aspects of organized or ritual abuse

SEXUAL EXPLOITATION

Sexual exploitation is a form of sexual abuse that occurs when a child engages in a sexual activity, usually through manipulation or coercion, in exchange for money, drugs, food, shelter or other considerations. Sexual activity includes:

- performing sexual acts
- sexually explicit activity for entertainment
- involvement with escort or massage parlour services
- appearing in pornographic images

Children living on the street are particularly vulnerable to exploitation. Children in the sex trade are not prostitutes or criminals. They are victims of abuse.

POSSIBLE INDICATORS OF SEXUAL ABUSE AND EXPLOITATION
<p>Physical Indicators</p> <ul style="list-style-type: none"> • unexplained or persistent pain, bleeding or unusual discharge in the genital or anal area • pregnancy • sexually transmitted diseases <p>Behavioural Indicators</p> <ul style="list-style-type: none"> • engages in age-inappropriate sexual play or exhibits age-inappropriate sexual knowledge (e.g. through drawing or play) • forces or coerces another child to engage in sexual play • inserts objects into vagina or rectum • directs sexually intrusive behaviour to adults • has unexplained gifts, new clothes or money • has changes in school performance and attendance • is secretive about “new” friends, activities, phone calls or internet use • has unexplained developmental setbacks (e.g. was toilet trained but reverts back) • is involved in sexually exploitive activities, such as performing sex acts for money • is involved in behaviours such as misuse of drug or alcohol, stealing, fire-setting • flinches when touched

EMOTIONAL ABUSE

This is the most difficult type of abuse to define and recognize. It may range from ignoring to habitually humiliating the child to withholding life-sustaining nurturing. Generally, it involves acts or omissions by those in contact with a child that are likely to have serious, negative emotional impacts. Emotional abuse may occur separately from, or along with, other forms of abuse and neglect. It includes the emotional harm caused by witnessing domestic violence. Emotional abuse can include a pattern of:

- scapegoating
- rejection
- verbal attacks on the child
- threats
- insults
- humiliation

EMOTIONAL HARM

When emotional abuse is chronic and persistent, it can result in emotional harm to the child. Under the Child, Family and Community Service Act, a child is defined as emotionally harmed if they demonstrate severe:

- anxiety
- depression
- withdrawal
- self-destructive or aggressive behaviour

POSSIBLE INDICATORS OF EMOTIONAL ABUSE
<p>Physical Indicators</p> <ul style="list-style-type: none"> • bed-wetting and/or frequent diarrhea • frequent psychosomatic complaints, headaches, nausea, abdominal pains <p>Behavioural Indicators</p> <ul style="list-style-type: none"> • mental or emotional development lags • isolated and has no friends or complains of social isolation • behaviours inappropriate for age • fear of failure, overly high standards, reluctant to play • fears consequences of actions, often leading to lying • extreme withdrawal or aggressiveness, mood swings • overly compliant, too well-mannered • excessive neatness and cleanliness • extreme attention-seeking behaviours • poor peer relationships • severe depression, suicidal ideation • runaway attempts • violence is a subject for art or writing • forbidden contact with other children

- shows little anxiety toward strangers
- unusual severe anxiety or worries

NEGLECT

Neglect is failure to provide for a child's basic needs. It involves an act of omission by the parent or guardian, resulting in (or likely to result in) harm to the child. Neglect may include failure to provide food, shelter, basic health care, supervision or protection from risks, to the extent that the child's physical health, development or safety is, or is likely to be, harmed.

POSSIBLE INDICATORS OF NEGLECT

Physical Indicators

- injuries where medical care has been unusually delayed or avoided
- injuries resulting from a lack of supervision
- medical or dental needs that are consistently unattended to
- "failure to thrive" where no medical reason has been found
- clothing consistently inadequate for weather conditions
- persistent hunger
- poor or inadequate nutrition
- poor personal hygiene

Behavioural Indicators

- forages for, hoards or steals food
- developmental delay or setbacks related to a lack of stimulation
- poor school attendance
- inappropriately takes on a caregiver role for a parent or siblings
- tired or unable to concentrate at school
- appears sad or has flat affect
- reluctant to go home; speaks of being or appears to be left alone at home a lot, unsupervised
- is involved in behaviours such as misuse of drugs or alcohol, stealing, fire-setting
- does not respond to affection or stimulation

RESIDENCE POLICIES

POLICY RP-1: STATEMENT OF BOARDING PRINCIPLES AND PRACTICE

RP-1.1 RATIONALE

A suitable statement of the school's boarding principles and practice is available to parents and staff, is made known to boarders, and is seen to work in practice.

RP-1.2 POLICY

The School of Alberta Ballet will annually update and publish Residence practices in the Student and Parent Handbook, making this available to students, parents and staff in both paper and electronic formats, including the School of Alberta Ballet website. The School will ensure that Residence life meets or exceeds the provincial standards for Safe and Caring Schools, as outlined by Alberta Education. The measurements of these standards includes the percentages of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Specifically, minimum annual surveys, "Questions for Boarders" and "Questions for Residence Staff" and "Residence Parent Survey" (Appendix 1) will be asked of staff, parents and students to measure the extent the Residence meets the School's standards for Safe and Caring environments.

POLICY RP-2: BOARDERS' INDUCTION AND SUPPORT

RP-2.1 RATIONALE

There is an appropriate process of induction and guidance for new boarders.

RP-2.2 POLICY

Students and parents will both receive an orientation to the Residence facility, procedures and policies upon arrival. Additionally, written practices can be found in the Student/Parent Handbook.

POLICY RP-3: BOARDERS' GUIDANCE PERSONNEL

RP-3.1 RATIONALE

Each boarder has a member of staff to whom s/he can turn for personal guidance or for help with a personal problem.

RP-3.2 POLICY

Students are encouraged to approach the staff member with whom they are most comfortable speaking. Residence staff ensure they are visible to the students as often as possible and approach students on a daily basis to encourage open dialogue. Students are encouraged to discuss any issues with residence matters including homesickness, food issues, illness and any roommate or unit issues.

POLICY RP-4: BOARDERS' EXTERNAL SUPPORT

RP-4.1 RATIONALE

The school identifies at least one person other than a parent, outside the boarding and teaching staff of the school, who boarders may contact directly about personal problems or concerns at school. The school ensures that boarders know who this person is, and how to contact them. Boarders are also provided with one or more appropriate helpline(s) or outside contact numbers, including the Kid's Help Phone, to call in case of problems or distress.

RP-4.2 POLICY

Upon arrival at the School, students will receive an emergency contact list for numbers to call in case of emergency, personal problems or distress. Each student and family will provide the school with a name and phone number of an outside person whom students are able to contact for additional support. Posters indicating how to contact the Kids Help Phone are displayed in all units and main common areas of the residence.

POLICY RP-5: BOARDERS' HEALTH AND WELL-BEING

RP-5.1 RATIONALE

The School has and implements appropriate policies for the care of boarders who are unwell. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies.

RP-5.2 POLICY

All Residence staff have and maintain current First Aid certification. Doctor visits, including walk-in and those by appointment, are carried out when required. In cases of uncertainty, Health Link (1-866-408-5465), will be called to assess a students' situation. Dietary support, physiotherapy, massage therapy and chiropractor care are provided at the School by appointment.

The Residence maintains an up to date pandemic prevention and response plan.

POLICY RP-6: SICK STUDENT ACCOMMODATIONS

RP-6.1 RATIONALE

Suitable sick room accommodations, including toilet and washing facilities, are provided in order to cater for the needs of boarding students who are sick or injured. The accommodations are adequately staffed by appropriately qualified personnel, adequately separated from other boarders and provide separate accommodation for male and female boarders.

RP-6.2 POLICY

The School Residence will maintain a separated Sick Unit for those students who have contracted a contagious illness. Sick students will have separate washroom facility and mattress protectors will be used and then disinfected after the sick student has recovered.

While at school, ill students will be expected to report any illness to a member of the academic or ballet staff. The Head of Residence will be consulted and if it is determined that the student should return to residence, the student will be transported by taxi.

POLICY RP-7: MEDICAL AND PARAMEDICAL ACCESS TO BOARDERS

RP-7.1 RATIONALE

In addition to any provision on site, boarders have access to local medical, dental, optometric and other specialist services or provision as necessary.

RP-7.2 POLICY

Parents should endeavour to make all arrangements to ensure that students receive regular optometric, dental (including orthodontic), orthopedic or other specialty appointments for when students are at home. When required, Residence staff will accompany students to specialty appointments when waiting for Residence leave is inappropriate. Medical appointments, as required, will be arranged (see Policy 38).

POLICY RP-8: MEDICATION SAFETY AND DISTRIBUTION

RP-8.1 RATIONALE

Prescribed medicines are given only to the boarder to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to do so.

RP-8.2 POLICY

All student medication is submitted to staff upon the boarder's arrival. Over the counter medication must be submitted to staff as well to ensure boarders are not taking too many dosages of the medication. Staff maintain procedural forms and medication documentation to indicate proper dosage administration as well as to be aware of potential side effects and to ensure the medication is safe and protected from other students.

Students who have visited doctors and who are required to follow through with treatment plans, including icing or heating, are required to inform Residence staff of the treatment plans. Staff will maintain procedural forms in accordance with these plans to ensure students are receiving the proper follow through.

POLICY RP-9: MEDICAL CONFIDENTIALITY OF INDEPENDENT STUDENTS

RP-9.1 RATIONALE

The medical confidentiality and rights of boarders as patients are appropriately respected.

RP-9.2 POLICY

Students over the age of 16, who have been granted Independent Student Status by both themselves and their parents, will be allowed to consent to medical treatment without their parents' permission.

POLICY RP-10: CONTACT WITH PARENTS/CAREGIVERS

RP-10.1 RATIONALE

Boarders can contact their parents/caregivers and families in private and the school facilitates this where necessary. This does not prevent schools from operating proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders.

RP-10.2 POLICY

Parents/Guardians are encouraged to arrange regular contact times with their child, either by phone or by Skype or other means. Homesickness is a common factor for many students, regardless of age, and it may manifest among students in a variety of ways. The residence Parent and Student orientation package maintains methods of assisting students with homesickness.

POLICY RP-11: SLEEPING ACCOMMODATIONS

RP-11.1 RATIONALE

Suitable sleeping accommodation is provided for boarders. Sleeping accommodation for boys is separate from sleeping accommodation for girls.

RP-11.2 POLICY

Boys and girls maintain separate units in Residence. They share the common area for dining and socializing; however, boys are not permitted in girls' units and girls are not permitted in boys' units.

POLICY RP-12: STUDY AND RECREATION ACCOMMODATIONS

RP-12.1 RATIONALE

Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes.

RP-12.2 POLICY

In addition to unit-specific living rooms, Residence is equipped with a common room for television viewing, a quiet study room and common room dining tables for extra study space. Resident students, being on the Mount Royal University campus, have access to the library, and recreation facilities, including the swimming pool at cost.

POLICY RP-13: WASHROOM ACCOMMODATIONS

RP-13.1 RATIONALE

Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation. Separate toilet facilities are provided for boys and girls unless each toilet facility is provided in a separate room intended for use by one pupil at a time, the door to which is capable of being secured from inside. Toilet, sink and washing facilities provide appropriate privacy for boarders.

RP-13.2 POLICY

One bathroom is provided for a maximum of every four students. The bathroom is intended for one person at a time only, it is lockable from inside and it contains one toilet and a bathtub/shower.

POLICY RP-14: HEATING AND LIGHTING

RP-14.1 RATIONALE

Residence accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility.

RP-14.2 POLICY

Students engage in regular chores, both daily and weekly, and monthly cleaners are contracted to provide the Residence with a more thorough, professional cleaning. The primary kitchen is equipped with a commercial dishwasher for sanitizing purposes. The kitchen is cleaned and sanitized on a daily basis following Alberta Health and Safety guidelines.

Mount Royal University oversees the maintenance of our facility, and in conjunction with the participation of School staff, ensures that all areas are appropriately lit, heated, cooled and ventilated.

Injured students who have restricted mobility issues will be accommodated in the sick room if appropriate, or in their own unit if able to move around independently. As our facility does not have wheelchair accessible bathrooms, students whose injuries require the use of wheelchairs will need to be alternately accommodated.

POLICY RP-15: FURNITURE & FIXTURES

RP-15.1 RATIONALE

Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm.

RP-15.2 POLICY

Junior high aged residents are placed separately in Residence from the senior high students. International students are given Canadian roommates in order to facilitate language acquisition and cultural integration. Adult accommodation is separated from the Residence students where the adults are given a two-bedroom apartment within the larger Residence building. Boys are also separated into their own unit. Students are to provide their own bedding.

POLICY RP-16: RESTRICTED ACCESS & SECURITY

RP-16.1 RATIONALE

Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of Residence facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) substantial and unsupervised access to children, or to boarding accommodation while occupied by children.

RP-16.2 POLICY

The Residence floors allocated by Mount Royal University to the School of Alberta Ballet are to be restricted in access to those staff and resident students of the School only. Elevators and stairwells are to be locked off with access only via specially programmed keys, programmed and distributed by MRU Residence staff. Visitors, including day students of the School, are not permitted access to the Residence facility. Only Residence staff shall have keys to the facility; other School staff may receive access, but only when accompanied by Residence staff.

Visiting parents and family of resident students must announce their presence to Residence staff, sign in to the visitor's log, wear a visitor's pass at all times, and are permitted to conduct short visits in the main common living and dining areas only. Visits that exceed 15 minutes should not be conducted on the Residence floor. Parental access to the students' units and bedrooms is permitted only under the immediate supervision of residence staff, as these are private, shared spaces with other minor students. Scheduled moving in/out days where students require assistance with belongings are the only exceptions. No students or visitors are permitted on the Residence floor at MRU when the residence is unstaffed, or during regular School instructional hours, unless extreme illness necessitates that the student remains at the residence.

POLICY RP-17: SURVEILLANCE & PRIVACY

RP-17.1 RATIONALE

Any use of surveillance equipment (e.g. video cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on children's privacy.

RP-17.2 POLICY

Mount Royal University reserves the right to electronically monitor the Residence facility, including common areas and elevators, but shall not monitor or install equipment within bedrooms or units. MRU facility inspectors will be granted access to bedrooms and units, under the accompaniment of Residence staff, in order to conduct monthly facility inspections or during emergencies. MRU facility maintenance staff will be granted access to any MRU facility area for requested or needed facility repairs.

POLICY RP-18: SAFETY OF BOARDERS

RP-18.1 RATIONALE

The school has a written policy on compliance with relevant health and safety laws which is effectively implemented.

RP-18.2 POLICY

The School is encompassed within the Alberta Ballet's Health and Safety Manual which complies with relevant Health and Safety regulations for Alberta. The residence facility is under the purview of Mount Royal University's Health and Safety regulations as we operate in their facility. All residence staff oversee the facility to indicate maintenance abnormalities to Mount Royal University designated staff persons, and our facility is monitored by Mount Royal University Residence Services for safety compliance matters. The School also maintains additional safety procedures in the residence area (i.e. SAB led fire drills and procedures in addition to MRU drills) to ensure the maximum safety of our boarding students.

The School values the students' health, safety and welfare above all else. Students are required to complete Medical Forms indicating any pre-existing health conditions and medicines to be taken. Medical forms are completed any time a student is given medicine. Any health issues are reported to the Head of Residence and School whereby additional measures may be taken. Safety of students is a joint operation between the Mount Royal University staff and School of Alberta Ballet. Space allocated for the School is secured with locked doors and only resident supervisors, resident staff and students may access the floors. In addition, students are given MRU emergency security phone numbers and instructed on what to do if they feel their safety is compromised. Students must always have parental permission by way of emails to residence staff in order to go on any off residence excursions in addition to having a completed Annual Field Trip Authorization Form. Students are not permitted off residences individually but must go in groups of two or more.

POLICY RP-19: FIRE PRECAUTIONS AND DRILLS

RP-19.1 RATIONALE

The Residence complies with the Fire Safety procedure.

RP-19.2 POLICY

In Case of Smoke or Fire:

1. Alert School Residence Staff, who will:
2. Pull the fire alarm located by the emergency exit
3. Call 9-1-1
4. Evacuate students to our designated evacuation area during an evacuation

Residents and Employees are expected to:

- Use the stairs (elevators will automatically shut down during an alarm).
- WALK; do not run, during evacuation.
- Close all doors when leaving rooms to limit fire or smoke damage. Residence Students should lock their bedroom doors upon exiting their unit.
- Ensure all hallway doors are closed as you leave. DO NOT prop doors open!
- If confronted with smoke keep near the floor.
- If confronted with smoke in a stairwell attempt to use an alternate stairwell.
- Do not obstruct emergency personnel.
- Do not re-enter the building until SAB Residence Staff is advised to allow you to do so by the MRU Residence Life Coordinator.

West Residence Building D Muster Point: between the MRU Volleyball and Tennis courts.

Note: School Residence Staff carry emergency evacuation kits containing all relevant student and School contact information, student attendance rosters, basic First Aid kits, flashing glow-sticks, whistles and flashlights. Staff will wear flashing glow-sticks to be identified in the dark. These kits are located by the 2 stairwell exits and are regularly updated and examined.

POLICY RP-20: FIRE DRILLS

RP-20.1 RATIONALE

In addition, fire drills are regularly (at least once per term) carried out in boarding time.

RP-20.2 POLICY

The residence performs at least 1 fire drill per semester while students are in the residence. Whenever possible, our drills are performed in conjunction with those conducted by Mount Royal University Residence Student Life in order to prepare our resident students for full evacuations of the MRU residence buildings. Drills will be performed at the commencement of Semesters 1 and 2 of the academic year, and at the commencement of each of the Senior and Junior Summer School sessions. The residence may perform additional fire drills during any session if improvement of process achievement is deemed to be necessary.

POLICY RP-21: SUSPICIOUS PERSONS PREVENTION

RP-21.1 RATIONALE

Protection of the students from suspicious persons.

RP-21.2 POLICY

The Residence has secured the building against unlawful entry by securing the number of keys to students and residence staff. Mount Royal University has employed security guards who make rounds throughout the day and night. MRU also has designated the building as an alcohol free building and smoking on the MRU campus is allowed only in designated areas, which are not near the Residence inhabited by the School. Security cameras monitor the area around the building and all perimeters are well-lit. Should there be a suspicious person, all personnel are instructed to call MRU security and the police.

POLICY RP-22: PROVISION AND PREPARATION OF FOOD AND DRINKS

RP-22.1 RATIONALE

All boarders, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety.

Suitable accommodation is provided for the hygienic preparation, serving and consumption of boarders' main meals. This may be situated in the common area or dining hall, provided it is adjacent to or reasonably accessible from the boarding accommodation.

In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times.

RP-22.2 POLICY

The Residence Chef prepares one complete menu selection per evening meal including a rotating selection of protein choices, hot vegetables, carbohydrates, and salad dishes. Bag-style lunches, complete with a primary menu item and several wholesome snack choices, are packaged by the students on school nights, and when students are in residence hot lunches are served in the dining hall. Hot and cold breakfasts are served a la carte every morning. Students may choose to have leftover items if they do not care for the menu item served each meal. Our menu for all boarders is designed in conjunction with our registered dietician in order to provide our students with foods that meet their demanding nutritional needs.

The Residence prepares suitable meals for all boarders with dietary restrictions and allergies, and whenever possible, the special meals will be as similar as possible to the primary meal served to all boarders.

The residence maintains a dedicated kitchen space for the preparation of residents' meals. All care is taken to ensure that this kitchen is kept to safe hygienic standards. The residence employs a Red Seal Chef to oversee the kitchen and to prepare the residents' meals.

Each of the 4-8 person residence units has a central kitchen with a refrigerator, microwave, toaster, electric kettle and double sinks. Residents are provided with a variety of foods that they can access at their convenience representing all 4 major food groups. Units are inspected daily for cleanliness and hygienic standards. Students are also provided with the necessary supplies and direction to ensure a hygienic food preparation area.

POLICY RP-23: FOOD STORAGE AND PREPARATION

RP-23.1 RATIONALE

Food storage, preparation and service follow guidelines to ensure that the boarders do not experience food borne illnesses and that all foods are provided with the highest quality.

RP-23.2 POLICY

All foods are stored at the recommended temperatures. There are five (5) different refrigerators and three (3) freezers dedicated to different foods. The refrigerators are designated to fresh produce, raw foods, dairy (primarily yogurt and cheese), dairy (primarily milk and eggs) and food to be served that day. There are separate freezers for meat, frozen produce and breads or bread-like products. All of the refrigerators and freezers are individually marked. In addition, any dietary needs such as gluten free, are given designated refrigerators and/or freezers to be stored. All non-perishable items are placed on shelves and monitored that no foods are stored on the floor.

Preparation of food is strictly adhered to. All employees are dressed in clean clothing with a laundered apron, disposable gloves and hair away from their faces in a net. The workspace is cleaned and sanitized prior to working and new towels are used for each shift. Prior to use, the area and utensils are cleaned and sanitized according to standard operating procedures. All fruits and vegetables are cleaned thoroughly. Ready to eat foods are handled with gloves and immediately placed on the dish, which is used to serve. Cold foods are prepared and immediately chilled. All hot foods are tested with a thermometer according to Alberta Health and Safety guidelines. Hot foods are served in kitchen warmers with enclosed burners to ensure that the appropriate temperature is maintained. All served foods are given separate utensils to serve and the residence staff serves and oversees foods to prevent cross contamination.

All foods are purchased from reputable locations with excellent references. On shipment days, the chef oversees the receiving of goods and the goods are examined for signs of contamination. All refrigerators and freezers are maintained at Health Canada regulations and checked on a daily basis. Foods that do not have an expiration date from the supplier have the date immediately added to ensure freshness.

POLICY RP-24: LAUNDRY ACCESS FOR BOARDERS

RP-24.1 RATIONALE

Adequate laundry provision is made for boarders' clothing and bedding.

RP-24.2 POLICY

Students are expected to launder their own clothing and bedding, and are able to do so at the secure Mount Royal West Residence laundry adjacent to our residence facility. All students receive an MRU laundry card upon their arrival. Laundry soap is provided by the residence and all kitchen cloths are laundered by residence staff.

POLICY RP-25: PERSONAL PROTECTION OF BOARDER POSSESSIONS

RP-25.1 RATIONALE

Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.

RP-25.2 POLICY

Each student is expected to keep their personal belongings locked in their bedroom, and each student is provided with a personal combination lock for a locking drawer in their bedroom to protect money and particularly valuable possessions. Students or students' parents may voluntarily submit the serial numbers of valuable belongings to residence staff to ensure that personal items can be identified in case of loss or theft.

POLICY RP-26: ACTIVITIES AND FREE TIME

RP-26.1 RATIONALE

There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient and suitably timed free time each day.

RP-26.2 POLICY

On school nights, in addition to study time, students have the opportunity to enjoy free time in the residence or on or near Mount Royal University grounds. On weekends, students may travel home, visit the houses of friends, or explore amenities within the city of Calgary once they have completed their chores and personal laundry.

Students in residence have access to both the indoor and outdoor Mount Royal University recreation facilities on campus. The indoor facilities offer a pool, gym, running track, ball courts and other amenities. The outdoor tennis and volleyball courts and soccer fields are located directly outside of our facility, and the School supplies the necessary equipment for students to use these facilities. There is also a table tennis net and table available to the students in the laundry area. Students may also access the library or attend shows on MRU campus. Students are able to go to their rooms or unit common areas if they wish to be alone, or may use our silent study room for quiet.

On our floor the students may study, read, socialize, watch television on either their sets in their unit common rooms, or in the main central living area in the residence, watch movies, communicate with family via Skype or telephone, or get caught up with daily tasks.

POLICY RP-27: STUDENT WELFARE

RP-27.1 RATIONALE

Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

RP-27.2 POLICY

As the School is a professional ballet training institution, our students train for dance and academic success with a high level of intensity. In order to provide our students with sufficient support, all staff must complete the Respect in Sport Activity Leader Program to ensure that all staff are adequately aware of how to provide assistance to students who indicate stress-related difficulties. The management team discusses student needs on a weekly basis in order to ensure that all departments are aware of students who display stress related difficulties, and parents and qualified professionals are consulted with to provide assistance to students in need. The physical demands and nutritional considerations relevant to our students training at the school are also regularly evaluated by the management team and experts in these fields are consulted to ensure that students' needs are met.

POLICY RP-28: PROMOTING POSITIVE BEHAVIOUR AND RELATIONSHIPS

RP-28.1 RATIONALE

The school has and consistently implements a written policy to promote good behaviour among students. This policy includes:

- measures to combat bullying and to promote positive behaviour;
- school rules;
- disciplinary sanctions;
- arrangements for searching students and their possessions.

RP-28.2 POLICY

The bulleted points above are addressed in The School of Alberta Ballet Code of Conduct as published in the Professional Division Student and Parent Handbook. In addition to our rule structure and disciplinary sanctions detailed in the Student and Parent Handbook, the School employees undertake training to recognize and appropriately respond to incidences of bullying through the Respect in Sport Activity Leader Program.

In circumstances where a search of a student's personal belongings is warranted, two staff members will conduct the search alongside the student. Whenever possible, staff will instruct the students to open bags, drawers, lockers, pockets, closets, and other storage containers as well as personal computers, cell phones or other electronic devices rather than staff accessing these items directly. It is understood that there may be situations that arise where it is not feasible for students to be present during a search or to directly engage in the search process. In such cases, two staff members must be present to conduct the search themselves.

POLICY RP-29: POLICY COMPLIANCE

RP-29.1 RATIONALE

School policy complies with relevant legislation and guidance and is understood by staff and pupils.

RP-29.2 POLICY

All students must read and sign the Handbook upon enrolment to the School, either for a summer session or for our full year program. Staff persons are expected to read the Handbook in full upon the commencement of their employment with the School.

POLICY RP-30: MANAGEMENT AND DEVELOPMENT OF BOARDING

RP-30.1 RATIONALE

There is clear management and leadership of the practice and development of boarding in the school, and effective links are made between academic and residential staff.

RP-30.2 POLICY

The Head of Residence meets with the school management team weekly to ensure academic, ballet, and residence cohesion. The management structure at the residence has all staff reporting to the Head of Residence directly, and individual meetings among the Residence staff are held monthly. The Head of Residence also meets weekly with the Associate Executive Director to ensure the residence is heading in the appropriate direction. The Head of Residence works at least one evening shift with the students per week to provide operational oversight and student interaction. The Head of Residence develops relevant policies in conjunction with the Academic and Ballet Principals, the Artistic and Associate Executive Directors, and with the input of the Residence Supervisors.

POLICY RP-31: STAFF RECRUITMENT AND CHECKS ON OTHER ADULTS

RP-31.1 RATIONALE

Senior boarding staff have an adequate level of experience and/or training. The school regularly monitors the suitability of any arrangements it makes for the appointment of custodians. Any custodians appointed by the school are subject to the same recruitment checks as staff, and their care of students is monitored.

RP-31.2 POLICY

Residence Staff primarily consist of those who have certification in the social work field, or who have relevant experience working with children in professional settings. All school staff members must complete the Respect in Sport Activity Leader program and all staff who work with students at the residence must have current First Aid certification and pass Criminal Background and Vulnerable Sectors Checks.

The School maintains that legal guardianship should remain with the parents of students, and assigns the Head of Residence to act as the legal custodian of all international students in residence. All other students in residence are under the stewardship and responsible care of the Head of Residence and Residence Supervisors. The Head of Residence is directly monitored by the Associate Executive Director, and is also subject to professional scrutiny by all applicable department heads should concerns arise. The Head of Residence monitors all residence staff. All staff persons must provide relevant police security checks at the commencement of their employment with the School and must also complete the Respect in Sport Activity Leader Program to ensure that all are aware of the proper expectations and procedures that relate to disclosure of bullying, abuse, and/or neglect, and appropriate boundaries for professionals working with youth.

POLICY RP-32: STAFFING AND SUPERVISION

RP-32.1 RATIONALE

Any person employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed and receives regular review of their boarding practice, with opportunities for training and continual professional development in boarding.

RP-32.2 POLICY

Upon being accepted into the School, all staff members enter a two week training session with a senior employee. The senior employee ensures that the Code of Conduct is read, understood and signed before continuing to the next stage of training. The Code of Conduct includes the School's mission and values along with roles and responsibilities. The new employee or volunteer is trained on the residence and works side-by-side along with the senior employee. Job descriptions are posted in the office of the residence along with checklists to ensure the boarders are given the highest degree of care. All new employees and volunteers are subject to a three month probation period. After the three months, all employees and volunteers have quarterly meetings for performance evaluations. Performance evaluations highlight strengths and weaknesses and allow open discussion for feedback. All employees are encouraged to take additional First Aid courses, Food Safe courses and workshops to improve skills.

POLICY RP-33: STUDENT SUPERVISION

RP-33.1 RATIONALE

Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced.

RP-33.2 POLICY

Boarders are supervised at all times while on the residence floor, while awaiting transportation to and from the School or School required events, while at the School (ballet or academic) or while at the Alberta Ballet Company Studios or any and all booked performance venues. Boarders are not supervised when on personal outings off of School or Alberta Ballet properties or designated areas. Parents are advised and must indicate their agreement to allow their boarding student to leave School/Alberta Ballet/performance venues in writing. When students plan to be away from School supervision for overnight visits or visits that require them to be transported by non-bonded professional drivers, parents must indicate their written permission in writing (email is acceptable) in advance of their students departure.

POLICY RP-34: NIGHTTIME ACCESS TO STAFF

RP-34.1 RATIONALE

Boarders have a satisfactory means of contacting a member of staff in each house at night.

RP-34.2 POLICY

Boarders are able to contact staff during the night by either telephoning the residence cell or knocking on their bedroom doors. Students have access to all necessary hallways to the doors of sleeping staff persons.

Residence Supervisors have their own bedroom and bathroom but share all open central common areas of the residence. No students regularly occupy bedrooms in this unit to provide adequate and appropriate separation of students and staff. The sick room is located next to the House Parent room to ensure the student is getting the treatment that is needed.

POLICY RP-35: ACCESS TO STAFF ACCOMMODATIONS

RP-35.1 RATIONALE

Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders.

RP-35.2 POLICY

No boarder has access to Residence Supervisors' accommodations at any time. Meetings between residence staff persons and individual students occur in open, professional or communal spaces only, and only when unavoidable. Most individual meetings will be conducted with at least 2 staff persons present, if it is inappropriate to have multiple students present.

POLICY RP-36: OVERNIGHT STAFFING

RP-36.1 RATIONALE

There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house.

RP-36.2 POLICY

The School residence has at least one appropriate staff person sleeping on each under 18 floor of the residence per night during all sessions.

POLICY RP-37: BOARDER WHEREABOUTS

RP-37.1 RATIONALE

Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times.

RP-37.2 POLICY

All boarders are required to sign in and out of the residence for all departures, school or personal. Staff maintains a sign in/out book for bus trips to and from the school or school-related events/performances at the residence, and another at the front desk of the school. Attendance is taken at both locations when students enter or depart a School building. If the event is at a performance venue, attendance is taken as students board and depart the booked transportation.

Students who leave the residence for personal daily outings sign in and out, and indicate their whereabouts on a posted white board after speaking to residence staff face-to-face and receiving permission to leave the residence floor. Students are required to carry operational cell phones if they are away from the residence for personal outings and must keep an up-to-date record of their cell phone number with the residence.

Students who depart overnight must receive parental permission via writing or email before departure. Students must indicate the details of their outing and travel arrangements before departure, and provide an alternate contact number in addition to their personal cell phone number.

POLICY RP-38: MISSING BOARDERS UNDER CARE

RP-38.1 RATIONALE

Staff working within the school know and implement the school's policy in relation to children going missing and their role in implementing that policy. Staff actively search for children who are missing, including working with police where appropriate.

RP-38.2 POLICY

All SAB Staff will conduct themselves in accordance with the "Response to an Incident of a Missing Child" procedure if such an event occurs. This is a 6 point procedure to identify and locate students in the most systematic fashion possible and includes the notification of parents and relevant local authorities for assistance.

The procedure is as follows:

Response to an Incident of a Missing Child

All Alberta Ballet Staff need to respond in a systematic fashion if they become aware that a student is missing, whether from the Residence, the School, the Alberta Ballet Studios, a performance, rehearsal, or event, a field trip, or if a student fails to return to their expected SAB location following a personal outing. If an unexpected absence is noted immediate steps must be taken:

1. Gather the group of students (for example the residence student body, the field trip group, or the student's class of peers) and ask students for information.
2. Call the student's cell phone. Attempt to establish their location.
3. Supervising employee must record facts of incident. (i.e. Senior Residence Staff Person, Ballet Teacher, Academic Teacher, Field Trip Leader, Attendance Monitor, etc.)
4. Alert all Staff and arrange a site search by Immediate Staff.
5. Academic or Ballet Principal/Head of Residence/House Parent to contact parents, both to seek information and inform of the situation.
6. Academic or Ballet Principal/Head of Residence /House Parent to contact police.

POLICY RP-39: EQUAL OPPORTUNITIES

RP-39.1 RATIONALE

Boarders do not experience inappropriate discrimination because of differences arising out of gender, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or dancing ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

RP-39.2 POLICY

All boarders are treated with respect and free from discrimination for all aspects of their person by all staff persons and fellow students. All staff must ensure they have taken Respect In Sport programming when beginning employment at the School. Behaviour that contravenes the non-discrimination policy will be addressed in accordance with the Code of Conduct.

POLICY RP-40: SECURING BOARDERS' VIEWS

RP-40.1 RATIONALE

Boarders have an opportunity to contribute views to the operation of boarding provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Students are not penalized for raising a concern or making a complaint in good faith.

RP-40.2 POLICY

Students are able to express ideas and contribute views about the residence or residence programs either in person or anonymously. The residence maintains a “positive suggestions and compliments” drop box for anonymous student input, and students who wish to may book meetings with the Head of Residence to have their views heard, or may have one-on-one discussions with the House Parent. Students may also discuss matters relating to the residence with their academic or ballet teachers, or with administrative staff at the School. Voluntary student input is also regularly sought conversationally by residence staff, and through the residence questionnaire process. All student input is given due consideration. No appropriately and respectfully expressed viewpoints will subject a student who provides input to disciplinary action regardless of topic, unless they reveal lack of compliance with the Student Code of Conduct. Views expressed in a fashion that is in conflict with our Student Code of Conduct may be subject to disciplinary measures.