



RIVER VALLEY SCHOOL

RVS Parent and Student Policy and Procedure Guide

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Expectations in the Learning Environment

Assessment and Evaluation Policy

I. Purpose

River Valley School's mission, vision and values speak to every student learning and achieving his or her full potential while fulfilling School Act requirements for schools to report on student achievement and growth.

River Valley School is committed to ensuring that information about student growth and achievement is used to inform instruction and meet students' individual educational needs. Both assessments and evaluations are based on evidence of learning that is collected over time through observations, conversations and work product. Information reported on achievement and growth is related to learner outcomes as written in the Alberta programs of study and/or IPP (Individualized Program Plan). Assessment information is required for students, parents and teachers to track and understand individual student progress and to inform a student's performance and/or level of programming.

II. Assessment/Evaluation

Student progress and achievement are made visible through formative and summative assessments. Formative assessments are frequent and they provide ongoing timely feedback for students to respond to in order to achieve learning goals. Summative assessments inform a level and/or evaluation at particular points in time, such as the end of a unit of learning.

Standards for Evaluation:

The Head of School or designate works with teachers to ensure that reporting is based on student strengths, evidence of learning and next steps in moving student learning forward by using the following criteria:

- a. Evaluation of student learning must be valid and reliable.
- b. Teachers must ensure that professional judgments about student achievement and performance are based on:
 - i. Appropriate programming;
 - ii. Clearly stated curricular or IPP outcomes;
 - iii. The use of a variety of assessment strategies;
 - iv. Direct evidence of student work; and
 - v. The student's most consistent level of achievement against a broad range of learner outcomes, with consideration given to the most relevant evidence.
 - vi. Teachers must provide:
 - Opportunities for parent/guardians to be engaged as partners in their child's learning;
 - Multiple opportunities and ways for students to demonstrate their learning; and
 - Timely and ongoing communication
 - vii. To determine an indicator level for a student at the end of each reporting period, teachers use their professional judgment based on all relevant evidence.

III. Student Learner Profiles (Beginning, middle and year end assessments)

Student Learner Profiles are a collection of standardized assessments based on literacy and numeracy concepts, which assess student performance, guide instruction and personalize learning.

These assessments are administered at the beginning of the year and end of the year for all students in Kindergarten to Grade 6. These assessments shall also be administered mid year for students on IPPs as well as students who are not achieving curriculum outcomes at that point in time.

The assessments in the Student Learner Profiles may be shared with parents during Progress Meetings.

IV. Reporting on Student Achievement and Performance

a. Progress Meetings

Progress Meetings are held in October and February. These meetings provide an opportunity for teachers to identify and highlight to parents their child's progress, areas of strength and areas of growth.

b. Progress Reports

Progress reports are issued three times during the school year in November, March and June. River Valley School uses a common progress report to communicate the progress of students in Tots, Junior Kindergarten, CASA Montessori and Grades K-6 including Lower Elementary Montessori and Upper Elementary Montessori. When completing progress reports, teachers utilize the links between the programs of study, planning, instructional strategies and a variety of assessment techniques to select the appropriate indicator level, which is supported by evidence, based comments.

Explanation of Indicator Levels in Progress Reports:

Personal and Social Growth

E- Excellent A - Acceptable NI - Needs Improvement

- **Character education** - honesty, self-regulation, responsibility & perseverance
- **Citizenship** - global knowledge, sensitivity and respect for other cultures, actively involved in environmental sustainability.
- **Communication** - communicate effectively orally, in writing and with a variety of digital tools; listening skills.
- **Critical thinking and problem solving** - think critically to design and manage projects, solve problems, make effective decisions using a variety of tools.
- **Collaboration** - work in teams, learn from and contribute to the learning of others, demonstrates empathy while working with others.
- **Creativity and imagination** – open to taking risks and adapting to changing conditions, demonstrates optimism, initiative and ingenuity.

Explanation of Subject Indicators

Progress Report Indicators	Description
4	Excelling at Grade Level - This level of achievement demonstrates exemplary performance in relation to learner outcomes. The evidence is characterized by an in-depth understanding of subject area content, and it demonstrates excellence in the knowledge and skills at this grade level at the time of the progress report.
3	Proficient at Grade Level - This level of achievement demonstrates skilled performance in relation to the learner outcomes. The evidence is characterized by a solid understanding of subject-area content, and it proficiently demonstrates the knowledge and skills at this grade level at the time of the progress report.
2	Acceptable at Grade Level - This level of achievement demonstrates satisfactory performance in relation to the learner outcomes. The evidence is characterized by a basic understanding of subject-area content, and it demonstrates adequate knowledge and skills at this grade level at the time of the progress report.
1	Approaching Grade Level - This level of achievement demonstrates limited performance in relation to the learner outcomes. The evidence is characterized by an inconsistent understanding of subject-area content, and it demonstrates progression towards knowledge and skills at this grade level at the time of the progress report.
IPP	Individualized Program Plan
LSP	Learner Support Plan
ELL	English Language Learner

V. Appeals Process

To appeal a mark or progress report indicator level that a child has been given, parents shall contact the classroom teacher. The parents may request a meeting with the Head of School or designate if they are unable to resolve the appeal with the teacher. The Head of School will reply with a final decision. The Head of School has the authority to make the final decision, if necessary, as set out in the School Act.

RVS Code of Conduct

In keeping with Alberta legislation and our mission, River Valley School (RVS) has the responsibility to ensure and provide a safe and positive teaching and learning environment for all members of our community. Our Code of Conduct outlines a general framework for behavioural expectations for everyone who enters our community. It is expected that everyone within our community will interact in a manner that supports and maintains the values and principles outlined in this document. Please read it carefully.

Purpose:

- Providing all students with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging;
- Establishing a reasonable and caring balance between individual and collective rights, freedoms and responsibilities within the school community; and,

- Publishing written expectations for behaviour while at school, at school-related activities, or while engaging in activities that may have an impact on others in the school.

The Code of Conduct shall apply to all school community members when any school activity is being conducted. RVS recognizes that expectations for community members increase with the age, experience, learning capacity, and maturity of the individual. Any behaviours, or patterns of behaviour, that adversely affect the school climate, operation, or learning of others will be considered a breach of the Code of Conduct. Appropriate interventions will be used to remedy negative conduct.

Receipt of this document implies understanding and agreement to adhere to its principles and expectations.

I. Guiding Principles:

RVS community members are expected to be kind, respectful, responsible and safe.

II. Conduct Expectations:

Further to and consistent with Section 12 of the School Act and in keeping with the mission and vision of River Valley School, each member of our community is responsible for acting positively in support of a welcoming, caring, respectful and safe teaching and learning environment that respects diversity and fosters a sense of belonging by:

- Acting at all times in keeping with the vision and mission of the school;
- Respecting oneself and the rights of others in the school;
- Conducting oneself in a manner that contributes to a welcoming, caring, respectful and safe teaching and learning environment that respects diversity and fosters a sense of belonging;
- Refraining from and refusing to tolerate bullying whether electronically, in or outside of the school or school hours;
- Informing a responsible, trusted and caring person in a timely manner of incidents of bullying, harassment, intimidation or other unwelcoming or uncaring acts;
- Attending school regularly and punctually;
- Diligently being prepared to learn and actively pursuing learning;
- Being accountable for individual behaviours;
- Cooperating to make the school a positive learning environment for all; and,
- Knowing and following the rules of the school.

RVS Board will provide direction further to Section 45.1(1) of the School Act by:

- Ensuring that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Administration will take a leadership role, role and further to and consistent with Section 20 of the School Act, and within the bounds of their legal, professional, and ethical responsibilities, are expected to hold those within the school community to the highest standard of socially and personally responsible behaviour, by:

- Acting professionally;
- Acting with care and commitment to facilitate quality learning and working experiences in a safe environment;
- Holding everyone under their authority accountable for their behaviours and actions;
- Communicating regularly, meaningfully, and helpfully with all members of the school community.

Teachers and School Staff, under the leadership of administration, and further to and consistent with Section 18 of the School Act, and within the bounds of their legal, professional, and ethical responsibilities, are expected to hold those within the school community to the highest standard of socially and personally responsible behaviour. They accomplish this role by:

- Acting professionally;
- Helping students learn to their full potential;
- Communicating regularly and meaningfully with parents and administration;
- Demonstrating respect for everyone within the school community;
- Maintaining consistent standards of behaviour as outlined within the RVS Code of Conduct;
- Modeling and providing guidance and skills for socially responsible conduct.

Parents/Guardians play a very important role in the education of their children and have the responsibility to support school staff in maintaining a safe and positive learning environment for all members of the school community. Further to and consistent with Section 16.2 of the School Act, parents/guardians accomplish this role by:

- Monitoring and showing active interest in their child's work, progress, and conduct;
- Communicating regularly with the school, and respecting the confidentiality of matters of discipline;
- Providing necessities for quality learning such as regular meals, appropriate levels of sleep, hygiene, medical needs, appropriate dress, and classroom materials;
- Ensuring student punctuality and promptly reporting valid reasons for tardiness or absences;
- Reviewing the RVS Code of Conduct with their children;
- Assisting school staff in dealing with issues of behaviour requiring intervention and discipline;
- Demonstrating respect for all members in the school community;
- Modeling expectations of conduct held for students.

Visitors to the school community play an essential part in making our schools more positive and safer environments for learning. Visitors are expected to support and respect the rules of the school, and in return, they can expect to share a safe and meaningful RVS experience.

Students are to be treated with respect and dignity. We recognize the Human Rights Code and will not tolerate discrimination (i.e. when someone is treated differently and poorly because of their race, colour, ancestry, place of origin, religion, physical or mental disability, sex, sexual orientation or gender identification, etc.) Students must demonstrate an ability to know and follow the values and expectations of RVS behaviour with diligent socially and personally responsible conduct. Acceptable behaviour is demonstrated when a student:

- Arrives at school on time, ready to learn to the best of their ability;
- Is respectful of themselves, others, and those in authority;
- Is respectful of the school's and others' property;
- Dresses properly in a clean and tidy RVS uniform;
- Refrains from bringing anything to school that detracts from theirs or others' learning, the privacy of others, or the safety of others;
- Actively contributes to a safe, polite, caring, and orderly school learning environment;
- Follows established ethical and legal principles and rules established by society;
- Reports conduct concerns such as bullying, abuse, harassment, intimidation, threats, or violence immediately to a responsible adult;
- Communicates honestly, attentively, and in a forthright manner;
- Solves problems peacefully using strategies encouraged by the school;
- Takes responsibility for his or her own actions and the interventions developed for inappropriate behaviours;
- Does not leave school grounds at any time without being accompanied by a parent/guardian (or having written permission from parents/guardians) and without notifying both the office and teacher if leaving early.

Further, Section 12 of the School Act stipulates that:

A student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- a) Be diligent in pursuing the student's studies;
 - b) Attend school regularly and punctually;
 - c) Co-operate fully with everyone authorized by the board to provide education programs and other services;
 - d) Comply with the rules of the school;
 - e) Account to the student's teachers for the student's conduct;
 - f) Respect the rights of others;
 - g) Ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
 - h) Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
 - i) Positively contribute to the student's school and community.
- RSA 2000 cS-3 s12; 2015 c1 s3

III. Unacceptable Conduct:

River Valley School has a Zero Tolerance Policy on Bullying, Abuse, Harassment or Violence.

Unacceptable behaviours that may negatively affect a member of the River Valley School community or the school's learning environment, whether electronically, in or outside of the school or school hours, include, but are not limited to:

- *Discrimination.* In keeping with the *Alberta Human Rights Act*, no student, staff member or person may discriminate against another person on the basis of an individual's race, colour, ancestry, place of origin, religious beliefs, gender (including pregnancy, sexual harassment, and gender identity) physical disability, mental disability, marital status, family status, source of income or sexual orientation.
- *Acts of bullying, abuse, harassment or intimidation.* As defined by the School Act, Section 1.1(b.1) **bullying** is defined as the "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 more individuals in the school community, including psychological harm or harm to an individual's reputation." The Government of Canada Policy on Harassment Prevention and Resolution defines **harassment** as: "improper conduct by an individual, that is directed at and offensive to another individual in the workplace, including at any event or any location related to work, and that the individual knew or ought reasonably to have known would cause offence or harm. It comprises objectionable act(s), comment(s) or display(s) that demean, belittle, or cause personal humiliation or embarrassment, and any act of intimidation or threat. It also includes harassment within the meaning of the [Canadian Human Rights Act](#) (i.e. based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability and pardoned conviction)." Harassment is normally a series of incidents but can also be one severe incident that has a lasting impact on the individual.
- Any type of abuse, harassment or physical violence as defined as but not limited to:
 - **Physical abuse or violence** is the use of intentional force that can result in physical harm or injury to an individual and includes pushing, shoving, slapping, kicking, punching, hitting, spitting, pinching, pulling hair, choking, throwing things, hitting victims with an object, and using or threatening to use a weapon.
 - **Sexual abuse** is any unwanted or non-consensual sexual contact, touching or behaviour that violates the sexual integrity of the victim and includes forced unwanted sex or sexual touching in any form, and denial of a person's sexuality.
 - **Verbal abuse** is a form of abusive behaviour involving the use of language or words to cause harm to the person being spoken to (criticizing, name-calling, blaming, shouting, insulting, intimidating,

threatening, shaming, demeaning or derogatory language). It can occur without the use of expletives or profanity. Verbal abuse is a pattern of behaviour that can seriously interfere with one's positive emotional development and over time, can lead to significant detriment to one's self-esteem, emotional well-being and physical state.

- **Psychological (Emotional) abuse** is the systemic destruction of a person's self-esteem and/or sense of safety, often occurring in relationships where there are differences in power and control and includes threats of harm or abandonment, humiliation, deprivation of contact, isolation and other psychologically abusive tactics and behaviours. This can result in anxiety, depression, and post-traumatic stress disorder and cause the victim to withdraw from everyone or everything around them.
- *Acts of retribution* against an individual who has intervened to prevent bullying or informed about bullying or other unacceptable behavior.
- *Illegal activities* including, those involving illegal or restricted substances, possession or use or threat of use of weapons, and theft or damage to property.

Acceptable conduct is everyone's responsibility, including staff, students, Board Members, volunteers and outside contractors. The school reserves the right to determine the acceptability of behaviours in relation to the school as guided by the RVS Code of Conduct and RVS policies and procedures.

Minor breaches of this code of conduct are handled effectively in an informal manner on a daily basis and may not warrant documentation or communication. Interventions are handled at different levels depending on the seriousness of the breach of conduct and as guided by this document. Disciplinary action for breaches or unacceptable behaviour as outlined above may include verbal or written warnings, suspensions and up to and including termination or expulsion.

IV. Student Discipline and Consequences:

Students are expected to conduct themselves in keeping with their responsibilities as students.

Student discipline is not judgmental, arbitrary, confusing or coercive: rather, it shows individuals what they have done; it gives them ownership for the problem; it provides a process for solving the issue they have created; and it leaves their dignity intact. The goal is to instruct, teach, guide, and help children develop self-discipline so that learning can be maximized for all students.

The school will investigate each instance of unacceptable conduct and pursue disciplinary action in a matter consistent with the principles of fundamental justice and the RVS' student discipline policy as outlined in this Guide. In grave circumstances, an individual found to have engaged in unacceptable conduct may be subject to possible suspension or expulsion.

V. Remediation and Support

In order to foster a positive learning environment, River Valley School will engage in reasonable and caring efforts to support both the individual(s) who may have been the subject or victim(s) of unacceptable behaviour(s) and to support perpetrators of unacceptable conduct to improve their conduct.

Supportive actions used by River Valley School may include, but are not limited to:

- Mentoring of individual students by older students;
- More focused attention to individual students;
- Regular follow-up meetings of specific teachers with individual students;
- Counseling; and
- Restorative justice processes.

Learning how to solve problems and handle social situations is an important part of a child's

development. We encourage students to communicate with each other to resolve unwanted behaviours. Under adult supervision and guidance, we give our students every opportunity to engage in solving their own problems.

When problems do occur, we suggest:

- FIRST: Tell the person that you do not like that kind of play and ask him/her to stop.
- SECOND: If the person continues to bother you, then go to the supervisor on duty and ask a supervisor for help.
- THIRD: The supervisor will have the students discuss their problem and come to an agreeable solution. The supervisor will advise the homeroom teacher of any ongoing concerns/problems that arise.

Supervisors/teachers will voluntarily step in to assist students when necessary and stop inappropriate behavior. Students are encouraged to ask for help and are taught 'It's not tattling – it's problem solving.'

Parents are encouraged to communicate with teachers and administration any ongoing concerns or problems that students might be expressing at home.

RVS takes great care to arrive at thoughtful, fair, and consistent consequences. Consequences are designed to prevent reoccurrence, teach socially appropriate behaviour to the student who offends and to the school community, and to ultimately provide for a safe and positive learning environment.

Actions may be progressive, or they may require an appropriate immediate higher level of response. They may be utilized in combination or in isolation, increasing or decreasing in seriousness as needed.

VI. Rising Expectations

Age, experience, learning capacity, and maturity all play roles in determining the progression of expectations for members of the school community. As people grow and mature, they are more able to make appropriate decisions and take a greater responsibility for their conduct.

Children progressing through their school years are expected to:

- Acquire greater knowledge and understanding of their behaviour and its impact on others;
- Learn appropriate decision-making strategies;
- Increase their ability to demonstrate self-discipline;
- Increase their ability to take personal responsibility for their actions and learning; and
- Be subject to increased consequences for inappropriate behaviour.

VII. Consequence Continuum

For all emerging patterns of minor breaches of the Code of Conduct and/or the RVS Parent and Student Policy and Procedure Guide:

- Students will be notified in every instance.
- Parents will be notified should patterns become serious.

For all serious breaches of the Code of Conduct and/or the RVS Parent and Student Policy and Procedure Guide:

- Students will be notified in every instance.
- Parents of student offenders and parents of student victims will be notified.
- Board members will be notified as required by policy.
- Police and/or outside agencies will be notified as required by law or for professional advice beyond the scope of school personnel.

- All Parents will be notified when a need is determined by school administration to reassure the school community that action(s) addressing serious concerns were implemented when necessary.

Aggressive, Harassing and Abusive Behaviour towards staff, parents and students will NOT be tolerated at school events or on school grounds including parking lots or playgrounds at any time of the day. Failure to adhere to this policy may, in extreme cases, result in expulsion from RVS.

Bus Code of Conduct

Student behaviour on the school bus is expected to be the same courteous and respectful behaviour that is accepted at school. Students are expected to comply with the following:

- The driver is completely in charge of the bus and his/her directions must be obeyed at all times.
- Students should conduct themselves in a quiet, courteous manner with no fighting, scuffling, and/or use of loud or obscene language, etc. that might distract the driver from the safe operation of the vehicle.
- Students must remain seated at all times. Do not extend arms, legs or head out windows or into the aisles
- No eating or drinking on the bus.
- The driver may assign or change specific seating as necessary throughout the school year.

The driver will report any student who is not following proper student conduct to Administration for further action.

Welcoming, Caring, Respectful & Safe Teaching and Learning Environment Policy

I. Commitment

Consistent with our mission, vision and values, River Valley School is committed to a safe, caring, respectful, inclusive, equitable, and welcoming learning and teaching environment for all students, staff and members of our community.

All students, staff and members of our community have the right to learn and work in an environment free of discrimination, prejudice, and harassment.

This right is guaranteed under the:

- *Canadian Charter of Rights and Freedoms;*
- The *Alberta Human Rights Act* as amended March 10, 2015. In addition, the *Alberta Human Rights Act*, includes the right not to be discriminated against by reason of race, national origin, colour, religion or gender identity or gender expression. Legislation also provides as a fundamental right the “right of parents to make informed decisions respecting the education of their children;” and,
- Requirements of the *Alberta School Act* (and upon Proclamation the *Education Act, Section 35.1*) that provide for measures that support the equality and non-discrimination of students who may belong to minority groups, including sexual orientation.

II. Rights

River Valley School does not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived differences or gender identity or gender expression. River Valley School believes that all students have the right to:

- Be treated fairly, equitably, and with dignity and respect;
- Have their confidentiality protected and respected;
- Have their privacy protected as governed by PIPA;
- Self-identification and determination;
- Freedom of conscience, expression, and association;

- Be fully included and represented in an inclusive, positive, and respectful manner by all school personnel;
- Have equitable access to the same supports, services, and protections provided to heterosexual students and their families;
- Have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence; and
- Have their unique identities, families, cultures, and communities included, valued and respected within the school environment.

III. Measures

River Valley School has implemented measures which:

- Define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects;
- Ensure that all such discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures;
- Improve students' understanding of the individual lives of minorities, including sexual and gender minorities, and their families, cultures, and communities;
- Develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that minorities including gender minorities and their families are treated with respect and dignity in all aspects of the school community in a manner consistent with the school's mission and vision;
- Upon request, the Head of School will immediately grant permission for the establishment of a student organization or the holding of an activity at the school to support the establishment of Gay-Straight Alliances (GSAs), or similar student support groups, where student interest has been expressed and have it named as such;
- In order to protect student privacy, notification around a student organization will be limited to the fact of the establishment of the organization or the holding of the activity;
- Identify a staff member to serve as a safe contact for sexual and gender minority students. The Head of School will inform the school community about the location and availability of this Safe Contact Resource Person;
- Ensure staff will not refer students to programs or services that attempt to change or repair a student's sexual orientation or gender identity; and
- Ensure administration and staff recognize the confidentiality and privacy of the sexual orientation and gender identity of all students and protect them from unwanted disclosure of such information; and
- Annually review and repost these policies and make available to the public.

IV. Legal Basis

When implementing the above policy directions, River Valley School will act reasonably in the best interests of the student in keeping with the guidelines outlined by the Supreme Court of Canada (*Loyola College vs. Quebec, 2015*), the Alberta Human Rights Act and the Alberta School Act.

Administrative Policy

Electronic Information Resources Policy

I. Purpose

The purpose of this policy is to ensure responsible and appropriate use of River Valley School electronic information resources.

II. Application

This policy applies to anyone using RVS electronic information resources: students, employees, volunteers, practicum students / student teachers / exchange teachers and parents. It is important that before using any of River Valley School's electronic information resources that the user have an understanding of the policy.

a. Electronic Information Resources

Access to electronic information resources is intended solely for the purpose of student education and conducting River Valley School business within the context of assigned responsibilities. Access to the electronic information resources must be authorized.

- Authorization will not be provided without a signed declaration.
- It is the responsibility of all supervisory personnel to inform themselves and all persons reporting to them about this policy.

b. Responsible Use of Electronic Information Resources

- In the use of electronic information resources, persons must not harm or attempt to harm any person, whether an individual or a corporation, or their assets or reputation.
- In the use of electronic information resources, persons must use appropriate language, and any statements of opinion that employees make may be made only as part of their responsibilities, and must be respectful, fair, and not malicious.
- Persons must not plagiarize, and must respect the ownership and copyright entitlements of all persons.
- Persons must be diligent and responsible in monitoring their use and decisions to use electronic information resources.

c. Inappropriate Material

Persons must not use electronic information resources to access any material or information that may contain inappropriate material or create, post, send, or download inappropriate material for any use including business, personal or classroom use.

d. Respect for Personal Information

Persons must not post, publish, circulate or distribute personal information about themselves or other persons, including family members, teachers, students or friends on electronic information resources unless they have received authorization.

e. Personal Use

- Persons must not use the River Valley School's Internet servers to post their own personal information anywhere, including to a personal homepage.
- Persons may post student class projects and other student work on the Internet only if they have received authorization.
- Persons must not use RVS electronic information resources to engage in their own business or financial transactions.

f. Account Passwords

Persons must keep their account passwords confidential.

g. Prohibited Activities

In the use of RVS electronic information resources, persons must not:

- Access, collect, use or disclose information they do not need;
- Use electronic information resources or accounts unless they are authorized to do so;
- Send or display offensive messages or pictures;
- Use obscene language;
- Harass, insult or attack another person's reputation;
- Damage or attempt to damage electronic information resources such as computers, computer systems, data or networks;
- Ask others to access computers, computer systems, data or networks to support unauthorized use;
- Use other people's passwords or accounts;
- Trespass, or attempt to trespass in other people's folders, work or files;

- Intentionally waste resources;
 - Intentionally access, post, send or download inappropriate material;
 - Ask authorized users to make unauthorized changes to information;
 - Assume the identity of another person to obtain information; and
 - Use electronic information resources for any illegal or unethical activity.
- h. Audit and Access
All use of River Valley School electronic information resources is subject to:
- Monitoring by an authorized person and
 - Search by an authorized person;
 - When required for operational needs, or
 - Where there are reasonable grounds to suspect abuse, improper or illegal activity, or misuse or noncompliance with River Valley School policies.
- i. Violation of Policy
Any violation of this policy, or the principles or expectations set out in it, may result in:
- Loss of access privileges;
 - Disciplinary action in accordance with RVS Discipline Procedures;
 - Loss of volunteer position;
 - Employee disciplinary action such as employment suspension or termination; or
 - Legal action, including actions taken by the River Valley School, by persons unrelated to RVS and criminal prosecution.

III. Guidelines for Student Use

What is the Internet?

The Internet connects millions of computers all over the world. Students may use it to communicate with people all over this planet. Access to the Internet is one of the windows that bring the world to students; however, the excellent educational resource materials need to be used carefully.

The online world presents a huge array of electronic data including: text, audio/visual materials, graphics, multimedia clips and presentations, photos, visual art and video. The content in this data may include statements of facts, opinions, beliefs, values or procedures. The Internet also contains commercial and other solicitations by a wide array of people and groups. In paper format, some of this content has only been available under restricted conditions. On the Internet, there are also mechanisms, which facilitate electronic mail, electronic group interactions (chat rooms, newsgroups, discussions groups, etc.), the sharing of large data files and polling of opinions.

- a. Responsible Use of Internet Resources: Students must use their time on-line effectively, in posting and using services such as browsing and downloading files. They must agree to keep their username and password a secret.
- b. Plagiarism: Students must agree not to copy information and claim it as their own.
- c. Copyright: In the event that students wish to copy any copyrighted work and they do not have legal permission to copy that work, they must ask the original author for written permission to use the graphics or any copyrighted works including: works of art, compositions, text, symbols, sayings, cartoons, excerpts and quotations. Students must give written credit for sources of information in any of their assignments.
- d. Critical Thinking: Students are to be fair and respectful in their comments and use appropriate language in any material posted to the Internet. They are to think critically about information found in accessing services on the Internet and other network resources.
- e. Notice to Students and Parents/Guardians: In keeping with our philosophy, River Valley School has adopted an 'open' approach with regard to teaching students responsible use of Internet Resources. We chose not to use an Intranet system (which would restrict student sites to previously-approved and often outdated addresses) or built-in restrictions (e.g., filters, net nannies). Students are to use the Internet only under direct of teacher/administrative

- supervision. They must understand that they are personally responsible for their actions, errors and omissions when using a network account and/or the internet.
- f. Consequences of Misuse of Networked Information Resources: If a student fails to comply with this Acceptable Use Policy, disciplinary action, in accordance with school procedures, will be taken. This may include:
 - i. Suspension of network and internet privileges
 - ii. Expulsion from network and internet privileges
 - g. Storage: Every student has his/her own log in and password information to access laptops and iPads owned by River Valley School. Student work is to be saved on their device or a portable hard drive, which is kept in the classroom. Student work is not saved on the school server. If a student wishes to work on a school file at home, it is preferred that s/he discusses this with their classroom teacher.

Grievance Policy

A grievance is defined as the formal written complaint by a student and/or parent/guardian that there has been a violation, misinterpretation, or misapplication of River Valley School policy or procedure; or federal or provincial law or regulation.

The intent of this policy is to secure, at the lowest possible level, equitable solutions to problems periodically affecting students, parents and employees. These grievance proceedings shall be confidential and kept as informal as possible at all levels of the procedure.

It is desirable for grievances to be resolved through free and informal communications. A student or parent/guardian should first attempt to resolve the grievance through discussion with the individual teacher/staff member. If a grievance cannot be resolved at this level the student or parent/guardian may request a conference with the Head of School. Please submit a Grievance Form (Appendix A of this Guide) to school administration to begin the formal Grievance Process.

Should a student or parent/guardian have a complaint with respect to a school employee, the person filing the complaint should be aware that the employee will be given an opportunity to respond, in person and/or in writing, to the complaint, and further to be present during any conference between the Head of School or Board and the student or parent/guardian.

The student or parent/guardian has the burden to show that a rule is unfair, is discriminatory or that an unfair procedure has been followed in the administration of a disciplinary action.

Failure of the student or parent/guardian to comply with timelines listed below; will result in denial of the grievance or appeal.

Failure of the school administration to comply with these timelines will result in automatic right of appeal to the next level.

Step 1: Head of School Conference

A student or parent/guardian wishing to invoke the grievance procedure shall make a written request for a conference with the Head of School and the individual named in the grievance to discuss the grievance and seek resolution. The request shall describe the grievance and name the specific policy, rule or law believed to have been violated.

The following additional guidelines shall be observed:

- All grievances must be submitted in writing.
- A grievance shall be filed as soon as possible but not longer than fifteen (15) days after disclosure of the facts giving rise to the grievance.

- The Head of School shall grant the conference within five (5) school days following receipt of the request. The Head of School will state his/her position on the grievance in writing and a copy given to the student or parent/guardian within five (5) school days following the conference.

If the student or parent/guardian is not satisfied with the decision of the Head of School, the decision may be referred to the next step: Board of Directors Conference.

Step 2: Board of Directors Conference

The student or parent/guardian shall file a copy of the grievance and the decision of the Head of School to the Board of Directors within five (5) days of receipt of the Head of School’s decision.

Any appeal to the Board shall be on the record. No new evidence, written or verbal, may be presented without the prior knowledge and consent of both parties or upon a majority vote of the Board. The aggrieved party will be informed in writing of the Board’s decision within five (5) working days. The Board may affirm, disaffirm or modify the decision of the Head of School.

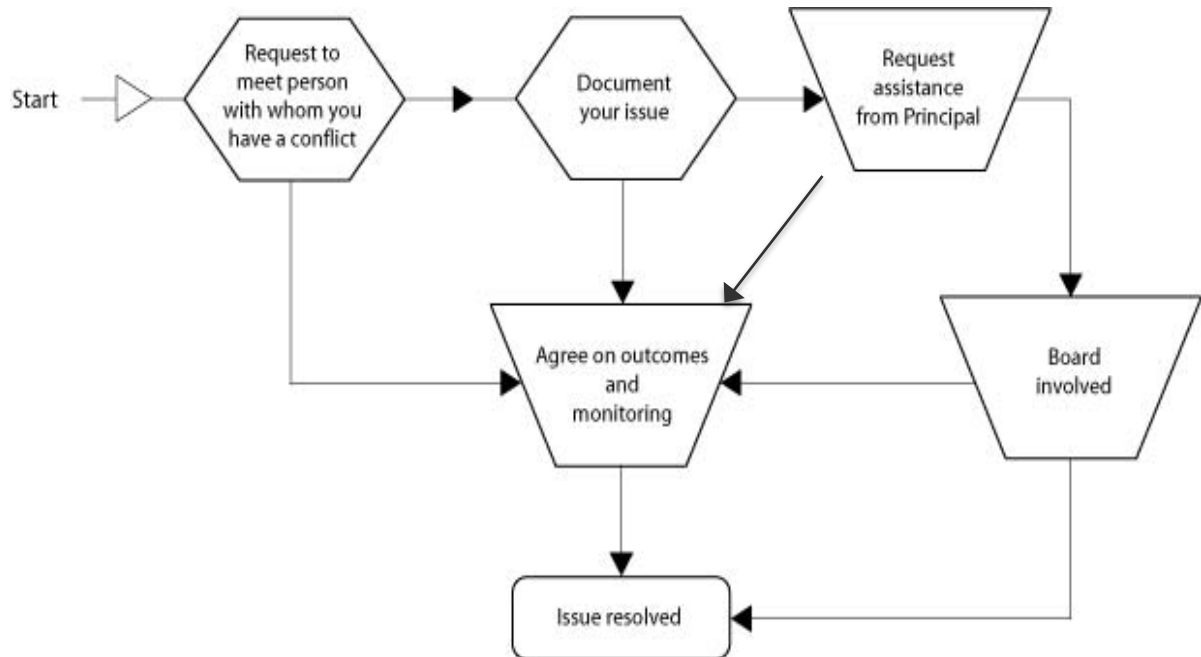
The decision of the Board of Directors will be considered final and no further avenues shall be available for appeal.

Resolution Procedure

At River Valley School, we have an open door policy and as such, are open to hearing from parents and staff at any time about issues and concerns they may have.

We encourage you to follow the procedures outlined and detailed in the Grievance Resolution Procedure when there is a complaint or concern about a staff member’s performance, a parent’s behaviour or the treatment of a student.

As part of the policy, the Head of School and, when deemed necessary, a Board Member, will make themselves available for confidential meetings with parents and/or staff to assist in resolving the issue at hand. Board involvement will not occur until after a meeting with the Head of School has taken place and resolution could not be found. Ordinarily, the Board as a whole does not address such issues unless all other avenues have failed to yield a resolution.



Privacy Charter

I. Scope

This privacy policy applies to: River Valley School employees, including contractors, students, and volunteers providing services on behalf of the River Valley School. Any personal information that identifies an individual, in whatever form or medium (paper, digital, audio-visual, graphic) created or received in the course of carrying out the River Valley School's mandated functions and activities, and; all facilities and equipment required to collect, manipulate, transport, transmit, or keep River Valley School information.

II. Legislative Requirements

The Personal Information Protection Act (PIPA) ("the Act") protects the personal information of the public and employees of private sector organizations operating in Alberta. It governs the collection, use and disclosure of personal information by organizations in a manner that recognizes and balances the right of an individual to have his or her personal information protected, and the need of an organization to collect, use or disclose personal information for purposes that are reasonable.

River Valley School is bound by the requirements of the Act and collects, uses or discloses personal information in accordance with its provisions.

III. Privacy Principles

River Valley School is committed to protecting the privacy of individual employees, students and guardians. To that end, River Valley School has implemented a privacy program to meet the following privacy goals:

a) **Accountability:**

River Valley School is responsible for protecting the confidentiality of personal information in its custody or under its control in compliance with the applicable federal or provincial legislation. River Valley School has identified and designated a Privacy Officer, the Head of School, to be responsible for implementing the privacy program and ensuring compliance with legislation. If you have any questions regarding Privacy, please contact the Head of School.

b) **Openness:**

River Valley School develops and follows privacy and security policies and practices that are compliant with legislation. Such policies and practices are publicly available.

c) **Collection and Consent:**

River Valley School collects personal information only for reasonable business purposes and with the consent of the individual or authorized representative, except where otherwise authorized by legislation.

d) **Identifying Purposes:**

River Valley School identifies the purposes for which personal information is collected.

e) **Limited Use, Disclosure and Retention:**

River Valley School uses, discloses and retains personal information for purposes consistent with the purpose for which it was collected. Use and disclosure for other purposes is by consent of the individual or as authorized by legislation.

f) **Accuracy:**

River Valley School makes all reasonable efforts to ensure that personal information collected, used or disclosed by or on behalf of River Valley School is accurate and complete.

g) **Safeguards:**

River Valley School protects personal information in its custody or control by deploying security measures and practices to prevent unauthorized access, collection, use, disclosure, copying, modification, disposal or destruction.

h) **Right of Access:**

Individuals have a right to access information about them at River Valley School, subject only to

limit and specific exceptions. Individuals who believe there is an error or omission in their personal information have a right to request correction or amendment of the information.

i) **Compliance Challenges:**

Individuals are encouraged to bring any concerns or issues regarding privacy at River Valley School to the Head of School for discussion and response. Individuals may appeal to the Information and Privacy Commissioner of Alberta to review or investigate River Valley School's right of access or correction responses, or any policies or practices that they feel are not in compliance with legislative requirements.

Student Independence Policy: Toileting

River Valley School expects and requires all children to be independent in their toileting before the first day of school. The school acknowledges that with young children there may be accidents from time-to-time; please ensure your child has an extra set of clothing at school for those occasions.

If, beginning in the second month of school, there are frequent incidents (i.e. 3 or more incidents occurring in a short time frame) a discussion will be required between parents and school administration regarding the child's readiness for school.

River Valley School reserves the right to suspend a child's attendance at school indefinitely should frequent issues occur, and no refunds will be issued on deposits or other amounts deemed non-refundable under the Financial Agreement.

Student Tuition and Fee Refund Policy

If a registration is cancelled prior to a student commencing studies, the family forfeits all amounts deemed non-refundable as outlined in the Financial Agreement.

For students withdrawing partway through the school year, River Valley School requires a minimum of one (1) month written notice of cancellation/withdrawal from families to be eligible for refunds for tuition, Kids Club fees and bus service fees, less any non-refundable fees as outlined in the Financial Agreement. Please review your Financial Agreement for detailed information regarding refundable and non-refundable fees. Refunds are subject to approval by Head of School and/or Board.

No refunds will be issued should a student be suspended or expelled from River Valley School, Kids Club or RVS Bus Service.

Administrative Procedures:

Student Discipline Procedures

The Head of School is ultimately responsible for administering the general discipline of the school. S/He shall ensure that the school has developed a school discipline policy, incorporating provisions of the *Alberta School Act* as part of the school's discipline policy. Expectations for behaviour and formal discipline policies and procedures are published in this RVS Parent and Student Policy Guide which is also accessible on the school website.

I. Definitions for the purposes of this administrative procedure:

- 1.1. Suspension is the removal of a student from the classroom, school property, school activities or bus for a period of up to five (5) school days.
- 1.2. Expulsion is the Board-approved removal of a student from the classroom, school property, school activities or bus for a period of time longer than five (5) school days.
- 1.3. Suspension shall be considered when a student:
 - 1.3.1. Exhibits open opposition to authority;
 - 1.3.2. Exhibits willful disobedience;

- 1.3.3. Uses improper or profane language;
- 1.3.4. Engages in conduct potentially injurious to others;
- 1.3.5. Willfully damages school property;
- 1.3.6. Exhibits behaviour that interferes with school approved activities;
- 1.3.7. Exhibits behaviour prohibited by other Board policies, administrative procedures, the *School Act* or the *Criminal Code of Canada*; or
- 1.3.8. Exhibits behaviour inconsistent with Section 12 of the *School Act (Appendix A)* – responsibilities of students.
- 1.4. Code of Conduct is outlined in the River Valley School Parent and Student Education Policy and Resource Guide

II. Disciplinary Actions at School

- a) All staff are responsible for maintaining discipline in the classroom and school. River Valley School acknowledges that students are successful when appropriate and consistent expectations are in place within the school. In some cases, the Head of School may provide assistance. The following provisions shall apply with regard to disciplinary actions of staff:
 - 1. The attitude towards maintenance of discipline will be positive rather than negative.
 - 2. Discipline must be meaningful.
 - 3. Mass discipline of a whole class for the misdemeanor of a few students is to be avoided.
 - 4. The staff and Head of School shall formulate acceptable forms of discipline for the school.
 - 5. The use of corporal punishment by staff is not permitted.
 - 6. Good discipline often depends upon the ability to check unacceptable behaviour in its early stages before it becomes a serious problem.
 - 7. Disciplinary problems should be dealt with in an objective, professional manner that considers the needs of the individual child, and each infraction should be considered a learning situation to be handled intelligently and patiently.
 - 8. The child should be treated in a kind and just manner. Teachers are to be guided by a spirit of charity and understanding. Verbal attacks upon students, including name calling, use of sarcasm, unfavorable personal references, attempts to belittle the students, or threatening to send students to the Head of School do nothing to raise the self-worth of all parties involved and, therefore, shall not be employed.
 - 9. The teacher or school should not act as the disciplinary agent for the home.
 - 10. In cases of dispute regarding disciplinary measures, the ultimate procedure is within the statutes of the *Criminal Code of Canada*.
 - 11. Sufficient force is justified to restrain a student who is determined to carry out some destructive act or to prevent a student from attacking another individual.
 - 12. Removal from the classroom of a student where conduct continues to be detrimental to the work of the class (after the student has been given reasonable warning that the behaviour is unacceptable) is justified.
 - 13. Any disciplinary measure involving the automatic imposition of certain penalties or discipline without considering the nature of the act and the individual(s) involved does not have its basis in the basic principles of modifying behaviour.
 - 14. Though dignity and authority of the teacher must be upheld, it must be remembered that recognizing the dignity of students is equally important. The teachers will find that a quietly worded statement to a student is likely to be more effective than strongly voiced commands in securing his/her compliance.
 - 15. The right to detain students for disciplinary purposes is not questioned. However, the exercise of that right in an arbitrary or inflexible fashion that prevents a student from meeting other legitimate and important commitments cannot be supported.
- b) A teacher may ask a student to leave the classroom (sit out) for one (1) class period and shall report the removal to the Head of School.
- c) The Head of School may suspend a student from:

1. Class;
 2. School activities;
 3. School and/or school property;
 4. Riding in a school bus;
- d) The Head of School may reinstate a student who is suspended by the Head of School or by a teacher at any time.
- e) When the Head of School suspends a student s/he shall:
1. Telephone the student's parents as soon as possible to inform them of the suspension.
 2. Report, in writing, to the student's parents/guardians all the circumstances of the suspension.
 3. Upon the student's return to or full participation in school, facilitate with the student and his/her parents/guardians a plan to promote the student's adherence to the student discipline procedures and confirm the circumstances in writing.
 4. If requested, provide an opportunity to meet with the student's parents/guardians to discuss the reasonableness of the suspension.
- f) If the Head of School is recommending expulsion, the Head of School shall refer the recommendation to the Board of Directors.
- g) Appeals:
1. Suspension: All suspensions may be appealed to the Board of Directors. Written notice of the request for an appeal must be sent to the Head of School and/or Board of Directors within ten (10) days of the start of the suspension. The appeal must be heard within fifteen (15) days of receiving the notice of appeal, unless the parents/guardians and Board of Directors have agreed to an extension. If parents/guardians have questions about the appeal, they can contact the Head of School or Board Chair.
 2. Expulsion: All expulsions can be appealed to the Board of Directors within twenty (20) business days after the expulsion notice has been received. Information on how to appeal will be included in the notice of expulsion. The decision of the Board of Directors will be considered final.
 3. Process:
 - i. Parent/Guardian delivers a written request for appeal to Head of School and/or Board of Directors within the specified timeframe.
 - ii. The Board of Directors will review the request and schedule a formal meeting. A letter outlining the next steps, meeting date and/or written documentation will be sent to the parents/guardians.
 - iii. Meeting takes place in which all parties may present their arguments.
 - iv. A formal decision will be made by the Board of Directors within the specified timeframe. This will be communicated in writing to the parents/guardians and filed in the student's cumulative records. This decision will be considered final.

III. Behavioural Issues

This Administrative procedure will act as a guide in dealing with behavioural issues at River Valley School. Students with persistent behavioural difficulties require an individual program plan (IPP) (*Alberta School Act*, Section 47).

Examples of some inappropriate behaviours considered **minor to moderate offences** include:

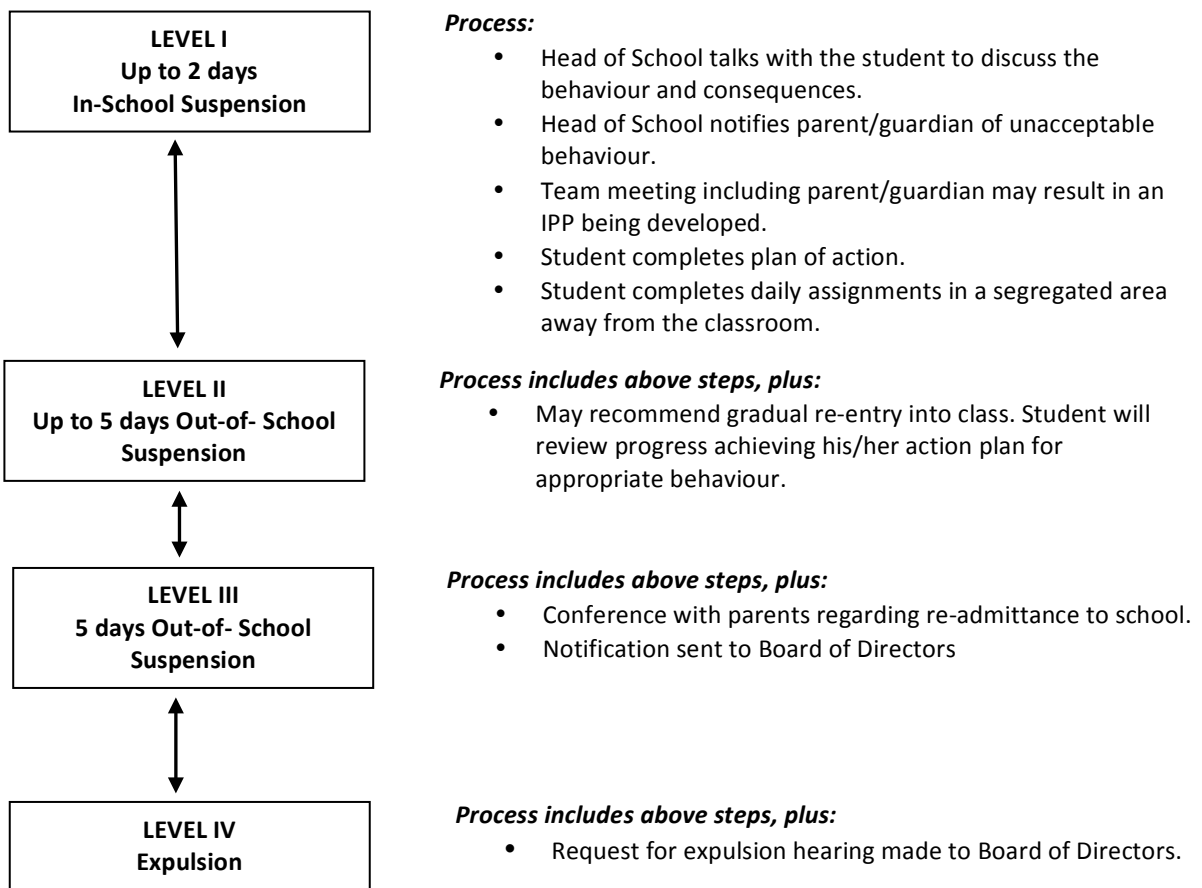
- Pushing and shoving other students;
- Defiance of adults in authority;
- Inappropriate touching (excluding sexual touching);
- Acting in a belligerent or argumentative manner;
- Lying;
- Cheating;

- Swearing and/or using inappropriate language;
- Teasing and/or name-calling;
- Disruptive behaviour that interferes with the learning of others; and
- Leaving the classroom or school without permission.

Specific unacceptable behaviours in the **moderate to severe** range include:

- Chronic minor offender;
- Stealing;
- Intent to injure another person with or without the use of a weapon;
- Throwing objects with willful intent to harm;
- Causing physical injury to another person by hitting, kicking, biting;
- Blind rages where the child loses control, resulting in damaged property and/or injury to others;
- Inappropriate sexual behaviour;
- Verbal abuse, ethnic/racial remarks, sexually derogatory statements;
- Threatening bodily harm or property damage;
- Damaging property (school or other);
- Bullying – as defined in the School Act and Criminal Code of Canada.

IV. Flow Chart of Consequences for Major Offences



Suspected Child Abuse Reporting Procedure

The *Child, Youth and Family Enhancement Act* Section 4 (1) states: **Any person who has reasonable and probable grounds to believe that a child is in need of intervention shall forthwith report the matter.** All staff operate

under a “duty to care” to the students. It is mandatory to report every case where there are reasonable and probable grounds to believe that a child has been or is at risk of abuse.

Types of abuse:

- *Neglect:* any lack of care that causes serious harm to a child’s development or endangers the child in any way.
- *Emotional abuse* could include: verbal attacks, repeated humiliation, exposure to violence or drug/alcohol abuse, exposure to severe conflict, forced isolation.
- *Physical abuse:* intentional use of force on any part of a child’s body that results in injuries.
- *Sexual abuse:* improper exposure of a child to sexual contact, activity or behaviour.

Appendix A: River Valley School Grievance Form

Date:	
Grievant Name:	
Contact Information:	
Name of Person Completing Form:	

Grievance Details

Date, time and place of event leading to grievance:
Detailed account of occurrence (including names of persons involved, if any):
Policy, procedure or guideline that may have been violated:
Proposed solution to grievance:
Steps taken (including dates and names):

The grievant should retain a copy of this form for his/her records. The signature below indicates that you are filing a grievance, and all information is complete and truthful.

Grievant Signature

Date

Administration Signature

Date