

## **GENERAL ADMINISTRATION 100**

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<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 100</b>
	<b>Three-Year Education Plan</b>
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 22, 36, 39, 43, 60, 61, 77, 78, 113 School Act Guide to Education ECS to Grade 12 Section 16 Government Accountability Act Policy and Requirements for School Board Planning and Reporting School Authority Planning and Reporting Reference Guide

## Background

Planning ensures that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be engaged, ethical and entrepreneurial citizens. Planning ensures resources for education are used in the best possible ways to meet the educational needs of Alberta's young people.

The Calgary Girls' School prepares an education plan that aligns with the goals and priorities of Alberta Education and focuses on student learning over a three-year period. The Annual Education Results Report informs the education plan. The Three Year Education Plan is updated annually so that as one year is completed and another is added, the Plan continues in a three-year, rolling-forward time frame. The Three Year Education Plan may be combined into a single document with the Annual Education Results Report as per the guidelines from Alberta Education.

## Procedures

### 1. Planning Guidelines

- 1.1 The Foundation Statements, which include vision, mission, values and beliefs, will provide overall direction for planning.
- 1.2 The Three Year Education Plan incorporates the Board's goals defined in *The Strategic Direction 2012-2020*.
- 1.3 The planning process must provide meaningful engagement opportunities for soliciting stakeholder input.
- 1.4 The Board annually approves the Strategic Planning Timelines and Processes.
- 1.5 The Three-Year Education Plan identifies priorities, outcomes, measures, targets, strategies, and timelines in accordance with the requirements of Alberta Education.
- 1.6 The Three-Year Education Plan will be informed by the results and priorities identified in the Annual Education Results Report.

### 2. Three-Year Education Plan

An education plan that meets School needs and fulfills provincial accountability requirements will be developed and implemented. The plan:

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 100</b>
	<b>Three-Year Education Plan</b>
	APPROVED: September 2014
Page 2 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 22, 36, 39, 43, 60, 61, 77, 78, 113 School Act Guide to Education ECS to Grade 12 Section 16 Government Accountability Act Policy and Requirements for School Board Planning and Reporting School Authority Planning and Reporting Reference Guide

- 2.1 Will be kept current to ensure focused, efficient and effective change and improvements.
- 2.2 Will be updated annually.
- 2.3 Will be improvement focused and will identify areas/priorities.
  - 2.3.1 Will include the provincially mandated priority areas with strategies and measures.
  - 2.3.2 May include other strategies and measures that reflect School needs.
- 2.4 The plan will outline the deployment of resources and be consistent with the provincial funding framework.
- 2.5 The Superintendent will:
  - 2.5.1 Submit the plan to the Charter Board for approval each year;
  - 2.5.2 Ensure that the Three-Year Education Plan/Annual Education Results Report is submitted to Alberta Education in a form and at a time that meets requirements;
  - 2.5.3 Inform stakeholders about any initiatives to be undertaken during the upcoming school year; and
  - 2.5.4 Post the Three-Year Education Plan/Annual Education Results Report to the website.
- 2.6 Progress reports including areas of success and areas for improvement on the Three-Year Education Plan will be presented to the Charter Board in accordance with the annual Charter Board Work Plan and as deemed necessary.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 101</b>
	<b>Annual Education Results Report</b>
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Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 22, 36, 39, 43, 60, 61, 77, 78, 113 School Act Section 16 Government Accountability Act Guide to Education ECS to Grade 12 Policy and Requirements for School Board Planning and Reporting School Authority Planning and Reporting Reference Guide

## Background

Accountability is the obligation to answer for the performance and results of one's assigned responsibilities. The School recognizes its responsibility to keep stakeholders informed about accomplishments and progress toward goals.

The School will keep its community and the public informed of the overall results achieved in the School by posting the Annual Education Results Report to the website.

## Procedures

1. The Superintendent will develop an Annual Education Results Report in accordance with Alberta Education policy, and submit it to the Charter Board for approval. The Charter Board will submit the Report in accordance with the requirements set forth by Alberta Education.
2. The Annual Education Results Report will contain information regarding progress toward meeting the goals and objectives established for the School in the Three-Year Education Plan.
3. The Annual Education Results Report will contain the results on mandatory and optional measures gathered through the year from such activities as ongoing reviews, evaluations, surveys, planning sessions and workshops.
4. The format for reporting optional measures and additional information in the Annual Education Results Report will be determined by the Superintendent.
5. The Annual Education Results Report will be posted on the School website.
6. The School shall use the Annual Education Results Report for information in the planning and policymaking cycle and make adjustments to its goals as necessary.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 110</b>
	<b>School Council</b>
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 22, 36, 60, 61 School Act Personal Information Protection Act (PIPA) School Councils Regulation 113/2007 School Councils Resources Manual (1995) School Councils Handbook (1999)

## Background

The Calgary Girls' School views the School Council as a means for parents and community members to work together with the School to support and enhance student learning. Its purpose is to:

- Provide a vehicle whereby the home and the School can work together for the benefit of the child.
- Enhance communications between the School and its community.
- Provide a forum for the discussion of the School's philosophy and to assist the School in meeting its goals.
- Assist parents in understanding the roles and responsibilities of the people who work in the School.

## Procedures

1. The School will form a School Council to meet the responsibilities set out in the School Act and the School Council Regulation.
  - 1.1 Once the School Council for the new school year has been elected, the following information shall be provided to the Superintendent:
    - 1.1.1 Name of the Chair;
    - 1.1.2 Mailing address;
    - 1.1.3 Phone number(s);
    - 1.1.4 E-mail address.
  - 1.2 Charter Board Highlights, policy updates, letters and notices will be forwarded electronically to the School Council Chair.
2. The School Council is encouraged to develop operating procedures or bylaws as outlined in the Alberta School Council Resource Manual.
3. The School Council may elect to be a member of the Alberta Home and School Councils Association.
4. The School Council must adhere to the Personal Information Protection Act (PIPA) and develop a privacy policy for handling personal information. For a summary of Frequently Asked Questions and Answers for School Councils and Fund Raising

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 110</b>
	<b>School Council</b>
	APPROVED: September 2014
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LEGAL REFERENCE:	Section 20, 22, 36, 60, 61 School Act Personal Information Protection Act (PIPA) School Councils Regulation 113/2007 School Councils Resources Manual (1995) School Councils Handbook (1999)

Societies, please visit:

<http://www.servicealberta.gov.ab.ca/pipa/documents/SchoolFAQs.pdf>

5. The School Council may advise and consult with the Principal on matters specified by the School Councils Regulation.
  - 5.1 The Principal will inform parents who are new to the school of the opportunity to participate in School Council.
6. A transparent financial and accounting system is to be in place consistent with School expectations as determined by the Secretary-Treasurer and the School Councils Regulation.
7. The School Council will provide a written annual report of its activities and finances to the Superintendent.
8. If necessary, the School Council may access dispute resolution processes available through the Superintendent's Office.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 111</b>
	<b>Honorary Council</b>
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 60 School Act

## Background

The Honorary Council is comprised of exceptional women in the Calgary community and profiles their achievements so as to inspire students and staff of the Calgary Girls' School (CGS). Further, the Council enhances the School's reputation through championship and advocacy by accomplished women of Calgary and beyond.

The role of Council members is to:

- Serve as role models for students and staff.
- Act as ambassadors for the School.
- Provide wisdom and guidance to the leadership of CGS as appropriate.

## Procedures

1. Appointments will be made by the Charter Board and will be for an initial three (3) year term to be extended by mutual agreement.
2. Women representing a number of fields will be selected based on their leadership, accomplishments, and contribution to community.
3. The Council members may be featured in a variety of ways such as the School's website, a photo display in the school, and invitations to various school sponsored functions and events. When Council members are in attendance, they will be recognized and introduced.
4. The School will facilitate an annual event to recognize the Honorary Council, to update members on the School's goals and achievements, and to provide opportunity for building positive relationships with staff and students.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 120</b>
	<b>Policy and Procedures Dissemination</b>
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Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 36, 60, 61, 113 School Act

## Background

The Board gives the Superintendent the responsibility for implementing policy and procedures, which includes maintaining the Charter Board Policy Handbook and the Administrative Procedures Manual and their dissemination to the appropriate stakeholders.

## Procedures

1. The Superintendent will ensure that the Charter Board Policy Handbook and the Administrative Procedures Manual will be available on the School website so that all Directors, staff members, students, parents and the general public have ready access to all Charter Board Policies and Administrative Procedures.
2. It shall be the responsibility of the Principal to convey to and interpret policy and administrative procedures to school staff.



<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 121</b>
	<b>Development and Review of Administrative Procedures</b>
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 36, 60, 61, 113, 116 School Act

## Background

A regular review of administrative procedures, with opportunity for input by the appropriate stakeholders, leads to effective operations and shared understandings within the School.

## Procedures

1. Development or review of a specific administrative procedure may be initiated at any time by a formal request from the Charter Board, the School Council, the Principal, or a staff member who is personally affected by that procedure. The request for development or review shall detail the issues and concerns associated with the administrative procedure and, if possible in the case of review, offer suggestions for revision.
2. The regular review of administrative procedures will occur according to the schedule established by the Superintendent.
3. The Superintendent will consult annually with the Principal and the Secretary-Treasurer to identify possible new, or potential amendments to existing administrative procedures in response to the changing context.
4. Any decisions arising from a review of administrative procedures will be communicated expeditiously to all affected stakeholders and shared as an information item with the Charter Board.
5. Notwithstanding the general development process outlined above, the Superintendent retains the right to develop, amend, delete or approve any administrative procedures, at any time, should circumstances warrant such action.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 130</b>
	<b>School Year</b>
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 36, 56, 60, 61, 97, 113 School Act Guide to Education ECS to Grade 12

## Background

The School Year Calendar is developed to reflect the educational interests of students, the organizational and learning needs of staff, and with consideration to the impact on the operations of the Calgary Girls' School. All legal and contractual obligations shall be reflected in the School Year Calendar. The Charter Board annually approves the School Year Calendar for the school year that is one year beyond the subsequent year. This cycle of planning for a School Year Calendar two years in advance continues on a rolling-forward basis.

## Procedures

1. Annually, by February 1, a proposed School Year Calendar for the school year that is one year beyond the subsequent year will be developed collaboratively by the Superintendent and Principal in consultation with staff and School Council.
2. Dates will be struck which are consistent with the following:
  - 2.1 The calendar meets the total number of operational and instructional days as determined by the Board. *Note: Operational days are defined as days when teachers and other staff report for duty. Professional development, organizational, and conference days are examples of operational days. Instructional days are defined as days when students are in attendance for instructional purposes. The number of operational days will necessarily exceed the number of instructional days so that teachers can perform many professional duties, which are in addition to teaching students.*
  - 2.2 Teachers and other designated staff will commence duty two (2) days prior to the arrival of students.
  - 2.3 Classes will commence approximately the last week of August or the first week of September, in order to appropriately balance semesters and accommodate any scheduled provincial achievement tests.
  - 2.4 A Christmas Break of at least two (2) weeks duration, inclusive of weekends, will be provided.
  - 2.5 A Spring Break of one (1) week duration will be provided, commencing on the last Monday of March and continuing through the week.
  - 2.6 Easter Monday may be an operational/instructional day unless it falls within Spring Break.
  - 2.7 All instructional days will be full days to support efficiencies in transportation services and costs.
  - 2.8 The final operational day in a school year will be the last Friday in June, except when July 1 falls on a Friday. In that case, the last operational day will be Thursday, June 30.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 130</b>
	<b>School Year</b>
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- 2.9 The last two (2) days may be designated as workdays for teachers and other designated staff, with no students in attendance.
3. When the proposed School Year Calendar meets the criteria noted above, and the Principal has consulted with staff and School Council, the Superintendent will then present the School Year Calendar to the Board for its approval at the Regular Meeting in April.
  4. Occasionally, circumstances may warrant a minor change to the approved School Year Calendar. After considering the possible impact on students, parents and staff, the Superintendent will approve a minor change if it is reasonable to do so, and will then inform the Board of the change and the reason(s) for it. Normally, a minor change is one that does not change the total number of operational and instructional days established by the Board at the time the School Year Calendar was approved.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 131</b>
	<b>School Day</b>
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 36, 56, 60, 61, 97, 113 School Act Guide to Education ECS to Grade 12

## Background

The Principal, in consultation with staff and School Council is responsible for determining the hours of operation of the School. Alberta Education requirements, the needs of students, transportation and other pertinent variables will guide the decisions of the Principal. The Principal will communicate to parents and staff in a timely fashion any changes in opening and closing times, noon break or recess times, which may occur from year to year.

## Procedures

1. The Principal shall submit a schedule of proposed times for the school day to the Superintendent no later than May 1 for the succeeding school year. The schedule will note the daily opening and closing times, noon break, and recesses or other breaks between classes. The schedule must demonstrate that the campuses meet or exceed the minimum instructional hours established by Alberta Education as specified in the Guide to Education.
2. The Principal will verify to the Superintendent that the campuses also meet the Daily Physical Activity (DPA) requirements in the Guide to Education.
3. The Principal will inform Alberta Education of the School Day and instructional hours for the upcoming school year by submitting the *Operating Year Schedule* due May 31 to PASI.
4. All days on which students are in attendance at school to be full days.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 132</b>
	<b>Inclement Weather/Emergency School Closure</b>
Page 1 of 2	APPROVED: September 2014 AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 36, 45, 57, 60, 61, 113 School Act Employment Standards Act

## Background

The safety of students and staff is of paramount importance. The Superintendent or designate has the authority and responsibility to make timely decisions which respond to emergencies that require cancellation of the operation of bus transportation or the operation of the School. Because the Calgary Girls' School attracts girls from all quadrants of the City and beyond, parents are expected to listen to local media as well as check the school's website for school closure and/or bus cancellation announcements on days when a school closure or bus cancellations may seem likely due to weather conditions.

## Procedures

1. In the Instance of Inclement Weather: Bus Cancellation/School Remains Open
  - 1.1 The Superintendent or designate shall make the decision to cancel transportation services as early as possible, to provide students, parents and staff as much notice as possible of the cancellation of buses. Announcements will be made through local media outlets and, when possible, through the School website.
  - 1.2 When transportation services are cancelled for students, staff reports for duty, if feasible to travel, unless otherwise notified.
  - 1.3 Students who attend on a day when transportation services are cancelled are expected to be picked-up by their parents/guardians at the School at the normal end of the day dismissal time.
  - 1.4 The Principal will advise the *Before and After School Care Program* of the cancellation of transportation services.
  - 1.5 The *Before and After School Care Program* is responsible for notifying parents in regards to the availability of childcare services on a day when transportation services are cancelled.
  
2. In the Instance of Inclement Weather: Bus Cancellation/Whole School Closure
  - 2.1 The Superintendent or designate shall make the decision to close the School and cancel buses as early as possible, especially on the morning of inclement weather, to provide students, parents and staff as much notice as possible of the emergency school closure. Announcements of the emergency school closure and bus cancellation shall be made through local media outlets and when possible through the School website.
  - 2.2 When the School is closed and transportation services are cancelled, neither students nor staff is expected to report to School. However, there may be

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 132</b>
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circumstances when staff is called into work during the time of a school closure. When the school is closed, the principal is responsible for ensuring that a number of staff members, as determined by the principal, will be at the school to address the possibility of a student arriving despite the closure. The safety of students is priority in managing a school closure.

- 2.3 The Principal will advise the *Before and After School Care Program* of the school closure and the cancellation of transportation services. The Program is responsible for advising parents of the availability of childcare services in the event of school closure and cancellation of transportation services.

3. In the Instance of Other Circumstances

- 3.1 The Superintendent, in consultation with the Principal or designate, may close the School if classroom or school conditions are unacceptable, or unsafe due to mechanical failure or other reasons. If a situation arises necessitating the closure of the School, and if the Principal is unable to contact the Superintendent to make a decision for closure in a reasonable period of time, the Principal is then authorized to make the decision.
- 3.2 If the school closure occurs, the Principal must ensure that parents/guardians are informed and that a number of staff, as determined by the principal, is on site to address the possibility that a student may arrive despite the closure. Student safety is the priority in the event of a school closure.
- 3.3 If school closure occurs, the Principal will communicate to staff their status in respect of school attendance.
- 3.4 The Secretary-Treasurer or designate (Transportation Coordinator) will inform the School's transportation service provider of the closure and alternate arrangements, as appropriate.

- 4. The Superintendent or designate will communicate with the Chair regarding the cancellation of bus transportation or the cancellation of the operation of the School.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 140</b>
	<b>Use of Information and Communication Technology</b>
Page 1 of 3	APPROVED: September 2014 AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 12, 60, 61, 113 School Act Freedom of Information and Protection of Privacy Act Personal Information Protection Act Canadian Charter of Rights and Freedoms Canadian Criminal Code Copyright Act ATA Code of Professional Conduct

## Background

The School is committed to maintaining integrated network resources to support learning, to maximize the impact of support services, and to connect the work of the School to the larger community.

## Definition

Network resources refer to all hardware, software, services (such as e-mail and Internet access) and information resources accessed by authorized users of the School network.

## Procedures

### 1. Planning and Administration

#### 1.1 The Principal will ensure:

1.1.1 The School's Technology Plan meets the requirements of the Guide to Education and aligns with the policy directions described in the Learning and Technology Policy Framework available at:

<http://education.alberta.ca/admin/technology/policyframework.aspx>

1.1.2 Equitable and appropriate access for all students;

1.1.3 Appropriate access for staff in the performance of their responsibilities.

1.2 The Director of Technology will support the School's Technology Plan by ensuring reliable infrastructure that supports safe, secure, efficient networks, supporting the maintenance and evaluation of technology including any lease agreements, and championing effective and innovative uses of technology.

### 2. Access to Network Resources

2.1 Network resources are to be used safely and responsibly as described in Alberta Education's Policy Framework (2013) available at

<http://education.alberta.ca/admin/technology/policyframework.aspx>

and consistent with the CGS Acceptable Use Agreement (Form 140-1, 140-2 or 140-3).

2.2 All access to School network resources is subject to the general policies and procedures of the Calgary Girls' School.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 140</b>
	<b>Use of Information and Communication Technology</b>
	APPROVED: September 2014
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LEGAL REFERENCE:	Section 12, 60, 61, 113 School Act Freedom of Information and Protection of Privacy Act Personal Information Protection Act Canadian Charter of Rights and Freedoms Canadian Criminal Code Copyright Act ATA Code of Professional Conduct

- 2.3 Personal devices used to access network resources must adhere to the following conditions:
- 2.3.1 There must be no violation of licensing agreements;
  - 2.3.2 Access is achieved through processes defined and supported by the Director of Technology;
  - 2.3.3 Liability for loss, damage or theft of the device resides solely with the user; and
  - 2.3.4 Support of the device resides solely with the user except for those acquired in a lease agreement with CGS. *Note: As of September 2012, CGS is phasing out personally owned devices on the CGS network. On an individual basis, there are some grandfathered circumstances.*

### 3. Management of Network Resources

- 3.1 All infrastructure development and modifications will be coordinated through the Director of Technology who will establish standards for the work.
- 3.2 Software installation must be completed in consultation with the Director of Technology, subject to the following conditions:
  - 3.2.1 Appropriate licensing must be obtained prior to activating an installation;
  - 3.2.2 Evidence of all software licenses purchased must be readily available for audit. It is the responsibility of the Principal, in collaboration with the Director of Technology, to maintain such evidence; and
  - 3.2.3 All software must be registered in the name of the Calgary Girls' School.
- 3.3 No personal software may be installed onto the network or onto individual School-owned computers.
- 3.4 Network storage devices are the property of the School. The Superintendent or Principal may request that the Director of Technology review files and communications to ensure system integrity and responsible use of resources.
- 3.5 Data backup of all mission critical information is completed daily on site. Backup data is transferred offsite once per week. (Note: Board Office data is



<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 140</b>
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backed up daily on site. This is due to network bandwidth limitations). All data is suitably encrypted during back up.

- 3.6 Data security must be maintained through the use of passwords in accordance with the minimum characters as determined from time to time by the Director of Technology.
- 3.7 The Director of Technology and the Secretary-Treasurer shall secure all administrative passwords for server and network infrastructure. The Director of Technology is responsible for securing and limiting physical access to CGS servers and data storage.

#### 4. Intellectual Property and Copyright

- 4.1 All users of network resources are required to respect copyright and licensing laws and regulations. The School will not accept responsibility for a user who willfully and knowingly contravenes copyright or licensing laws.
- 4.2 Works covered by copyright that are developed by employees in the course of their employment shall be the intellectual property of the School.
  - 4.2.1 Works covered by copyright, which are developed by employees outside of School facilities and resources, and beyond the instructional day not in the course of their employment, and intended for commercial distribution, may be purchased by the School.
  - 4.2.2 Works created by an employee outside of School facilities beyond the instructional day, not in the course of their employment but utilizing the expertise garnered while on the job can be held to be belonging to the employer and will be reviewed on a case-by-case basis.
- 4.3 Students own all the rights of copyright in and to the work they create as part of their education, whether generally or within the scope of a particular class.
  - 4.3.1 Any use of that work must be with the express permission of the students.
  - 4.3.2 Verbal permission can be provided in easily reversible cases, such as artwork displayed in the school.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 141</b>
	<b>Portable Technology Security</b>
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 36, 60, 61, 113 School Act

## Background

All staff members using School information are responsible for the management and safekeeping of information under their control by ensuring that there is adequate security to prevent unauthorized access, collection, use, disclosure or disposal of information.

Sensitive and confidential information stored on portable technology such as laptops, personal organizers, cell phones or USB flash storage must be kept to an even higher standard due to the increased risk of equipment theft.

## Procedures

1. All password protection mechanisms available on portable technology must be activated and utilized consistently and to the greatest extent possible. Passwords will be set in accordance with the standards established from time to time by the Director of Technology.
2. All files containing sensitive or confidential information should only be on an encrypted, school-owned device, preferably a laptop. Private and confidential information obtained in the course of employment with CGS must not be stored on personally owned portable devices.
3. Any information that is no longer required on portable technology is to be transferred immediately to more secure electronic storage.
4. All security measures adopted for other technology use within the School apply to portable technology.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 145</b>
	<b>Use of Personal Communication Devices (PCDs)</b>
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 18, 20, 36, 60, 61, 113 School Act

## Background

Openness to new and future technologies creates opportunities for many constructive and positive uses that can aid the instructional process. The regulated use of some personal communication devices in the School and community may contribute to the safety and security of students and staff. However, unregulated use of such devices may pose a risk to personal safety, disrupt instruction, invade personal privacy, and compromise academic integrity.

## Procedures

1. Personal Communication Devices (e.g. Smart Phones) are not to be operated during instructional time, or School sponsored activity, such as an assembly unless such use facilitates the learning activity and is approved by the teacher.
  - 1.1 Normally, PCDs are to be stored in silent mode during instruction and School sponsored activities.
2. PCDs are not to be taken into test or examination settings, unless students have been given permission to do so.
3. PCDs are not to be used in settings such as change rooms, washrooms, private counseling rooms, or situations where a person's reasonable expectation of privacy may be violated.
4. Student use of PCDs is subject to the Student Code of Conduct and violations will result in disciplinary action.
5. When staff bring PCDs to School, they are expected to comply with Administrative Procedure 140 – Use of Information and Communication Technology.
6. In the event of an emergency, such as a lockdown or an evacuation, the Principal will develop and inform the School community of the acceptable use of PCDs in the emergency situation.
7. PCDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user. The School assumes no responsibility for the safety, security, loss, repair or replacement of PCDs.
  - 7.1 PCDs that are removed temporarily from students by teachers or administrators must be securely stored until returned to the student.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 146</b>
	<b>Social Media</b>
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LEGAL REFERENCE:	Section 12, 18, 20, 36, 60, 61, 113 School Act Freedom of Information and Protection of Privacy Act Personal Information Protection Act Canadian Charter of Rights and Freedoms Canadian Criminal Code Copyright Act ATA Code of Professional Conduct

## Background

Digital environments have great potential to promote learning, improve teaching and support collaboration for students, staff and parents. However, digital environments such as social media reduce personal control and dissemination of content. Due care and attention is required to safeguard privacy and personal information.

## Definitions

Social media includes web-based and mobile technologies that turn communication into interactive dialogue. Some examples include personal websites, micro-blogs, blogs, wikis, podcasts, digital images and video.

Digital Citizenship is defined as the generally accepted behaviors of responsible citizenship carried over to on-line environments and includes, but is not be limited to the following:

- Treating others with dignity and respect,
- Respecting the privacy of others,
- Respecting others by refraining from sharing information about them without their knowledge or consent,
- Respecting others by refraining from using profane or abusive language,
- Respecting others by refraining from posting or storing any content that contains sexual, racial, religious, or ethnic slurs, any other form of abuse, or that contains threatening or otherwise offensive language or pictures,
- Protecting your own personal information from unknown or non-understood on-line environments, agencies or individuals,
- Only engaging in on-line financial transactions with known agencies, and only then via secure means,
- Respecting others by refraining from actions that are malicious or harmful to them,
- Respecting copyright,
- Respecting and abiding by Canadian law, whether Federal, Provincial, Municipal or other statute,

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 146</b>
	<b>Social Media</b>
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- Respecting the laws or rules of any other state, international agency or organization with whom you interact,
- Ensuring you are authorized to access resources either inside or outside of the School's network prior to accessing them,
- Refraining from sending files or messages designed to disrupt other computer systems or networks.

For a comprehensive overview of nine identified elements of Digital Citizenship please see [http://digitalcitizenship.net/Nine\\_Elements.html](http://digitalcitizenship.net/Nine_Elements.html)

## Procedures

### 1. Personal Responsibility

- 1.1 All users are personally responsible for the content/information they publish on-line.
- 1.2 On-line behavior shall reflect the same standards of honesty, respect and consideration used when meeting face to face. In addition, online behavior shall adhere to the principles of Digital Citizenship.
- 1.3 Photographs must respect the person's right to privacy and should not be posted without express consent from the individual, and in the case of students, also consent of the teacher. All photographs should reflect appropriate content for the educational purpose.
- 1.4 Social media used for educational purposes is an extension of the classroom. What is inappropriate in the classroom or workplace is also deemed inappropriate on-line.
- 1.5 Employees are to act on the assumption that all postings are in the public domain.
- 1.6 Employees are responsible for moderating all content published on all social media technologies related to classroom work.
- 1.7 Employees shall refrain from posting any comment that could be deemed unprofessional.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 146</b>
	<b>Social Media</b>
	APPROVED: September 2014
Page 3 of 3	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 12, 18, 20, 36, 60, 61, 113 School Act Freedom of Information and Protection of Privacy Act Personal Information Protection Act Canadian Charter of Rights and Freedoms Canadian Criminal Code Copyright Act ATA Code of Professional Conduct

## 2. Copyright and Fair Use

- 2.1 All users must respect federal copyright and fair use guidelines.
- 2.2 Hyperlink content must be appropriate and educationally beneficial.
- 2.3 External hyperlinks must be identified and respect copyright law. Plagiarism is an academic offence.

## 3. Profiles and Identity

- 3.1 No identifying information about students is to be posted; for example, last names, addresses or phone numbers are not to appear on social media sites. Posting of confidential or personal student information as defined in the FOIP Act is prohibited.
- 3.2 Teachers are responsible for monitoring content and protecting student privacy for any social media that is managed by teachers.

## 4. Any use of social media accounts that are created by staff members for the sole purpose in their role with Calgary Girls' School, e.g. Twitter accounts, class Facebook pages, class blogs, etc., are not to be used for personal matters.

- 4.1 For these specific accounts, login information with written consent to access the account must be given to the Principal.
- 4.2 Prior to using social media accounts for school/classroom purposes, all users are to review the School Social Media Guidelines (Appendix).

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 146</b>
	<b>Appendix</b>
	<b>Social Media Guidelines</b>
	APPROVED: September 2014
Page 1 of 3	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 12, 18, 20, 36, 60, 61, 113 School Act Freedom of Information and Protection of Privacy Act Personal Information Protection Act Canadian Charter of Rights and Freedoms Canadian Criminal Code Copyright Act ATA Code of Professional Conduct

Calgary Girls' School is a place where exploration, creativity, and imagination make learning exciting and where all learners aspire to reach their dreams. The effective use of social media with students both in and out of the classroom can help to create transformative learning environments.

### Staff Guidelines

#### 1. Personal Responsibility

- 1.1 CGS employees are personally responsible for the content they publish online. Be mindful that what you publish will be public for a long time—protect your privacy.
- 1.2 Your online behavior is to reflect the same standards of honesty, respect, and consideration that you use face-to-face.
- 1.3 Remember that blogs, wikis and podcasts are an extension of your classroom. What is inappropriate in your classroom is to be deemed inappropriate online.
- 1.4 When contributing online do not post confidential student information.

#### 2. Copyright and Fair Use

- 2.1 Respect copyright and follow the fair use guidelines.
- 2.2 For using and sharing multimedia and Blog or Wiki content a Creative Commons Attribution Canada License is recommended (check site for most recent version).

#### 3. Personal Use of Social Media such as Facebook, Twitter, etc.

- 3.1 CGS employees are personally responsible for all comments/information they publish online, regardless of the privacy settings that the employee may have set. Employees should be careful to protect their private information as online posts remain in the public sphere indefinitely.
- 3.2 Online activity must reflect the highest ethical and professional standards as expected in face-to-face communication.
- 3.3 The “friending” of students, or parents of students, or former students, or alumni of the school on a personal Facebook account is not permitted. Teachers may create a school-based Facebook account or use fan pages to

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 146</b>
	<b>Appendix</b>
	<b>Social Media Guidelines</b>
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LEGAL REFERENCE:	Section 12, 18, 20, 36, 60, 61, 113 School Act Freedom of Information and Protection of Privacy Act Personal Information Protection Act Canadian Charter of Rights and Freedoms Canadian Criminal Code Copyright Act ATA Code of Professional Conduct

connect with students or parents of students, or alumni. The principal must be informed prior to making such social media accounts available.

- 3.4 Comments, photographs, and all content related to the School are to meet the highest standards of professional discretion. Assume all postings are in the public domain.

#### 4. Social Media Guidelines for Students

- 4.1 Be aware of what you post online. Social media venues including wikis, blogs, photo and video sharing sites are public. Friends, acquaintances, strangers, parents, teachers and future employers will be able to see what is posted even if the posting is removed at a later time.
- 4.2 Follow the Code of Conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do so in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
- 4.3 Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password with anyone besides your teachers and parents.
- 4.4 Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting. If in doubt, ask the teacher.
- 4.5 Do your own work! Do not use other people's intellectual property without their permission. It is a violation of copyright law to copy and paste other's thoughts. When paraphrasing another's idea(s) be sure to cite your source with the URL. It is good practice to hyperlink to your sources.
- 4.6 Be aware that pictures may also be protected under copyright laws. Verify you have permission to use the image or it is under Creative Commons attribution.
- 4.7 How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
- 4.8 Blog and wiki posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work be sure it is in the spirit of improving the writing.



<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 146</b>
	<b>Appendix</b>
	<b>Social Media Guidelines</b>
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- 4.9 Inform your teacher if you inadvertently access inappropriate material that makes you feel uncomfortable, violates acceptable media guidelines, or is not respectful of others.
- 4.10 Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or access to future use of online tools.

Adapted From:

<http://socialmediaguidelines.pbworks.com/w/page/17050885/Student%20Guidelines>

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 147</b>
	<b>Commercial Electronic Messages (Anti-Spam)</b>
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Canada Anti-Spam Act

## Background

Electronic messaging is the means by which the Calgary Girls' School regularly communicates with parents, students, and staff. Generally, communications are limited to information sharing, but occasionally communication may encourage participation of a commercial nature including an expectation of profit, such as fund raising.

The bylaws of the Society, as well as policies and administrative procedures of the School state that notices to Parent Members will be sent by electronic means. Both email and website postings, and occasionally voice messages to telephones, are the electronic means for the school to send and receive messages.

The Family Zone on the CGS website, which is password protected provides essential information to our school community. A parent/guardian who registers his/her child(ren) at CGS is expected to provide an email address in order to receive notices regarding events and activities affecting students.

CGS does not share the email lists with any person or organization outside of CGS. The email addresses are used only for the stated purposes for which they are collected. Any parent or guardian may unsubscribe or withdraw consent to receive email messages; however, the School accepts no responsibility for providing alternative communication processes. Parents and guardians are encouraged to check the website frequently for new information.

## Procedures

1. The Principal will advise parents through the registration form and a posting to the website that CGS communicates essential information electronically to parents and students.
  - 1.1 Parents/guardians will be asked to provide an email address, which CGS accepts as the required explicit consent to send Commercial Electronic Messages (CEMs).
  - 1.2 Parents will be provided with an email address, school phone number and contact name if they wish to unsubscribe at any time. For further details, see the Privacy Policy located on the CGS website under Family Zone.
  - 1.3 The registration form will also state that explicit consent to send CEMs continues until the parent/guardian unsubscribes, or two (2) years after the child is no longer a student at CGS – whichever comes first.
2. The Principal will advise staff that the use of emails is primarily to share information where there is no expectation of profit. When the CEMs have an expectation of profit,

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 147</b>
	<b>Commercial Electronic Messages (Anti-Spam)</b>
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LEGAL REFERENCE:	Canada Anti-Spam Act

the Principal must approve staff access to the email lists of parents, vendors, donors and supporters, and alumni.

3. Only those persons or businesses with whom CGS has explicit consent or implied consent through an ongoing relationship may be contacted by email when the expectation is for profit. Fund-raising is an example of a for-profit CEM.
4. CGS does not share its email lists with external organizations or persons.
5. All CEMs from staff, or on behalf of CGS, and/or using the CGS email system must contain an unsubscribe notice such as the following example:

I would like to unsubscribe from receiving:

- a. All messages from the Calgary Girls' School.
  - b. All promotional messages from the Calgary Girls' School. I will continue to receive notification consisting of information about the programs, events and activities.
6. Maintaining contact with alumni is important to the culture of CGS. Alumni members have an implied relationship with CGS; however, two (2) years after a student is no longer registered at CGS, explicit consent is required in order to continue sending CEM's to alumni. Alumni will receive a CEM requesting explicit consent in a form such as the following:

I give explicit consent to receive messages from the Calgary Girls' School and I am aware that I can unsubscribe at any time.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 150</b>
	<b>Community Relations</b>
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 27, 60, 61 School Act Freedom of Information and Protection of Privacy Act Policy 5 – Role of the Board Chair

## Background

The Minister supports Charter Schools as an alternate form of public education. Charter Schools increase opportunities for parental choice and through research and sharing of effective practice, inform the broader education system in the province. To this end, the Calgary Girls' School strives to inform the general public about the role of Charter Schools.

## Procedures

1. The Superintendent is responsible for:
  - 1.1 Communicating the School's vision, mission, and outcomes to parents, the community, other interested educational organizations, and the provincial government;
  - 1.2 Developing and communicating the Annual Education Results Report and Three Year Education Plan.
  - 1.3 Collaborating with other schools/jurisdictions, teachers, associations, researchers and academics to share information, strategies and program ideas.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 151</b>
	<b>Media Relations</b>
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 27, 36, 60, 61 School Act Freedom of Information and Protection of Privacy Act Policy 5 – Role of the Chair

## Background

The news media is a vehicle for informing the public about the Charter Schools like the Calgary Girls' School. Newsworthy items may be provided to the media by the Calgary Girls' School in the form of a press release or invitation to report on a particular topic or event.

When news media is interested in an event that affects the school, a request for an interview, comment or video opportunity may be forthcoming. When the School agrees to media coverage, the normal routines of the school will be maintained. The media is not permitted to disrupt instruction or the routines and procedures of the school, including access to staff or students during the school day.

## Procedures

1. Information releases, which accurately communicate the Charter Board's business to the public, may only be issued by persons authorized by the Charter Board as per Policy 5 – Role of the Chair.
2. The Superintendent or designate shall approve all other information released to the media. All media requests received at the School shall be directed to the Superintendent.
3. The Principal may contact local media to provide for coverage of special School events.
4. Media representatives shall not be allowed to disrupt the normal operation of the School for the sole purpose of information gathering. This includes the interviewing of School employees and/or students during regular class time. Media representatives must receive written consent from the Principal in order to interview students while they are at school or attending a school sponsored function.
5. Media representatives may be asked by the Principal to leave the premises or grounds where it is deemed to be in the best interests of the students and staff to do so.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 152</b>
	<b>Dispute Resolution</b>
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 36, 48, 60, 61, 113, 123, 124 School Act

## Background

The School supports the right of parents to make inquiries into the conduct of operations of the Calgary Girls' School. In the interests of open communication, inquiries must first be directed to the staff members most directly involved in the operations in question. If the parent is not satisfied with the response at that level, s/he is to be encouraged to follow the lines of authority as appropriate.

## Procedures

1. In making a formal inquiry, the individual must be prepared to address his/her concern in person or in writing to the person or persons involved.
2. Normally, complaints concerning operations can be resolved with the parties involved. On occasion the Superintendent or a Director may receive a request to intervene in School affairs. In this event, the complaint will be resolved according to the following:
  - 2.1 The Superintendent or designate will, as appropriate in the circumstance, refer a complaint or request for intervention to the School, engage in mediation, or conduct an inquiry.
  - 2.2 The Superintendent or designate will ensure, in cooperation with the School, that parents are provided with the opportunity to express their complaints, and be heard fairly by school-based administrators.
  - 2.3 The Director, upon receiving an inquiry, will inform the Superintendent of the complaint. The complaint will then be dealt with as outlined above.
3. Upon receiving an inquiry, the Superintendent or designate will ascertain if all local avenues for resolution have been considered. If not, the individual will be advised to do so as the first means of achieving resolution.
4. If the individual feels his/her concern has not been adequately addressed by the person against whom the complaint has been lodged, the concerns are to be taken to that person's immediate supervisor.
5. If all local avenues have been exhausted, the Superintendent will meet with the individual and school-based administrators in an attempt to resolve the issue.
6. If resolution of the issue is not achieved at the Superintendent level, the individual shall be advised of his/her right to an appeal to the Board if the matter significantly affects the education of a student.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 153</b>
	<b>Advertising and Distribution of Materials</b>
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 27, 36, 60, 61, 113, School Act Freedom of Information and Protection of Privacy Act

## Background

It is in the best interests of students and their learning to cooperate with community businesses and organizations in bringing worthwhile information and opportunities to students and their parents. The advertising and distribution in Calgary Girls' School of non-School activities, services and/or information shall occur only if they enhance the ongoing educational program in the School. The Principal has the responsibility for approving these activities in accordance with these procedures.

## Procedures

1. Advertising of community activities is permitted if approved by the Principal, with the exception of:
  - 1.1 Activities sponsored by alcohol or tobacco companies;
  - 1.2 Activities with a clear profit motive and no educational value to students.
2. The advertising of products or services by a commercial business, organization, or agency is permitted at the discretion of the Principal, provided that it contributes to the social or educational benefit of students or their families, with the exception of advertising for unlicensed child care services.
3. The advertising and sale of School-related services such as school photos, yearbooks, calendars, agendas, School clothing, and jewelry are permitted at the discretion of the Principal.
4. The advertising of educational products or services aimed at staff by a commercial business is permitted if the products or services may be of interest to staff and the Principal approves the advertising of the products or services. Such advertisements shall be restricted to the staff room or staff mailboxes.
5. Advertising in School publications such as newsletters and yearbooks shall be at the discretion of the Principal.
6. Unsolicited advertisements of non-School commercial activities, products, or services will not be sent home with students. However, teachers may choose to offer participation in book clubs or incentive programs on the approval of the Principal.
7. Sometimes business firms or organizations produce materials, products, websites, etc. which are of considerable value for School use, the production of which is designed to create general goodwill for the producer rather than to encourage

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 153</b>
	<b>Advertising and Distribution of Materials</b>
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LEGAL REFERENCE:	Section 27, 36, 60, 61, 113, School Act Freedom of Information and Protection of Privacy Act

directly the sale of a specific product or service. Such materials may be accepted for use in Calgary Girls' School if all of the following conditions are met:

- 7.1 The materials are judged by the Superintendent and Principal to have sufficient educational or other value to justify being used in the School;
  - 7.2 The advertising is inconspicuous; and
  - 7.3 The conditions of use within the School are determined solely by the Principal and are not imposed by any outside agency.
8. The distribution of materials relative to fund raising for or in conjunction with community organizations or businesses, School or School-related fund raising shall be at the discretion of the Principal, subject to the following:
    - 8.1 All fund-raising activities shall comply with Charter Board policy and relevant administrative procedures.
    - 8.2 Release of lists of names and addresses of staff or students to any outside individual, company, or organization is prohibited.
    - 8.3 The sale or distribution for sale of tickets or goods, canvassing of, and the taking of collections from students within the School or on School property by or on behalf of any outside individual or organization without the express permission of the Superintendent is prohibited.
    - 8.4 The distribution of free admission tickets to students where the purchase of an adult's ticket is required as a condition of use is prohibited.
    - 8.5 Any promotion, advertising, distribution of materials, goods or services by which any individual staff member might accrue any financial gain is prohibited.
  9. Authorization for the distribution of all other materials and/or products is left to the discretion of the Superintendent.
  10. Contractual arrangements for School use of specific products and/or team or activity sponsorship is possible with the approval of the Principal.



<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 155</b>
	<b>Event Protocol</b>
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 36, 60, 61, 113 School Act Provincial Government Protocol Federal Government Protocol

## Background

Proper protocol is to be followed for events organized by the School. Protocols will vary from one situation to another, depending on who is involved in the particular event. Accordingly, in the planning for an event, the order of introductions and speakers must be given special attention.

## Procedures

1. When organizing a public event at which dignitaries are present, introduce the most senior dignitaries first:
  - 1.1 Members of the Senate representing Alberta.
  - 1.2 MPs (cabinet members first).
  - 1.3 MLAs (cabinet members first).
  - 1.4 Chair.
  - 1.5 Directors.
  - 1.6 Mayors and Reeves.
  - 1.7 Councilors.
  - 1.8 School executive administration.
  - 1.9 Heads of other organizations.
  - 1.10 Prominent community members.
  
2. When organizing an event within Calgary Girls' School, the introductions will take place in the following order:
  - 2.1 Chair.
  - 2.2 Vice-Chair.
  - 2.3 Directors in attendance.
  - 2.4 Members of the Honorary Council.
  - 2.5 Superintendent.
  - 2.6 Principal, Assistant Principal.
  
3. When organizing the order of speakers, protocols dictate that the most senior dignitary speaks last.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 155</b>
	<b>Event Protocol</b>
	APPROVED: September 2014
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LEGAL REFERENCE:	Section 20, 36, 60, 61, 113 School Act Provincial Government Protocol Federal Government Protocol

4. Seating is to be arranged so that the most senior dignitary is closest to the podium at all times.
5. Directors are to be introduced at all times.
6. Provision is to be made for Directors and other important guests to be greeted by staff or students.
7. As audience members, dignitaries are to be provided with reserved seating in the front row.
8. Invitations to Directors are to be issued by an invitation sent to the Superintendent's Office. The role and expectation is to be defined in the invitation.
9. Normally, Directors are to be notified at least two (2) weeks prior to the event.
10. The Superintendent is to be contacted if a speaker from the Board of Directors is requested.
11. The Director invitation and Superintendent's notice is to indicate who will serve as the Master of Ceremonies (MC).
12. When no Director is available to attend, the MC will be advised to express regrets on behalf of the Charter Board.
13. For assistance, contact the Superintendent.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 156</b>
	<b>Visit Protocol</b>
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 36, 60, 61, 113 School Act Provincial Government Protocol Federal Government Protocol

## Background

Proper protocol is to be followed when dignitaries visit the School.

## Procedures

### 1. Royal and Other Dignitary Visits

- 1.1 While rare, schools occasionally may be included in royal visits (including those of Canada's Governor-General and/or Alberta's Lieutenant Governor); visits by the Prime Minister or Premier; senior cabinet ministers; ambassadors; or other prominent dignitaries. In such circumstances, the formal protocol of either the Government of Canada or Province of Alberta takes precedent. Information on proper protocol in these special circumstances can be obtained from the Government of Alberta. The Superintendent must be contacted in these instances.
- 1.2 In these circumstances, it is expected local event organizers will ensure Directors are properly recognized and included in the event whenever possible.

### 2. Special Visits

- 2.1 The School, in recognizing its responsibilities to share educational experiences, welcomes visitors.
- 2.2 The Superintendent may authorize special visits by persons or groups external to the organization. Such visits will be arranged in consultation with the Principal and the teachers concerned.
- 2.3 The Superintendent will extend to visitors, at School expense, such courtesies, as s/he may deem desirable.

### 3. General Visits

- 3.1 All visitors to the School are expected to make their presence known to the Principal or designate.
- 3.2 Signs indicating this expectation, and the direction to the school office, are to be posted at each locked entrance, and at other visible points in the School.
- 3.3 The Principal determines right of access for general visits to the School and may restrict or refuse permission for an individual or group.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 157</b>
	<b>Flag Protocol</b>
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 26, 36, 50, 60, 61, 113 School Act Ministerial Order 004/98

## Background

The Principal shall ensure that the Canadian flag and the Alberta flag are displayed at Calgary Girls' School sites.

## Procedures

### 1. General

- 1.1 The Canadian and Alberta Flags shall be flown at the School on every instructional day.
- 1.2 The Canadian and Alberta flags shall be displayed at all public functions held in the School.
- 1.3 When a flag becomes tattered, torn or faded to the extent that it is no longer a fitting emblem for display, it shall be disposed of in a fitting manner and replaced.
- 1.4 At the direction of the Superintendent, flags may be flown at half-mast in response to the death of persons associated with the School and for prominent citizens.
- 1.5 Flags shall be displayed in accordance with the protocol set out by the Secretary of State for Canada.
- 1.6 Placement of the flags shall be such that when displayed with another provincial or national flag, the Canadian flag is always placed at the same height as the other, and to the left of an observer facing both flags.

### 2. The Principal shall:

- 2.1 Purchase flags as required for the School.
- 2.2 Display the Canadian and Alberta Flags in accordance with this administrative procedure. The Principal may display flags in other areas within the School at his/her discretion.

3. Upon the death of a current student, staff member or Directors, flags may be flown at half-mast for a period commencing at the notification of the death, up to and including the day of the funeral.

4. Current *Rules for Flying the Flag* can be found at:

<http://www.patrimoinecanadien.gc.ca/progs/cpsc-ccsp/etiquette>

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 158</b>
	<b>Visual Identity</b>
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 60, 61, 113 School Act

## Background

Logos are culture's hieroglyphs and thus valued assets of an organization. Humans have long relied on symbols to communicate stories and ideas. A picture is worth a thousand words and visual icons are powerful in a thirty-second, sound-bite world.

Brain research reveals that people process images in their minds more readily than words alone. Once learned, their associations are hard to disconnect. That explains why corporations invest in creating, maintaining and driving exposure to their logo. In short, logos are the simplest and most direct way to promote an organization's presence. A logo is a "what we're about" statement without a speech.

A School's visual identity is strengthened when the logo appears consistency across all communications and marketing platforms. Consistent execution of the visual identity is necessary in all forms of print and digital communications, social media, web-based communication, corporate advertising, and building/vehicle signage.

## Procedures

1. The School's visual identity (i.e., logo and letterhead) must not be altered from the official, approved versions.
2. The use of the School's visual identity is restricted to documents that represent the position of the School.
3. The Calgary Girls' School owns its visual identity and its use is limited to official business.
4. Any organization whether external or internal to the Calgary Girls' School, is permitted to use the School's visual identity only with the express, written permission of the Superintendent.

*Note: Examples of external organizations include government, social agencies, and various educational partners with formal or informal agreements. Examples of internal organizations include school clubs, School Council, and groups that form to promote the school or fund raise on its behalf.*

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 160</b>
	<b>Health and Safety</b>
	APPROVED: September 2014
Page 1 of 4	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 36, 45, 60, 61, 113 School Act Occupational Health and Safety Act Worker's Compensation Act Communicable Diseases Regulation Occupational Health and Safety Code Occupational Health and Safety Regulation

## Background

The Calgary Girls' School is committed to a health and safety program that protects staff, property and other workers who enter School property, the general public and the environment. The commitment to safety is in accordance with standards outlined in the Alberta Occupational Health and Safety legislation.

The objective is to prevent personal injuries and property damage. Everyone shares responsibility for maintaining a safe and healthy work environment for self and others. Employees are responsible and accountable for the School's health and safety performance. Employees will be familiar with the requirements of the Alberta Occupational Health and Safety legislation and the School health and safety program as it relates to their work processes.

Health and safety also includes consideration for safety of employees who may work alone.

## Procedures

1. All staff members have the responsibility to create and maintain a healthy and safe environment for students, self and colleagues.
  - 1.1 School personnel shall comply with Occupational Health and Safety legislation.
  - 1.2 School personnel shall comply with WHMIS (Workplace Hazardous Materials Information System) standards.
  - 1.3 School personnel are encouraged to complete a WHMIS course.
2. The establishment and maintenance of safe working and learning conditions is to be a primary consideration for the Principal and staff.
  - 2.1 The Principal is responsible for:
    - 2.1.1 Implementing and enforcing established health and safety policies and procedures, including the establishment of a Health and Safety Committee;
    - 2.1.2 Ensuring that safety and on-the-job training is provided when required;
    - 2.1.3 Ensuring that tools, equipment and facilities are maintained;

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 160</b>
	<b>Health and Safety</b>
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- 2.1.4 Ensuring that incidents are investigated;
- 2.1.5 Providing direction during emergencies at the worksite;
- 2.1.6 Ensuring that contracted service providers are in compliance with School health and safety procedures;
- 2.1.7 Periodically attending Health and Safety Committee meetings;
- 2.1.8 Reviewing and responding to recommendations made by the Health and Safety Committee;
- 2.1.9 Ensuring that formal inspections are performed regularly;
- 2.1.10 Reviewing and signing-off completed investigation, inspection, and hazard reports;
- 2.1.11 Following up to ensure that corrective actions stemming from incident investigations, inspections, and hazard reports are completed;
- 2.1.12 Knowing and understanding his/her responsibilities under the Alberta Occupational Health and Safety Act, Regulation, and Code;
- 2.1.13 Ensuring that each new employee receives a health and safety orientation; and
- 2.1.14 Leading by example.
- 2.2 Employees are responsible for:
  - 2.2.1 Performing their duties and responsibilities in a safe and healthy manner;
  - 2.2.2 Wearing and maintaining prescribed safety equipment and personal protective equipment;
  - 2.2.3 Reporting to supervisors any substandard acts or conditions that may be of danger to themselves, other employees, and students;
  - 2.2.4 Refusing unsafe work;
  - 2.2.5 Reporting to the Principal all accidents, incidents, and occupational illnesses;
  - 2.2.6 Participating in inspections and investigations when required; and
  - 2.2.7 Knowing and understanding their responsibilities under the Alberta Occupational Health and Safety Act, Regulation, and Code.

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	<b>Health and Safety</b>
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3. Contracted service providers are responsible for:
  - 3.1 Ensuring that their employees are fully aware of School policies, procedures, codes of practice and all other applicable aspects of the health and safety program;
  - 3.2 Meeting School health and safety requirements and shall be in compliance with all applicable Acts, regulations and codes.
  - 3.3 Ensuring that their employees have a firm understanding of the Alberta Occupational Health and Safety Act, Regulation, and Code;
  - 3.4 Operating, at a minimum, according to the requirements of the School health and safety program;
  - 3.5 Cooperating fully with School health and safety representatives with respect to health and safety audits, incident investigations, hazard assessments and reporting requirements; and
  - 3.6 Maintaining a strong commitment towards health and safety in all of their work execution and operations.
4. The safety of employees who work alone needs special consideration. The Superintendent is responsible for work alone safety guidelines at the Business Office and the Principal is responsible for work alone safety guidelines at the school campuses. Employees who plan to work alone should give due consideration to the additional risks in doing so. Employees are strongly encouraged to avoid a work alone situation. When work alone is unavoidable, the employee shares responsibility for taking necessary precautions to minimize risk such as refraining from tasks that pose a risk for accidents or injury.
5. The essential steps at each site include:
  4. 1 Conduct a hazard assessment to identify existing or potential safety hazards associated with working alone in the workplace.
  - 4.2 Implement safety measures to reduce risk to workers from identified hazards and provide training to workers. Advise employees of their responsibilities regarding work alone safety.
  - 4.3 Establish an effective way for employees who are working alone to communicate, regularly and frequently, with their supervisor or another designated person.



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4.4 Any employee who is working alone, or planning to work alone, must inform his/her supervisor or designate. He/she must indicate where he/she is working and an estimate of the expected time that he/she will be on the premises. Depending on the degree of risk, the employee and supervisor will agree to make contact at regular intervals of no less than one hour.

4.5 If the employee fails to check in at least every hour, a series of escalating steps will occur: the supervisor or designate will make repeated attempts to contact the employee, and if unable to do so, will attempt to notify the Superintendent or Principal. If the supervisor or designate, or Superintendent or Principal is unable to contact the employee, he/she will contact the police and then will follow the advice given.

The supervisor or designate, or Superintendent or Principal, may visit the site but should not go alone.

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	<b>Communicable Diseases</b>
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## Background

The existence of numerous communicable diseases, including Human Immunodeficiency Virus (HIV) /Acquired Immune Deficiency (AIDS) requires Schools to establish procedures regarding the management of infected students and staff. Such procedures reflect both the preservation of the public interest as well as the protection of individual rights and freedoms.

Calgary Girls' School is committed to the humane, caring treatment of students and staff infected with communicable diseases within an environment that protects the health and safety of all students and staff.

## Procedures

1. Normally, students with communicable diseases will be dealt with in accordance with the provisions of the Public Health Act.
2. Children with HIV/AIDS shall be allowed to attend school programs in an unrestricted setting unless, in the opinion of the local Medical Health Officer, special circumstances dictate otherwise.
3. Students with HIV/AIDS have the right to privacy and confidentiality.
4. Information about communicable diseases will be provided to students as part of the regular instructional program as specified within the Alberta Program of Studies and related Curriculum Guides.
5. Employees infected with communicable diseases shall be allowed to continue normal duties unless:
  - 5.1 In the opinion of the local Medical Health Officer, special circumstances dictate otherwise; or
  - 5.2 The job of the employee requires that the employee be free from any communicable diseases.
6. The right of infected employees to privacy will be respected and their identity will remain confidential.

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7. Employees who are unable to continue their duties as a result of having a communicable disease shall have full access to sick leave, long-term disability and other medical benefits provided for by the benefit plans.
8. Procedures for dealing with employees who may be exposed to HIV/AIDS virus will be consistent with Occupational Health and Safety requirements.
9. In the event that an employee indicates that s/he has been infected with a communicable disease, the Superintendent and Principal will review procedures to be followed.
10. If, in the opinion of the attending physician, an infected employee is no longer capable of working, the matter will be dealt with in the same way as other illnesses that impair an employee's capacity to work.

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	<b>Appendix A</b>
	<b>Communicable Diseases Precautions</b>
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Ongoing learning sessions to educate staff and students about the control of communicable diseases is to focus on research-informed precautionary measures, including the following:

1. Hand Washing
  - 1.1 To effectively wash hands, use plain soap and vigorously rub together all surfaces of lathered hands for at least twenty (20) seconds. Rinse thoroughly under a stream of water. Avoid the use of abrasive soaps and brushes.
  - 1.2 Hands and any skin surface contaminated with blood or other body fluids are to be washed thoroughly as soon as practicable.
2. Coughing Etiquette
  - 2.1 Staff and students are practice proper coughing etiquette.
3. Use of Protective Clothing and Equipment
  - 3.1 Employees must use disposable rubber or latex gloves to handle or clean up blood and body fluids. Take care when removing used gloves.
  - 3.2 Hands are to be washed after gloves are removed.
  - 3.3 Waterproof coverings are to be used on open cuts or sores.
4. Clean up of Blood and Body Fluids
  - 4.1 Contaminated surfaces must be disinfected.
  - 4.2 Mops and cleaning rags must be disinfected.
5. Laundering of Clothing and Linen
  - 5.1 Clothing and linen soiled with blood or other body fluids are to be laundered in as hot water as the material will allow. If necessary, soiled articles may be rinsed in cold water prior to laundering.

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## 6. Disposal of Contaminated Wastes

- 6.1 Contaminated wastes must be secured in a sealed double plastic bag and clearly labeled before discarding with routine garbage.
- 6.2 Sharp objects, such as broken glass that may be contaminated with blood, are to be discarded in sturdy puncture-proof plastic or metal containers (such as an empty coffee can) with a firmly fitting lid.
- 6.3 All used needles and other sharp objects that pose a risk to other people, must be disposed of in a sharps container.

Note: For reliable, up to date health information on a variety of topics visit Alberta Health Services: <http://www.albertahealthservices.ca>

For a list of infectious diseases visit the Public Health Agency of Canada at: <http://www.phac-aspc.gc.ca/id-mi/index-eng.ph>

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 162</b>
	<b>Tobacco and Smoke-Free Environments</b>
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 36, 60, 61, 113 School Act Prevention of Youth Tobacco Use Act Prevention of Youth Tobacco Use Regulation AR 13/2003 Tobacco Reduction Act

## Background

The School is committed to tobacco and smoke-free learning and working environments for all students, staff and volunteers.

## Procedures

1. All School property (including buildings, vehicles and outdoor spaces), whether owned or leased, shall be tobacco and smoke-free.
2. All school sponsored activities must be tobacco and smoke-free.
3. The Principal shall ensure that all students, staff, parents, visitors and community user-groups are made aware of the tobacco and smoke-free requirements.
4. With the prior approval of the Principal, the use of tobacco may be permitted as part of a cultural/religious/ceremonial event.

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	<b>Alcohol and Drugs</b>
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED: March 2017
LEGAL REFERENCE:	Section 36, 60, 61, 113 School Act Freedom of Information and Protection of Privacy Act Personal Information Act Alberta Human Rights Act Canadian Human Rights Act

**Background**

The Calgary Girls’ School is committed to ensuring that our students, employees, and worksites are not put at risk because of alcohol and drug use. To this end, illicit drugs are prohibited on School property and at all School-sponsored events. Alcohol is prohibited on School property and at all School-sponsored events which include students whether or not such events take place on or off campus.

In addressing safety risks associated with alcohol and drug use, the priorities of the Calgary Girls’ School are to:

- Protect the safety, well-being and learning environment of our students and staff;
- Protect the interests of the Calgary Girls’ School and its reputation;
- Reduce risk and liability to the Board;
- Meet regulatory requirements for providing a safe, caring, welcoming workplace and learning environment;
- Treat employees fairly and with respect;
- Provide assistance to employees when required;
- Implement alcohol and drug testing by trained, authorized personnel when there are reasonable grounds to monitor compliance;
- Provide understandable and predictable responses to breaches of this Administrative Procedure.

**Definitions:** In this procedure:

- “School” means “The Calgary Girls’ School”
- Campus means Lakeview, Bel Aire and spaces like the North Glenmore Community Association (leased on behalf of CGS)
- Work sites include the Board Office, the school campuses and any other site where staff and students conduct the work and learning purposes of CGS.
- A School sponsored event means an event/activity that is planned and carried out in the name of the Calgary Girls’ School and is organized by staff, or students, or contractors who work for CGS, School Council, or any committees formed on behalf of the School that are authorized by the Principal or Superintendent. All School-sponsored events are subject to approval by the Principal or Superintendent and must include a risk-assessment.

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## Procedures

### A. School Sites and School Sponsored Events (whether on and off campus)

1. An employee is strictly prohibited, while on Calgary Girls' School property or attending an off-campus School-sponsored event where students are in attendance, to possess, use, consume, distribute, sell or transfer alcohol or illicit drugs, drug paraphernalia, or any product or device that could tamper with any sample for an alcohol or drug test.
2. Persons who appear to be under the influence of alcohol or illicit drugs are prohibited from being on School property or participating in School-sponsored activities.
  - a) All employees, volunteers, and contractors who work on behalf of the Calgary Girls' School are required to inform a supervisor immediately when there are reasonable grounds to believe that another employee, contractor, volunteer or visitor may not be in compliance.
  - b) If the supervisor has reason to believe an individual may be under the influence of alcohol or illicit drugs, the supervisor is advised to call for police assistance in removing the individual from the school or school-sponsored event and for support to ensure the individual does not attempt to operate a motor vehicle.
3. Employees shall co-operate with law enforcement agencies in matters related to the use, possession and/or trafficking of controlled substances on any Calgary Girls' School property or at School-sponsored events. With respect to students, staff co-operation with external agencies shall be in accordance with appropriate statutes and in compliance with *in loco parentis*.
4. The possession and use of prescription and non-prescription drugs is permitted under the following conditions:
  - a) The prescription drug is prescribed to the employee. The employee is using the prescription or non-prescription drug for its intended purpose and in the manner directed by the employee's physician or pharmacist or the manufacturer of the drug.
  - b) The use of the prescription or non-prescription drug does not adversely affect the employee's ability to safely and effectively perform his/her duties.
  - c) The employee has notified his/her supervisor of any potentially unsafe side effects associated with the use of the prescription or non-prescription drug.



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5. An employee may be subject to discipline up to and including termination of employment if the employee refuses to comply with a request to:
  - a) Confirm that he or she is in compliance with this Administrative Procedure when a supervisor has reasonable grounds to believe the employee may not be in compliance;
  - b) Submit to an alcohol or drug test when a supervisor has reason to believe the employee may not be in compliance with this Administrative Procedure, and the employee cannot confirm compliance without a test. Requests for an employee to submit to a test are subject to prior approval by the Superintendent or designate.
6. Alcohol or drug testing will be conducted in a private location by authorized personnel who are trained in the appropriate procedures for administering such tests.
7. An employee is prohibited from operating or driving a vehicle, including a personal vehicle or chauffeuring any other employee or student while under the influence of alcohol or any substance that would impair his/her ability to safely operate the vehicle.
8. No information collected about an employee under this Administrative Procedure will be disclosed to any person unless the employee has given consent, or the supervisor in possession of the information is legally required to disclose the information because doing so is necessary to protect and ensure the safety of students and other employees.

#### **B. Calgary Girls' School Hosted, Non-Student Events Off Campus**

1. The Calgary Girls' School may host events at locations other than the school campuses where alcoholic beverages may be made available, but at no time shall alcohol be available or present on the School property or at School-sponsored events where students are expected to be in attendance.
2. During these events, the Calgary Girls' School will:
  - a) Monitor alcohol consumption (e.g., make appropriate arrangements for monitoring which could include drink tickets, no-host professional bar tender service)
  - b) Discourage over-consumption (e.g., issue drink tickets, offer unlimited non-alcoholic beverages, serve food);
  - c) Offer alternative transportation to guests as they leave the event (e.g., Taxi cabs); and,

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- d) Take reasonable measures to prevent departing guests who appear to be impaired from attempting to drive
3. Employees and invited guests to any of these events must reasonably limit personal consumption so their ability to behave in a responsible manner is not impaired.
  4. Employees shall:
    - a) Continue to meet the requirements of this Administrative Procedure if they must return to work following the event; and
    - b) Abstain from alcohol consumption if they are considered to be at work.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 165</b>
	<b>Emergency Preparedness and Response Manuals</b>
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 18, 20, 36, 57, 60, 61, 113 School Act Disaster Services Act Fire Prevention Act Section 3 Government Emergency Planning Regulation

## Background

It is important to provide students and staff with a safe and caring learning and working environment. The School prepares for all reasonably foreseeable emergencies. Responses to emergencies may be generally considered in two broad categories: those emergencies where the safest response is to “stay in/lock down” and those where the safest response is to “stay out/lock-out (and relocate).” The safety of students is the priority in all decisions related to emergency response. All staff are expected to be familiar with the emergency procedures for both school sites and community facilities that are regularly used by the school.

## Procedures

1. Emergency Preparedness and Response Manuals for Bel Aire and Lakeview campuses are Appendix A and Appendix B to this procedure. **Both manuals are located in Filr and on the server under the Board Office drive.** The file is named *Emergency Response Manuals*. Every staff member shall be familiar with the expectations defined in the *Emergency Response Manuals*. For reasons of security, the detailed *Emergency Response Manuals* are not published to the CGS website. Parents seeking more information are advised to ask the Principal.
2. The Principal is responsible for keeping the Manuals current and for designating a staff member to update contact information as required. Normally, the annual review of emergency procedures occurs at the beginning of the school year and provides the opportunity to ensure the Manuals are current and contact information is accurate.
3. The Principal is required to develop the detailed strategy for responding to an emergency, including:
  - 3.1 Emergency procedures for staff and students when an emergency occurs *within* the School site during school hours.
  - 3.2 Emergency procedures for staff and students when an emergency occurs or is imminent within the community or surrounding area, but *outside* the school.
  - 3.3 Preventative procedures when a natural disaster is imminent.

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- In order to facilitate use of the School during emergencies, a current list of School personnel who could provide access to the facilities is to be filed with the Superintendent, the Secretary-Treasurer and the Calgary Board of Education (the lessor).

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	<b>Pandemic Response</b>
	APPROVED: September 2014
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LEGAL REFERENCE:	Section 8, 18, 20, 36, 45, 60, 61, 113 School Act Emergency Medical Aid Act Freedom of Information and Protection of Privacy Act Health Information Act Occupational Health and Safety Act Public Health Act Communicable Disease Regulation (AR 238/85)

## Background

Calgary Girls' School, in cooperation with the provincial government and Alberta Health Services, supports efforts to minimize a pandemic and its disruption to the operational activities of the School. In the event of a pandemic, the school's response will focus on allocating the available resources to achieve the maximum benefit and protection of students, staff, and facilities.

## Procedures

1. In the event that Alberta Health Services identifies evidence of a significant influenza outbreak, or pandemic in the region, the Superintendent has the authority to make final decisions regarding crisis response, as guided by the *Emergency Preparedness and Response Manuals*. When a Ministry of the Alberta Government declares a state of emergency, the particular Ministry will have such authority.
2. The Superintendent and Principal, as Pandemic Coordinators for the School, will communicate the response protocols for dealing with a pandemic to ensure the staff is familiar with roles and processes in the event of an outbreak.
3. In accordance with any directives from federal and provincial authorities, and the consequent circumstances that may prevail, the Pandemic Coordinators may temporarily suspend the School's current practices and operating guidelines.

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	<b>Appendix A</b>
	<b>School Action Steps for Pandemic Influenza</b>
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The following is a chronological list of important step-by-step actions the Schools is to take before, during and after a pandemic influenza outbreak. Pandemic influenza can have several cycles or waves so steps on this list may need to be repeated.

Important to note is that school closures may occur at any time under the direction of Medical Officer of Health. In the event of this occurrence, use (Form ) to inform parents.

#### **PRIOR TO OUTBREAK/PREPAREDNESS & PLANNING PHASE**

- Review Pandemic Influenza plan as a part of the Emergency Response Planning for the year.
- Educate staff, students and parents about differences among seasonal influenza, bird flu, and pandemic influenza; best hygienic practices to prevent any sort of Influenza; and what could occur during a pandemic. Work with CHR local health officials and the school nurse(s).
- Plan a communication strategy to inform parents about symptoms based on information from the local health authority.
- Decide the roles and responsibilities of school staff to prevent the spread of Influenza.
- Train staff in Influenza-Symptom recognition. (See Appendix B – Pandemic Influenza – Background Information). Remember that a person who is infected does not show symptoms right away. But children who are getting ill may show different behaviour than usual, such as eating less or being irritable.
- Improve the hygiene of students and staff. Use simple non-medical ways to reduce the spread of Influenza by "cough and sneeze etiquette," clean hands, and clean work areas.
- Determine whether the school is to be cleaned differently or more often.
- Decide to what extent you will encourage or require children and staff to stay home when they are mildly ill.
- Review the health needs of students. Some students may have a greater risk of infections. Encourage those families to talk to their health care provider. Some parents may need to be more cautious and may keep their children out of school.

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- The school Secretary will track students' names on an Influenza Log Reporting Sheet and report the number and/or percentage to the local health authorities if required.
- Insure that Standard Surveillance/Disease Recognition Procedures are in place and implemented.

### **Outbreak of Influenza Disease**

#### **LESS THAN 10% STUDENTS**

- Begin Heightened Surveillance Reporting.
- Report any required surveillance information to the CHR Communicable Disease Unit/School Health Nurse.
- Inform parents that some students are sick but schools remain open.
- Any communication with the media is to be made by co-managers.

#### **Expansion of the Outbreak**

##### **10% OR MORE OF STUDENTS ILL (but less than 30%)**

- Absenteeism, as reported on the Influenza Log sheet, is reported to the School Health Nurse/CHR Communicable Disease Unit on a daily basis.
- Begin Intensive Surveillance Reporting.
- Send letter to inform parents that students are sick but schools remain open.

#### **Continued Expansion of the Outbreak**

##### **School Closure Seems Imminent**

- School closures may become necessary.
- School closures will be determined by the co-managers in consultation with the Charter Board or by the Calgary Health Region in communications with the co-managers.
- Send out Parent Letter announcing the closure of the school(s).

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### **Following the Outbreak**

- The CHR and/or the co-managers issue declaration that school will reopen.
- Send communication to parents.
- Continue communicating with School Health Nurse/CHR Communicable Disease Unit.
- Return to Heightened Surveillance Reporting.

### **DEFINITIONS OF SURVEILLANCE LEVELS**

#### Standard Surveillance

No Influenza activity reported in the Calgary Health Region.

- Monitor daily attendance for increased reports of absence due to Influenza-like illness.
- Do not report absences to the Health Nurse/CHR unless they are greater than 10%.

#### Heightened Surveillance

Influenza activity reported in the Calgary Health Region (less than 10% school absenteeism due to Influenza-like illness).

- Monitor daily attendance with the Influenza Reporting Log.
- Have teachers 'check' students during the first hour of school for Influenza-like symptoms.
- Send home student/staff who display Influenza-like symptoms.

#### Intensive Surveillance

High numbers of Influenza-like illnesses are reported in the Calgary Health Region (10% or greater school absenteeism due to Influenza-like illness).

- Monitor daily attendance with the Influenza Reporting Log.
- Send daily absence reports to the School Health Nurse/CHR Communicable Disease Unit.



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- Continue morning 'Influenza check'.
- Send home students/staff who display Influenza-like symptoms.
- Begin preparations for potential school closure.

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	<b>Appendix B</b>
	<b>Pandemic Influenza Background Information</b>
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### **Background Information**

There is an extraordinary amount of information published regarding Pandemic Planning. This information should foster a basic understanding of pandemic influenza and allow planning and preparation to unfold in a more informed manner

### **Key Questions**

The following “Q &A’s” build understanding of the unique characteristics of pandemic influenza, a potentially virulent disease.

#### **What is a pandemic influenza?**

Pandemic influenza is a type of influenza that occurs every few decades and spreads quickly, affecting most countries and regions around the world.

Unlike the “ordinary” influenza that usually occurs every winter in Canada, pandemic influenza can occur at any time of the year.

Influenza pandemics have occurred for centuries-three times in the last one hundred years and resulted in many deaths.

Experts predict another pandemic, but cannot say exactly when it will happen. When it does, it may come two or more “waves”, several months apart. Each wave may last two to three months.

Pandemic influenza is much more serious than the "ordinary" influenza. At least a quarter of the population may be affected.

Pandemic influenza is likely to cause the same symptoms as the "ordinary" influenza. However, the symptoms may be more severe because nobody will have any immunity or protection against that particular virus.

A serious pandemic is also likely to cause many deaths, disrupt the daily life of many people and cause intense pressure on healthcare and other services.

Every pandemic is different, and until the virus starts circulating, it is impossible to predict its full effects.

#### **What causes a pandemic influenza?**

Pandemics of influenza happen when a new influenza virus, which is very different from the commonly circulating strains, appears. Because it is a new virus, few-if any-people

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have any immunity. This allows the new virus to spread widely, easily and to cause more serious illness.

### **Who is at risk?**

Once a pandemic influenza starts, everybody will be at risk of getting pandemic influenza. Certain groups may be at greater risk than others.

Experts predict anywhere between 2 million and 50 million deaths around the world. The *Canadian Pandemic Influenza Plan* assumes that about a quarter of the population will be affected; with an estimated 11,000 to 58,000 deaths.

### **Is there a vaccine to protect against pandemic influenza?**

There is no vaccine ready to protect against pandemic influenza. The virus that causes pandemic influenza will be new and a vaccine to protect against it cannot be made until the virus has been identified. Vaccines used for “ordinary” influenza will not give any protection. These vaccines will continue to protect against common influenza which may also cause illness during the same time.

Medicines called antivirals may be used to treat pandemic influenza. However, until the pandemic virus is circulating, we won't know how well the antivirals will work.

### **How does influenza spread?**

Influenza viruses are easily passed from person to person to through direct or indirect contact. You can catch influenza through breathing in air containing droplets or aerosols containing the virus produced when an infected person talks, coughs or sneezes. You can also catch it through touching an infected person or surface contaminated with the virus, and then touching your face.

### **Are there different types of influenza viruses?**

Influenza viruses are divided into three main groups: influenza A, B and C. Type A viruses are the source of most seasonal flu epidemics and have caused all previous pandemics. Whereas influenza B and C viruses infect humans only, influenza A viruses also infects birds and other animals such as pigs and horses. This ability to jump the species barrier enables influenza A viruses to cause pandemics.

### **What do we know about pandemic influenza?**

We know that pandemic influenza viruses spread quickly. During the pandemics of 1957 and 1968, the viruses took only three to four months to spread from Southeast Asia where they were first identified, to Europe and North America.

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The intercontinental spread of Severe Acute Respiratory Syndrome (SARS) in 2003 was even faster. Within four months of the global alert, more than 8,000 people had been affected in 30 countries across six continents, and 900 people had died.

Air travel hastens the spread of pandemic influenza. Even with good planning and preparation, the consequences of pandemic influenza will still be very serious.

**What are the differences between pandemic influenza and “ordinary” influenza?**

There are important differences between “ordinary” and pandemic influenza. Epidemics of “ordinary” influenza occur every year around the world. An epidemic is a widespread outbreak of disease in a single community, population or region. A pandemic spreads around the world affecting many hundreds of thousands of people across many countries.

**What are the key features of pandemic influenza?**

For an influenza virus to be capable of causing a pandemic, it must be able to:

- Infect people (not just mammals and birds)
- Cause illness in a high number of those infected
- Spread easily from person to person
- Spread widely because the virus is significantly different from previously circulating strains and most people will have little or no immunity.

Previous influenza pandemics had all these features.

(Taken from the Calgary Health Region's "Quick Facts about Pandemic Influenza")

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## Key Assumptions

Key assumptions, taken from the Canada's Public Health Agency's *Canadian Pandemic Influenza Plan* form the foundation for planning. Reviewing these assumptions will provide a basis for understanding the nature of the conditions and challenges likely to be faced during a pandemic outbreak.

## Origin and Timing

- The next pandemic will first emerge outside of Canada'
- The next pandemic virus will be present in Canada within 3 months after it emerges from another part of the world.
- The first peak of illness in Canada could occur within 2 to 4 months after the virus arrives in Canada.
- A pandemic wave will sweep across Canada in 1-2 months affecting multiple locations simultaneously.
- The influenza pandemic will occur in two or more waves. In any locality, the length of each wave of illness will be 6 to 8 weeks. The pandemic will last 12 to 18 months and more than wave may occur within a 12-month period.

## Epidemiology

- The incubation period, period of communicability and method of transmission for the novel strain will be consistent with other known human influenza strains, that is:
  1. Incubation period: 1 to 3 days;
  2. Period of communicability: 24 hours before and up to 5 days after onset of illness;
  3. Method of transmission: large droplet and contact (direct and indirect);
- The novel virus will be transmitted efficiently from person to person resulting in large numbers of people being infected, since there will be no significant immunity to the new virus on a population basis.

## Impact

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- The majority of the population (over 70%) will be infected over the course of the pandemic, but only 15-35% of the population will become clinically ill.
- For planning purposes assume that the majority of cases will occur in the first wave.
  1. If the overall clinical attack rate is 35%; assume that 25% of the population will be clinically ill in the first wave.
- For a pandemic of mild to moderate severity (i.e., consistent with the last 2 pandemics and in the absence of any interventions (e.g., vaccine, anti viral), of those who are clinically ill:
  1. up to 50% will seek outpatient care;
  2. 1% will be hospitalized and recover;
  3. 0.4% will be fatal cases."
- For a severe pandemic and in the absence of any intervention of those who are clinically ill, up to 10% may be hospitalized and 2% may die.

### Absenteeism

- During an outbreak in a specific area, it would be appropriate for employers to plan for a total workplace absenteeism rate of between 20% and 25% during the peak two week period with lower rates in the preceding and subsequent weeks.
- Small work units in which employees engage in a high degree of social interaction could expect higher peak absenteeism rates than larger units with less social interaction.

(from the Public Health Agency of Canada's "Canadian Pandemic Influenza Plan")

### Conclusion

An outbreak of pandemic influenza, should it occur, will have an extremely dramatic and widespread impact.

1. A pandemic outbreak would not be a short event with recovery occurring fairly quickly. It is more likely that an outbreak of pandemic influenza would last for a significant period of time.
2. The pandemic virus is likely to be extremely virulent and should lead to very rapid disease transmission.

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- Given the rapidity with which the virus is likely to spread and the multiple and simultaneous outbreaks likely to occur, there will be little or virtually no warning of the pandemic outbreak.

### **Roles and Responsibilities**

The Superintendent and Principal would serve as the pandemic response co-coordinators during the crisis. This would include three major responsibilities:

- All major decisions including school closures, or the Medical Officer of Health as part of a public health measure.
- All communications with the media regarding CGS.
- Ongoing communication with the Chair.

### **Considerations for Pandemic Co-Managers**

- Provide information to staff regarding school closures.
- Provide information to staff re: short or long term disability leave.
- Reallocation of staff as necessary to maintain an open school.
- Designate responsibilities to maintain services and operations when other designated employees are unable to do so.
- Plan for an interruption in contracted busing services.
- Communicate any Alberta Education initiatives regarding educational services to students pending a prolonged school closure.
- Plan for the dissemination of information to all CGS staff who are absent from work or when school is closed.
- Plans for the dissemination of information to all CGS families and Board of Directors.
- Institute a plan that provides for the CGS web page to be maintained throughout pandemic.
- Designate an acting principal in the event the principal is unavailable.

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### Important Resources

Calgary Health Region: [www.calgaryhealthregion.ca/pandemic](http://www.calgaryhealthregion.ca/pandemic)

Health Link Alberta: [www.healthlinkalberta.ca](http://www.healthlinkalberta.ca)

Calgary, call 943-LINK (5465)

Calgary 311 (City Information)

Calgary 211 (Mental Health and Social Services)

Alberta Health and Wellness:

[www.healthtest.gov.ab.ca/influenza/Pandemic.html](http://www.healthtest.gov.ab.ca/influenza/Pandemic.html)

### Web Site Links

Alberta Health and Wellness:

[www.healthtest.gov.ab.ca/influenza/Pandemic.html](http://www.healthtest.gov.ab.ca/influenza/Pandemic.html)

Health Canada: <http://www.phac-aspc.gc.ca/influenza/pandemice.html>

Public Health Agency Canada Flu Watch:

[www.phac-aspc.gc.ca/flu\\_watch/index.html](http://www.phac-aspc.gc.ca/flu_watch/index.html)

Contra Costa Health Services: <http://www.cchealth.org>

World Health Organization: [www.who.int/csr/disease/influenza/en/index.html](http://www.who.int/csr/disease/influenza/en/index.html)



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## Background

Calgary Girls' School provides a safe, respectful a learning and working environment which fosters respect for the dignity and well being of all students, employees, parents and volunteers. Everyone is responsible for creating an environment free from discriminating, threatening, and harassing behaviours. Harassment will not be tolerated and is strictly prohibited.

The School investigates all reported incidents in a timely manner and takes all necessary action(s) to stop harassment.

## Definitions

Personal harassment – is any unwelcome behaviours or communication, directed intentionally or unintentionally at an individual and which is offensive with respect to the rights identified in the Alberta Human Rights Act, including, but not limited to: race, religious beliefs, color, gender, age, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation. Personal harassing behavior may include but is not limited to threats, intimidation, ostracism, offensive gestures, offensive remarks or jokes, demeaning or humiliating actions or behavior that support a hostile or poisonous environment.

The test in determining if an action is harassing is whether a reasonable person knows, or ought to know, that the recipient would consider the behavior unwelcome or inappropriate. Harassment may be a single event or may involve a continuing series of incidents. It may involve the abuse of authority or position, or exist among co-workers and affiliated personnel. Personal harassment does not include the appropriate exercising of an individual's supervisory authority.

Sexual harassment – is any unwelcomed behaviours or communication that is sexual in nature and directed intentionally or unintentionally at an individual and which directly or indirectly affects or threatens the person's job security, prospects, promotion, earnings, or working conditions. Sexual harassment includes but is not limited to unwelcomed physical contact (e.g. patting, pinching, rubbing, grabbing), unwelcome remarks or compromising invitations or requests, verbal abuse or display of suggestive pictures, leering, whistling, innuendoes, jokes, demands for sexual favors, stalking, embarrassing,

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suggestive or threatening language, displays of pornographic materials, sexting, and such behaviours that support a hostile or poisonous environment.

Working and learning environment – is the immediate school or school jurisdiction work site and may also include;

- A playground,
- A school bus,
- Any school or work related social activities,
- Any school or work related travel and field trips,
- Any settings where the individuals involved are engaged in work related or school related activity such as field placement or a cooperative educational work term, and
- The use of electronic or digital media.

Hostile or poisonous environment – is a learning and working environment in which the actions of one (1) or more people may not be directed at any one person in particular but contribute to an atmosphere which directly or indirectly affects a person's ability to work or learn effectively.

Complainant – is a person who has reported a situation that appears to be a form of harassment related to the work and learning environment.

Alleged harasser – is a person accused of any above form of harassment related to the work and learning environment.

Harasser – is a person who, as a result of an investigation, has carried out any harassing behavior.

## Procedures

1. Employees, students, parents, volunteers, and visitors must conduct themselves in a manner which promotes, respects, and protects the well being of employees, students, co-workers, parents, volunteers and visitors.

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2. An employee, student, parent, volunteer or visitor who subjects an employee, student, parent, volunteer or visitor to any form of harassment may be subject to disciplinary action up to and including dismissal from employment or exclusion from the School's learning and working environment.
3. Action may be taken against members of the public whose conduct has resulted in any form of harassment of employees, students, parents, volunteers, visitors or representatives of the School.
  - 3.1 An employee or student who considers that s/he has been subjected to harassment in the learning or working environment by a person who is not a student, employee, parent or volunteer for the School, is to seek the advice of his/her immediate supervisor.
  - 3.2 The supervisor will take whatever action is deemed appropriate to ensure that the School fulfills its responsibility to support and assist the individual who has been subjected to such alleged harassment.
4. All supervisory personnel are expected to be exemplary role models in showing respectful treatment of others and in addressing any conduct that threatens a respectful, safe, harassment-free environment. Supervisors are responsible for reviewing this procedure with staff, students, and others who participate in the school's programs and services.
5. It is the responsibility of all employees, students, parents, volunteers, and visitors to help maintain a harassment-free, working and learning environment through, but not limited to, participating in education programs, reducing incidents of harassment by practicing incidents of prevention and reporting incidents of harassment as outlined in these procedures.
6. Where an employee or student believes that a fellow employee or student has experienced or is experiencing harassment in the learning or working environment, and reports this belief to his/her immediate supervisor or Principal, the supervisor or Principal shall meet with the person who is said to have been subjected to harassing behaviours in the learning or working environment and shall take appropriate steps under this Administrative Procedure up to and including referral of the complaint to the Superintendent.

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7. In the absence of a specific complaint, the Superintendent may initiate an independent investigation where:
  - 7.1 There is a pattern of inquiries or complaints over which time suggests the existence of a specific problem which has been identified but not corrected;
  - 7.2 There is reason to believe that a broader, systemic problem exists in the learning and working environment which causes, contributes to or encourages harassment;
  - 7.3 As a result of an investigation, a specific complaint is not supported but there is reasonable evidence that a broader systemic problem exists; or
  - 7.4 In any other circumstances the Superintendent deems it appropriate.
8. Any retaliation against an individual for:
  - 8.1 Invoking this Administrative Procedure whether on their own behalf or on behalf of another individual;
  - 8.2 Participating or cooperating in any investigation under this Administrative Procedure; or
  - 8.3 Associating with a person who has invoked this Administrative Procedure or participated in procedures under this Administrative Procedure;

is strictly prohibited and will be subject to discipline, up to and including dismissal from employment, or exclusion from the School's working and learning environment.
9. If an individual has experienced retaliation, the individual must inform his/her supervisor, Principal or the Superintendent about the exact nature of the behaviour.
10. The Superintendent shall initiate an investigation into the allegations of retaliation.
11. Complaints of harassment are to be made within a reasonable period of time from the date of occurrence. Complaints filed more than one (1) year from the date of the occurrence may not be investigated. The Superintendent makes this determination on a case-by-case basis.

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12. Harassment inquiries or complaints are confidential and may only be disclosed to investigate and respond to a complaint and to advise the alleged harasser about the complaint and the identity of the complainant. Any unauthorized disclosure of confidential information relating to a harassment complaint may result in disciplinary action.
13. If a harassment complaint is filed in good faith, and the complainant is an employee, no permanent documentation will be placed in the complainant's file, regardless of the outcome. However, any employee who knowingly and willfully submits a complaint based on false allegations shall be subject to disciplinary action and documentation shall be retained in his/her personnel file.
14. If an investigation determines that a complaint falsely accused another of any form of harassment, knowingly or in a malicious or vindictive manner, the complainant may be subject to disciplinary action, up to and including termination, or legal action for an employee or suspension or expulsion from the School for a student.
15. This Administrative Procedure does not affect an individual's right to file a complaint or to respond to a complaint with the Alberta Human Rights Commission or to seek other redress as may be provided by law. Complaints filed with the Alberta Human Rights Commission must be received within one (1) year of the incident. If circumstances warrant it, a charge of assault may be filed with the police.
16. Informal Resolution
- Any employee, student, volunteer or visitor who believes he/she is being harassed, is advised to:
- 16.1 Immediately inform the alleged harasser of the unwelcome behaviour and tell the alleged harasser to stop. This can be done verbally or in writing stating disapproval of the alleged harasser's behaviour and/or actions. Individuals who believe they have been the subjects of harassment have a responsibility to make their objection known to the alleged harasser. Individuals can seek the support of their immediate supervisor and if the supervisor is an alleged harasser, then the supervisor's supervisor as to how to proceed.

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16.2 If a staff member is not comfortable confronting the alleged harasser, he/she may ask a colleague and/or supervisor to provide informal intervention in good-faith effort to resolve the situation. Professional staff shall follow the Code of Professional Conduct. Students may obtain advice or assistance regarding strategies designed to address individual or peer harassment by contacting a teacher, or the Principal. The use of informal intervention is not a pre-requisite to seeking a formal resolution.

16.3 Keep a record. Whether an informal process or a formal process is carried out, a written record of dates, times, places, the nature of the behaviour and the names of any people who may have witnessed the incidents is to be kept. Also, an indication of what action has been taken to stop the harassment is to be noted.

## 17. Formal Complaint

17.1 A formal complaint may proceed in the following instances:

17.1.1 If the complaint has not been resolved at the informal level; or

17.1.2 Should the harassment continue; or

17.1.3 The complainant, complainant's supervisor or Superintendent believes that the formal process is more appropriate.

17.2 Filing a Formal Complaint

17.2.1 If the harassment or unfair treatment resulting from any form of harassment does not stop after speaking to the alleged harasser, or if the individual believes there are reasonable grounds, the immediate supervisor or Principal is to be contacted promptly.

17.2.2 If the supervisor or Principal is the alleged harasser, his/her immediate supervisor or, alternatively, the Superintendent is to be contacted.

17.3 When reasonable grounds exist, the individual is to make a full written and signed complaint.

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- 17.3.1 Complaints are to be filed as soon as possible to ensure witnesses are available, details are not forgotten and the situation is resolved without delay.
- 17.3.2 An advocate may accompany an employee for consultative purposes.
- 17.4 A complainant is to report the complaint through a formal statement to one (1) of the following individuals:
- 17.4.1 Supervisor.
- 17.4.2 Superintendent.
- 17.5 A complainant who is a student is to report the problem to a teacher, or school administrator.
- 17.6 A complaint against the Superintendent is to be made in writing to the Board Chair who shall, in conjunction with legal advice, determine the appropriate procedure to be followed in the circumstances.
- 17.7 It is the responsibility of a teacher, counselor, School administrator, or any person supervising one (1) or more individuals to take immediate and appropriate action to report or deal with incidents of harassment of any type whether brought to their attention or personally observed.
- 17.8 Under no circumstances is a legitimate complaint to be dismissed or downplayed nor is the complainant to be told to deal with it personally. In the event of any form of harassment, the matter may proceed to informal or formal resolution. The Superintendent, or in the case of students, the Principal, may make the decision to pursue either an informal or formal resolution.
- 17.9 Individuals, including employees, volunteers, or visitors wishing to file a formal harassment complaint are to:
- 17.9.1 Document the nature of the alleged harassment, the name of the alleged offender and the date(s), time(s) and location(s) of the harassment;
- 17.9.2 Meet with the Superintendent to review the information; and

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17.9.3 File a written signed statement of complaint with the Superintendent.

17.10 All parties concerned shall treat these matters in strict confidence. Information relating to the complaint will only be disclosed to the extent necessary to investigate the complaint. The Superintendent may access legal counsel.

17.11 Formal Complaint Resolution Process

17.11.1 Upon receipt of a formal harassment complaint, and where the Superintendent determines that the complaint shall be resolved formally, the Superintendent shall:

17.11.1.1 Advise the complainant that they have the right to file a complaint with the Alberta Human Rights Commission or to report the matter to the police where there is an indication that a criminal offence may have been committed;

17.11.1.2 In the case of a possible criminal offense, and in consultation with the police, the matter may be referred to the police;

17.11.1.3 Notify the alleged harasser in writing of the complaint; provide the alleged harasser with a copy of the complaint; and inform the alleged harasser that an investigation has been initiated;

17.11.1.4 Notify the immediate supervisor(s) of the name of the alleged harasser and the name of the complainant and that a formal complaint has been filed and that an investigation is underway;

17.11.1.5 Conduct the investigation by interviewing the complainant and the alleged harasser. The investigation may also include interviews with witnesses and employees, both past and present;

17.11.1.6 Consider all pertinent information; and



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- 17.11.1.7 Prepare an investigation report within twenty (20) working days of receiving a written complaint. If additional time is required to complete an investigation and prepare a written investigation report, the Superintendent will notify the alleged harasser and the complainant regarding the extension in the timeline.
- 17.11.2 The Superintendent shall make a decision to dismiss or act upon the investigation report within ten (10) working days of receiving the report.
- 17.11.3 If an investigation resulting from an informal or formal complaint finds sufficient evidence to support that harassment occurred, the Superintendent may determine the appropriate course of action which may include, but is not limited to:
- 17.11.3.1 Discipline of an employee found to have committed an act of harassment, which may range from a reprimand up to and including termination.
  - 17.11.3.2 Referral of the matter to the appropriate legal authority with a recommendation for formal charges against the individual found to have committed an act of any form of harassment.
  - 17.11.3.3 Referral of the victim and alleged harasser, if an employee, to the School's Employee Assistance Program for counseling and support.
  - 17.11.3.4 Recommend to the victim that he/she seek legal advice about personal protection and/or compensation from the individual found to have committed an act of harassment.
  - 17.11.3.5 Referral of the matter to School legal representatives to assist in obtaining protection of employees, volunteers, parent and School representatives.
  - 17.11.3.6 Any combination of the above or any other action deemed appropriate to ensure the safety and well-being of affiliated personnel and the School's interests.

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- 17.12 Where appropriate, the Superintendent may consult with the Alberta Human Rights Commission or legal counsel to review precedents in similar cases, in order to recommend a fair and just resolution to the matter.
- 17.13 The investigation report may be discussed with the immediate supervisor prior to a final decision being made.
- 17.14 The Superintendent shall provide a written summary of the investigation to the complainant and the harasser or alleged harasser.
- 17.15 All records of harassment or retaliation investigation must be kept separate from the harasser's personnel file except where the complaint is determined to be true.
- 17.16 If the complaint is found to be true, the record of investigation and final disposition will be kept on the harasser's personnel file.
- 17.17 If the investigation fails to disclose evidence to support the complaint, no record of the complaint can be kept in the alleged harasser's employee personnel file and the Superintendent will provide a formal letter to the alleged harasser confirming that the complaint has been dismissed.
- 17.18 Whether an investigation finds sufficient or insufficient evidence to support the complaint that harassment occurred, the investigation report and supporting documentation will be sealed and maintained in a secure file accessible only to the Superintendent and will remain sealed unless future allegations occur.

## 18. Resolution of Complaints Involving Students

- 18.1 Whether employees, students, volunteers, or visitors, all complaints filed shall be handled in accordance with this Administrative Procedure.
- 18.2 A student wishing to file a formal harassment complaint is to do so in writing and:
  - 18.2.1 Document the nature of the alleged harassment, the name of the alleged offender and the date(s), time(s) and location(s) of the harassment;
  - 18.2.2 Meet with the Principal to review the information; and
  - 18.2.3 File a formal written complaint with the Principal.

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- 18.3 Where a student is either the complainant or alleged harasser, the Principal in consultation with the complainant, will determine whether to pursue a formal or informal resolution as set out in this Administrative Procedure.
- 18.4 Upon receipt of a formal written harassment complaint, and where the Principal determines that the complaint shall be resolved formally, the Principal shall;
- 18.4.1 Inform the complainant and alleged harasser that a complaint has been received.
- 18.4.2 Conduct an investigation that may consist of personal interviews with the student complainant, the student alleged harasser and others who may have knowledge of the incidents or circumstances that led to the complaint.
- 18.4.3 Notify the Superintendent of the complaint when such a complaint involves an adult as either the complainant or alleged harasser.
- 18.5 The parents of the student complainant and/or student alleged harasser will be contacted at an appropriate point during the investigation.
- 18.6 All parties concerned shall treat these matters in strict confidence. Information relating to the complaint will only be disclosed to the extent necessary to investigate the complaint. The Principal may consult with the Superintendent who, in turn, may access legal counsel.
- 18.7 Upon completion of an investigation, the Principal will administer appropriate disciplinary action if harassing behavior has occurred.
- 18.8 Upon completion of the investigation, the Principal will communicate the results to both parties or to the parents as the case may be.
- 18.9 Records of student complaints must be kept in accordance with the Student Record Regulation 225/2006.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 171</b>
	<b>Workplace Violence</b>
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 1, 8, 12, 18, 20, 22, 24, 27, 45, 60, 61, 113, 123, 124, 125 School Act Canadian Charter of Rights and Freedoms Individual Rights Protection Act Occupational Health and Safety Act Occupational Health and Safety Code Supporting Safe, Secure and Caring Schools in Alberta (1999)

## Background

Calgary Girls' School supports the prevention of workplace violence, and promotes an abuse-free environment in which all people respect one another and work together to achieve common goals. Workplace violence is a hazard under the Occupational Health and Safety Code.

## Definition

Workplace violence is defined as the threatened, attempted or actual conduct of a person that causes, or is likely to cause physical injury, whether at a worksite or other work-related locations. Examples of workplace violence include, but are not limited to:

- Verbal or written threatening behaviour that would cause a reasonable person to believe that they could be at risk of physical injury;
- Attacks that cause physical injury including biting, hair pulling, scratching, hitting, shoving, pushing, kicking or inciting an attack by an animal;
- Any other act that would objectively cause a reasonable person to believe that they would suffer a physical injury.

## Procedures

1. All individuals, where deemed appropriate, will be informed that workplace violence is considered serious and may result in consequences including the immediate removal from the worksite, pending the outcome of an investigation.
2. The Superintendent will investigate any alleged instance of workplace violence and determine appropriate consequences, including further action. The Superintendent may suspend an employee during an investigation of workplace violence. The Superintendent may report the matter to the police.
3. All workplace violence complaints will be kept on file for two (2) years.
4. All workplace violence investigations will be kept on file for the duration of the individual's association with the Calgary Girls' School.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 171</b>
	<b>Workplace Violence</b>
	APPROVED: September 2014
Page 2 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 1, 8, 12, 18, 20, 22, 24, 27, 45, 60, 61, 113, 123, 124, 125 School Act Canadian Charter of Rights and Freedoms Individual Rights Protection Act Occupational Health and Safety Act Occupational Health and Safety Code Supporting Safe, Secure and Caring Schools in Alberta (1999)

- Following an investigation, if an individual is found to be in violation of this Administrative Procedure, the Superintendent will report the matter *in camera* to the Charter Board.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 180</b>
	<b>Freedom of Information and Protection of Privacy</b>
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 60, 61, 75, 113, 116 School Act Freedom of Information and Protection of Privacy Act FOIP Regulation 200/95

## Background

As a public organization, Calgary Girls' School will manage information in a manner that supports transparency and public access while, at the same time, protecting the personal privacy of individuals.

## Procedures

1. The application of this administrative procedure will be subject to the following principles:
  - 1.1 To allow any person the right of access to the records in the School's custody or control, subject only to those limited and specific exceptions stated in the Act;
  - 1.2 To control the manner in which the School collects personal information from an individual; to control the use that the School may make of that information; and to control disclosure by the School of that information;
  - 1.3 To allow individuals, subject to limited and specific exceptions, the right to have access to the information about them which the School holds;
  - 1.4 To allow individuals the right to request corrections to information about them held by the School; and
  - 1.5 To provide an independent review of decisions made by the School pursuant to the Freedom of Information and Protection of Privacy Act.

NOTE: The independent review process will be through the Office of the Commissioner for Freedom of Information and Protection of Privacy.

2. The Superintendent is designated as the Head for the purpose of the Freedom of Information and Protection of Privacy Act and is responsible for ensuring that the School complies with the provisions of the Act.
3. The Secretary-Treasurer is the designated Coordinator of the Freedom of Information and Protection of Privacy Act and is responsible for overall management of the Freedom of Information and Protection of Privacy function.
4. The FOIP Coordinator will fulfill his/her duties under the Freedom of Information and Protection of Privacy Act including the establishment of procedures and practices to ensure appropriate administration of the legislation.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 180</b>
	<b>Freedom of Information and Protection of Privacy</b>
	APPROVED: September 2014
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LEGAL REFERENCE:	Section 60, 61, 75, 113, 116 School Act Freedom of Information and Protection of Privacy Act FOIP Regulation 200/95

5. The Charter Board may charge fees pursuant to the Freedom of Information and Protection of Privacy.
6. The FOIP Coordinator shall provide guidelines on the retention and disposition of records.
7. The School's Registration package and/ or registration process will include the *Collection of Personal Information Notice*, which follows as Appendix A.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 180</b>
	<b>Appendix A</b>
	<b>Collection of Personal Information Notice</b>
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 60, 61, 75, 113, 116 School Act Freedom of Information and Protection of Privacy Act FOIP Regulation 200/95

### Notice: Collection of Personal Information

The Freedom of Information and Protection of Privacy (FOIP) Act sets controls and standards on how public bodies, such as school boards may collect, use and disclose personal information that is in their custody or under their control.

The FOIP Act requires that school boards collect personal information directly from the individuals (or their guardians) whom the information is about, and that the individuals who collect the information have the legal authority to do so. Further, the person who provides personal information has the right to know why the information is being collected, if the person collecting the information has the legal authority to do so, the intended uses of the information, and a name and contact information if the individual has any questions related to this activity.

Information collected in the school registration process is *personal information* as defined by the FOIP Act. This personal information is collected pursuant to the provisions of the School Act and its regulations (e.g., for the establishment of a student record, determination of residency for funding purposes) and pursuant to section 32(c) of the FOIP Act. The collection is necessary to fulfill a school board's obligation to provide students with an education program that meets their needs and to provide a safe and secure school environment. The personal information informs decisions about program placement, eligibility and/or suitability for provincial or federal funding, health related information in the event of problems or emergencies. The Minister of Education has the right of access to the personal information collected and may use the information for the Ministerial purposes such as research, program evaluation, and statistical analysis.

Once the personal information is collected, the School may use it in the following ways:

- The taking of individual, class, team or club photos for School purposes.
- The use of student information, including photos, for the issuance of transit/bus transportation passes and for other identification purposes.
- The videotaping of students on bus transportation for the purpose of safe and secure transport of students to and from school and related activities.
- The use of student's names in awards or recognition events e.g., graduation ceremonies, scholarships or other awards within the School.
- The use of student's names and academic information necessary for determining eligibility or suitability for provincial, federal or other types of awards or scholarships in the event the School applies on a student's behalf.



<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 180</b>
	<b>Appendix A</b>
	<b>Collection of Personal Information Notice</b>
	APPROVED: September 2014
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LEGAL REFERENCE:	Section 60, 61, 75, 113, 116 School Act Freedom of Information and Protection of Privacy Act FOIP Regulation 200/95

- The use of student's names, related contact information and telephone numbers for attendance or absence verification.
- The taking of photos/videos of classroom or School activities by the School where the material will be used within the School. Where individual students are identified or interviewed and the material will be used outside the School, a separate and specific consent is required. Please note that photos and/or videos of School activities that are open to the general public may be taken and used for purposes within and outside of the School.
- When works of art or projects by students are displayed outside the school or its property, a copyright release form is required. If the student who created the work is identified by photo, or name, or any other personal information then separate and specific consent is required to display this personal information.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 181</b>
	<b>Video Monitoring Devices</b>
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 36, 60, 61, 113, 117 School Act Freedom of Information and Protection of Privacy Act

## Background

It may be necessary to use video surveillance to assist with protecting School property and maintaining a safe and caring environment for students and staff.

## Procedures

1. School buildings and grounds may be equipped with video monitoring devices.
2. Signs will be located at School buildings advising of the use of video monitoring devices.
3. Parents, students and staff shall be informed of the possible use of video monitoring devices.
4. Video monitoring devices will not be used to monitor areas where privacy is reasonably expected, including change rooms and washrooms.
5. Only individuals authorized by the Superintendent shall have access to the video monitoring devices.
6. Video recordings will only be released to outside agencies in conformance with the provisions of the FOIP Act.
7. Any recorded information will be securely stored and accessible only to individuals authorized by the Superintendent.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 185</b>
	<b>Records Retention and Disposition</b>
Page 1 of 1	APPROVED: September 2014 AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 23, 36, 60, 61, 75 School Act Student Record Regulation 71/99 Information Bulletin 3.2.5 – Access to Information Information Bulletin 3.2.7 – Student Record Regulation Information Freedom of Information and Protection of Privacy Act FOIP Regulation 200/95

## Background

Any record in the control or custody of the Calgary Girls' School, including any record containing personal information, shall be maintained, retained, and where applicable, disposed of in a manner consistent with the Freedom of Information and Protection of Privacy Act and the provisions of the Student Records Regulation.

## Procedures

1. All records in the custody or control of the School are to be maintained and stored with due regard for protection against unauthorized access.
2. Student records are to be stored in a secure manner and must be treated as confidential at all times. Specific information with respect to student records is contained in Administrative Procedure 320 – Student Records. Link to Regulation: [http://www.qp.alberta.ca/documents/Regs/2006\\_225.pdf](http://www.qp.alberta.ca/documents/Regs/2006_225.pdf)

See also: [education.alberta.ca/media/1117794/studentrecordregulation.doc](http://education.alberta.ca/media/1117794/studentrecordregulation.doc) - 3k

3. Personnel records are to be stored in a secure manner and must be treated as confidential at all times. Specific information with respect to personnel records is contained in Administrative Procedure 401 – Personnel Records.
4. The School will retain or dispose of records in accordance with the Records Retention Schedule established by the Secretary-Treasurer.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 190</b>
	<b>Use of Copyrighted Materials</b>
	APPROVED: September 2014
Page 1 of 3	AMENDED/REVIEWED: November 2016
LEGAL REFERENCE:	Copyright Act (1976) Copyright Modernization Act (2012) Council of Ministers of Education (CMEC) Copyright (see CMEC online Fair Dealing Guidelines & Copyright Decision Tool & Copyright Matters!)

## Background

The fair dealing provision in the Copyright Act permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties.

To qualify for fair dealing, two tests must be passed:

- The fair dealing must be for a purpose stated in the Copyright Act: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.
- The dealing must be fair: In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools.

The following guidelines apply to fair dealing in non-profit K-12 schools and postsecondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the Copyright Act and the Supreme Court decisions:

1. Teachers and staff members may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism, or review are to mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
  - 3.1 As a class handout;
  - 3.2 As a posting to a learning- or course-management system that is password protected or otherwise restricted to students;
  - 3.3 As part of a course pack.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 190</b>
	<b>Use of Copyrighted Materials</b>
	APPROVED: September 2014
Page 2 of 3	AMENDED/REVIEWED: November 2016
LEGAL REFERENCE:	Copyright Act (1976) Copyright Modernization Act (2012) Council of Ministers of Education (CMEC) Copyright (see CMEC online Fair Dealing Guidelines & Copyright Decision Tool & Copyright Matters!)

5. A short excerpt means:
  - 5.1 Up to ten percent (10%) of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
  - 5.2 One (1) chapter from a book;
  - 5.3 A single article from a periodical;
  - 5.4 An entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
  - 5.5 An entire newspaper article or page;
  - 5.6 An entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
  - 5.7 An entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
  
6. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
  
7. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines will be referred to a supervisor or other person designated by the Superintendent for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
  
8. Any fee charged by the School for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the School, including overhead costs.

## Procedures

1. The Principal shall post the *Fair Dealing Guidelines* in locations at the school where photocopying or other reproductions of copyrighted materials are most likely to occur.
2. School staff shall follow the *Fair Dealing Guidelines* which are located at: [http://www.cmec.ca/docs/copyright/Fair\\_Dealing\\_Guidelines\\_EN.pdf](http://www.cmec.ca/docs/copyright/Fair_Dealing_Guidelines_EN.pdf)  
Additional guidance is available by consulting *Copyright Matters* located at [http://cmec.ca/publications/lists/publications/attachments/291/copyright\\_matters.pdf](http://cmec.ca/publications/lists/publications/attachments/291/copyright_matters.pdf) and by using the *Copyright Decision Tool* <http://www.copyrightdecisiontool.ca/DecisionTool/>

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 190</b>
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	APPROVED: September 2014
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LEGAL REFERENCE:	Copyright Act (1976) Copyright Modernization Act (2012) Council of Ministers of Education (CMEC) Copyright (see CMEC online Fair Dealing Guidelines & Copyright Decision Tool & Copyright Matters!)

3. School staff will guide students' decisions regarding use of Copyrighted Materials. When school staff or students wish to use copyrighted materials that exceed the uses defined by the Fair Dealing Guidelines, they must:
  - 3.1 Obtain permission to copy from the copyright holder, and
  - 3.2 Where requested, a royalty must be paid to the copyright holder.
4. All staff are responsible for the appropriate use of copyrighted materials and for "fair dealing."

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 191</b>
	<b>Electronic Copyright</b>
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 18, 20, 60, 61, 113 School Act Copyright Act Copyright Regulations Access Copyright Agreement

## Background

In order to ensure that the students will continue to benefit from enhanced delivery of teaching and learning, there will be a requirement by the School to retain both the software that is developed by teachers and support staff for support programs offered to students and teachers, as well as the rights for the utilization and modification of such software.

To equip teachers and support staff to utilize technology in teaching and learning, the School has sponsored a variety of programs to make technology available to teachers and support staff. As a result of these opportunities, teachers and support staff have gained expertise in the use of computer software to create teaching and learning applications.

## Definitions

Educational Software include all computer and multi-media applications, programs, templates, etc., designed to operate on a computer or multi-media hardware, that are capable of being used in a teaching and learning environment.

Creator of Software is any person who develops templates, Hypercard™ Stacks, or information related to an educational program.

## Procedures

1. All educational software created by employees during the course of their duties with the School shall be released by the creator to the School for unlimited use, modification, duplication and distribution within the School.
2. All staff members shall be asked to declare all educational software as being the property of the School and as being subject to all laws pertaining to intellectual property and copyright as of the date of the adoption of this Administrative Procedure by the School.
3. All software created or modified while the creator is in the employ of the School shall be subject to this Administrative Procedure.
4. All new software shall be submitted to the Director of Technology for identification.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 191</b>
	<b>Electronic Copyright</b>
	APPROVED: September 2014
Page 2 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 18, 20, 60, 61, 113 School Act Copyright Act Copyright Regulations Access Copyright Agreement

5. The Principal shall be the keeper of official copies of educational software. This shall include diskettes, CDs, instruction manuals and accompanying materials. The Principal shall make this software available to employees of the School for use in the delivery of educational programs within the School.
6. Credit to creators of the software shall be given on the software. However, this does not in any way mean that copyright protection is not being given first and foremost to the owner (the School).
  - 6.1 The credit frame shall contain the statement, "This material is the property of the Calgary Girls' School. This material may be released for unlimited use solely within the School and shall not be copied, distributed or used in any form whatsoever without the written permission of the School."
7. The creator of educational software shall not receive any remuneration from the School other than contracted salary for the creation of educational software. The School shall provide for the physical costs of diskettes and manuals used to retain official copies of the software.
8. All computer software packages and multi-media materials used in the process of creating educational software are subject to copyright laws regarding the use of these materials, the networking of technology and licensing agreements. All teacher created software is to be in compliance with such laws and agreements.