

INSTRUCTIONAL PROGRAMS & MATERIALS 200

Administrative Procedures Manual	Administrative Procedure 200
	Organization for Instruction
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 36, 60, 61, 113 School Act

Background

The Principal is responsible for determining the organizational method by which the school delivers its educational program to meet student needs. In deploying staff, the principal considers the workload of each staff member on site, timetable, amount of preparation and planning time, supervision of students and other professional duties as the principal may deem necessary for the proper and orderly functioning of the school. The principal is expected to for the organization of the plan for instruction.

Procedures

1. The Principal, in consultation with staff, shall develop a School plan which clearly outlines the:
 - 1.1 Organization of classes;
 - 1.2 Organization of teacher assignments;
 - 1.3 Course offerings of the School; and
 - 1.4 Co-curricular and extra-curricular activities.
2. The function of assigning students to classes is the responsibility of the Principal, in consultation with all staff members affected at that instructional level. As much as possible, the School is to utilize heterogeneous groupings of students.
3. It is further recognized that there may be a desire to group students in different grades or different courses in the same class.

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Background

Studying controversial issues is an integral part of student learning and is important in preparing students to participate responsibly in a democratic and pluralistic society.

Such study provides students opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.

Notice under s. 11.1 of the Alberta Human Rights Act

Section 11.1 of the Alberta Human Right Act requires boards to provide parents with notice where “courses of study, education programs or instructional materials or instruction or exercises...include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation.” Where a parent makes a written request, teachers shall exempt the student, without academic penalty, from such instruction, course of study, educational program or use of instructional materials (see Appendix A).

Procedures

1. The Principal, in consultation with the staff and School Council, is to establish procedures for dealing with controversial issues. Procedures must adhere to Alberta Education requirements as outlined in the Guide to Education under Controversial Issues.
2. School procedures shall:
 - 2.1 Represent alternative points of view, provided federal or provincial law does not restrict the information presented.
 - 2.2 Reflect the maturity, capabilities and educational needs of the students.
 - 2.3 Meet the requirements of provincially prescribed and approved courses, programs of study and education programs.
 - 2.4 Reflect the neighbourhood and community, as well as provincial, national and international contexts.
3. Teachers, students and others participating in studies or discussions of controversial issues shall exercise sensitivity to minimize the possibility that students and others are ridiculed, embarrassed or intimidated for positions they hold on controversial issues.

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4. The Principal shall advise the Superintendent when an issue becomes controversial in the School.
5. The School plays a supportive role to parents in the areas of values and moral development and School staff shall handle parental perspectives and decisions in regard to controversial issues with respect and sensitivity.

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Notice under Section 11.1 of the Alberta Human Rights Act

On September 1, 2010, section 11.1 of the Alberta Human Rights Act came into force. This section requires boards (including charter schools) to provide parents with notice where “courses of study, educational programs or instructional materials, or instruction or exercises...include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation.” Where a parent makes a written request, teachers shall exempt the student, without academic penalty, from such instruction, course of study, educational program, or use of instructional material. These requirements do not apply to incidental or indirect references to religion, religious themes, human sexuality or sexual orientation.

The requirements in this legislation are not intended to disrupt instruction or the discussion of controversial issues in the classroom. (See Controversial Issues on pages 72-75 of the *Guide to Education*.)

http://www.education.alberta.ca/media/6542444/guidetoed_2011-2012.pdf

Teachers and schools should continue to respectfully handle the decisions and perspectives of parents when providing instruction and choosing instructional materials. Section 11.1 of the Alberta Human Rights Act continues to call on teachers and school administrators to exercise their professional judgment to determine when notice should be provided to parents and to handle complaints or concerns from parents.

Determining When to Provide Notice to Parents

The Alberta Programs of Study contain the expected outcomes for students, achieved through the instructional choices made by certificated teachers. In light of the requirements in section 11.1, Alberta Education reviewed the Programs of Study to identify those courses that contain outcomes that deal primarily and explicitly with religion, human sexuality or sexual orientation. The following courses contain outcomes that require notification under section 11.1:

- Aboriginal Studies 10 –Theme II: Aboriginal Worldviews (religion)
- Career and Life Management (CALM) → human sexuality
- Career and Technology Studies (CTS) Reproduction & Readiness for Parenting (HCS3050) → human sexuality
- Career and Technology Studies (CTS) → Developing Maturity & Independence (HSS1040) →human sexuality
- Health (Grades 4, 5 and 6) → human sexuality

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- Health and Life Skills (Grades 7, 8 and 9) → human sexuality
- Religious Ethics 20 → religion
- Religious Meanings 20→religion
- World Religions 30 →religion

Notification under section 11.1 may also be required for locally developed courses that contain subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation.

Depending upon the choices teachers make in how outcomes are taught and the instructional materials that will be used, other courses or programs of study may also require notification to parents under section 11.1. When determining whether notification is required, teachers or boards may wish to consider the following:

1. Notification is required where the instructional material, exercise, outcome or course contain subject matter that deals **primarily and explicitly** with religion, human sexuality or sexual orientation.

For the instructional material, exercise, outcome or course to be considered to deal explicitly with religion, human sexuality or sexual orientation, there must be no question that the subject matter is intended to be about religion, human sexuality or sexual orientation. A religious interpretation of an otherwise non-religious subject matter would not be considered explicit. For example, the intent of including evolution in the Science programs of study is to explore its foundation in scientific theory. Although there may be religious interpretations of the origin of life, the inclusion of evolution is not intended to be explicitly about religion.

Similarly, in order to be considered explicitly about “human sexuality”, an outcome, course, exercise or instructional material must also address human sexual behaviours. Therefore, outcomes within the Science programs of study that deal only with the anatomy and physiology of human reproduction are not explicitly about human sexuality; however, outcomes in CALM that examine aspects of healthy sexuality and responsible sexual behaviour are explicitly about human sexuality.

Even if the subject matter deals **explicitly** with religion, human sexuality or sexual orientation, the outcome, course, exercise, or instructional material must also **primarily** deal with religion, human sexuality or sexual orientation. For example, even though various outcomes in the Social Studies programs of study include explicit references to religion, the outcomes are primarily about the core concepts of citizenship and identity. Similarly, notification is not required where an instructional material contains subject

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matter that explicitly deals with religion, human sexuality or sexual orientation, unless that instructional material is also primarily about one of these subjects.

2. Section 11.1 is clear that notification to parents is not required for indirect or incidental references to religion, religious themes, human sexuality or sexual orientation in an outcome, course, exercise or instructional material.

Where a reference to religion, religious themes, human sexuality or sexual orientation occurs indirectly or in connection to another subject matter in classroom discussions, notification is not required. Therefore, teachers should not avoid topics where these subject matters may arise nor should they feel the need to stop classroom discussion. Similarly, where a course of study or education program does not already deal primarily and explicitly with religion, human sexuality or sexual orientation, references to these subject matters in student projects or presentations would be considered incidental and notification would not be required.

3. Section 11.1 does not apply to student behaviour or interactions that are not related to courses of study, education programs, instruction, exercises or instructional materials. Therefore, it does not affect the ability of boards and teachers to address bullying or disciplinary issues, including those related to religion, human sexuality or sexual orientation.

How to Provide Notice to Parents

Notification to parents under section 11.1 should be in writing and allow the parent enough time to request that their child be exempted from the instruction or exercise at issue. Section 11.1 does not require teachers or boards to obtain parental consent before providing the instruction or exercise. Notification procedures must include the following:

A notice provided to the parent indicating that a particular outcome or component of a course contains subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation. A sample notice form can be found in Appendix 4 of the Guide to Education.

http://www.education.alberta.ca/media/6542444/guidetoed_2011-2012.pdf

In the circumstance where a student is registered for a specific course which deals primarily and explicitly with religion, sexual orientation or human sexuality, notice may be given by providing a clear notice to the parent on the registration form for said course identifying that the course or a portion thereof is primarily and explicitly about religion,

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sexual orientation or human sexuality. A parent so notified is encouraged to give notice of their request for exemption at the time of registration.

A separate board, a board which offers an alternative program that emphasizes a particular religion, or a board which has the teaching of religion or faith based education programs on its premises, may satisfy the requirement to give notice of religious instruction by providing a clear statement on registration forms indicating to parents that they are enrolling their child in a school where religious instruction, exercises or instructional materials are used and that religion permeates the school program.

Exclusion from Instruction, Exercise or Use of Instructional Material

Where a parent makes a written request, section 11.1 requires a teacher to exclude a student, without academic penalty, from the instruction, exercise or use of instructional material that includes subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation. The parent should indicate in their written request whether they want the student to leave the classroom or place where the instruction or exercise is taking place or whether they want the student to remain in the classroom without taking part. A sample exemption form can be found in Appendix 4 of the *Guide to Education*

http://www.education.alberta.ca/media/6542444/guidetoed_2011-2012.pdf.

How to Handle Concerns or Complaints from Parents

Boards must ensure that concerns or complaints from parents are handled in an open, fair, objective and timely manner, and in accordance with their appeal procedures as required by Section 123 of the School Act. Schools and teachers are encouraged to resolve concerns or complaints from parents regarding the requirements in Section 11.1 at the local level.

Procedure:

If a parent has a complaint related to the provision or non-provision of notice or the exclusion of his or her child from instruction, the parent must first address the issue with the teacher. In the event that the matter cannot be resolved in this normal course of discussion with the teacher involved, the parent shall provide the teacher with a written statement outlining the purported breach, the action explained in sufficient detail to allow for a full analysis to take place.

Upon receipt of a formal complaint in writing, the teacher may continue to attempt resolution in an informal and Without Prejudice basis. In the event that the matter cannot

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be resolved between the teacher and the parent, either the parent or the teacher may refer the matter to the principal. The principal may engage in discussion with the parent and the teacher, separately or together, on a Without Prejudice basis, in a further attempt to resolve the matter.

In the event that the matter cannot be appropriately resolved at the school level, either the principal, teacher or parent may refer the matter to the board for resolution via the procedures established by the board in accordance with Section 123 of the School Act, and as directed by the Minister of Education. In the event of such a referral, the teacher shall provide a statement in writing responding and providing analysis of the complaint.

“Without Prejudice” is a legal concept that encourages parties to resolve matters between them without being constrained in discussions by a fear that what they say may be used against them in a formal process. This encourages full and fair discussion without concern that statements may be misquoted or taken out of context. Parties may wish to identify those communications that are made on a Without Prejudice basis. This may include marking written communications “Without Prejudice.”

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	Controversy and Learning Resources
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Background

Intellectual inquiry requires learning resources representing a wide range of interests so that students may freely explore the world of ideas. Calgary Girls' School respects the right and responsibility of teachers to use supplementary learning resources and to modify prescribed curricula to meet the educational needs of students. In the selection of resources, the School expects sound professional judgement and consultation with others, including parents and other professional colleagues when deemed appropriate. Teachers are strongly advised to consult with colleagues, parents and the Principal in selecting resources to ensure they are developmentally appropriate, clearly linked to achieving outcomes in the Program of Studies, represent a balance of ideas and perspectives related to a controversy or potential controversy and do not create a hostile environment for students whose cultural and religious view differ from those being presented. Teachers must be sensitive to the potential of their own bias on an issue.

The School recognizes, however, that parents may object to teacher or school selection of resources and, therefore, authorizes the appeal process established through the procedures below.

Procedures

1. Selection of Supplementary Learning Resources

- 1.1 The supplementary learning resources in the School's collection are to:
 - 1.1.1 Enrich and support the Program of Studies in a way that caters to the varied interests, abilities, maturity levels and learning styles of students.
 - 1.1.2 Provide variety for students as they seek to gain understanding, develop literary appreciation and aesthetic values.
 - 1.1.3 Cause students to critically examine the information in the resources such that they are challenged to think clearly, reason logically, examine different points of view and through these processes develop skills associated with arriving at sound judgements.
 - 1.1.4 Represent a variety of religious, ethnic and cultural perspectives.
- 1.2 Selection of supplementary resources is to consider:
 - 1.2.1 Readability and popular appeal.
 - 1.2.2 The academic credibility of the author/producer.

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1.2.3 The literary merit of the work.

2. Learning Resource Challenges

- 2.1 Despite care taken to select learning resources, occasional objections may be made to an item in the resource collection.
- 2.2 If the resource is challenged, the procedures are as follows:
- 2.3 If, after discussion of the concerns with the teacher and where appropriate, the facilitator of the Learning Commons, mutual satisfaction has not been reached, the matter is to be referred to the Principal. If the objection cannot be dealt with satisfactorily at the School level, the complainant will be asked to file the objection in writing to the Superintendent.
- 2.4 The Superintendent will, at the earliest opportunity:
 - 2.4.1 Read and examine the challenged learning resource;
 - 2.4.2 Evaluate the resource in terms of the expectations and criteria in this administrative procedure.
- 2.5 The Superintendent shall meet with the complainant to review the resource in reference to the expectations of this administrative procedure. At his/her sole discretion, the Superintendent may also seek advice and input from a variety of individuals who can offer a thoughtful and informed perspective on the suitability of the resource in question.
- 2.6 The Superintendent shall inform the complainant, the Principal, and the teacher or facilitator of the Learning Commons affected by the decision.

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	Human Sexuality Education
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Background

Teaching human sexuality is a responsibility that schools share with the home.

Alberta Education requires schools to offer a program to all students in Grades 4 to 12. In those instances where the parents do not wish their child to participate in human sexuality education, an alternate activity is to be provided.

Procedures

1. Calgary Girls' School will provide human sexuality education in Grades 4 through 9.
2. In keeping with section 11.1 of the Alberta Human Rights Act, the School will provide to parents a notice stating where courses of study, educational programs or instructional materials, include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation.
3. Administrative Procedure 205 Controversial Issues and the attached Appendix also inform the expectations for Human Sexuality Education and clarify the requirements for notice to parents.
4. Human sexuality education will be taught within the regular school day.
5. Human sexuality education will be taught according to the objectives outlined in the current Health and Life Skills sections of the Program of Studies.
6. Parents will be advised prior to human sexuality instruction of their right to exempt their child from this curricular component.
7. The School will provide alternate learning experiences for students who have been exempted from human sexuality instruction.

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	Religious Education
	APPROVED: September 2014
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LEGAL REFERENCE:	Section 3, 20, 50, 60, 61, 113 School Act Guide to Education ECS to Grade 12

Background

Religious convictions are a personal matter. The primary place where such convictions are developed is the home. Calgary Girls' School is inclusive and respects the many faith backgrounds of its students. Parents, students or staff will not be discriminated against as a result of their religious beliefs.

Procedures

1. The School will organize no religious practice or observance.
2. Religious beliefs or practices may be discussed with students and may be the subject of intellectual inquiry and studied as part of the curriculum.
 - 2.1. Cultural practices, which may include special foods, clothing or rituals, may be part of School activities such as potluck lunches.
 - 2.2. Such practices will be offered in the spirit of building community and understanding of the diversity that is Canadian society.

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	English as a Second Language
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LEGAL REFERENCE:	Section 8, 9, 20, 36, 39, 45, 60, 61, 113 School Act Guide To Education ECS to Grade 12 Funding Manual for School Authorities

Background

English as a Second Language (ESL) programming is provided for students whose first language is other than English and for whom the language of instruction may present learning difficulties. English Language Learners (ELL) students require additional supports and instruction to achieve grade level expectations in English Language Arts and other subject areas. These students may have recently immigrated to Canada or they may have been born in Canada but live in families where the primary spoken language is other than English.

Procedures

1. The principal shall provide for ESL programming to meet the needs of eligible students in accordance with the Guide to Education.
2. The principal will:
 - 2.1. Encourage appropriate professional development.
 - 2.2. Coordinate an annual review of documentation to support funding for ESL.
 - 2.3. Conduct intake meetings with new families.
 - 2.4. Liaise with community immigration supports, when needed.
 - 2.5. Encourage teachers to provide opportunities, when appropriate, for ELL students to demonstrate their understanding through use of their first language in addition to English.
3. The ESL program goals are:
 - 3.1. To integrate ESL students into the regular program supplemented with specific language instruction to increase English proficiency.
 - 3.2. To foster confidence and linguistic independence in ESL students.
 - 3.3. To provide instructional services to ESL students that give attention to their linguistic, cultural, and academic needs.

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	French as a Second Language
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LEGAL REFERENCE:	Section 6, 9, 10, 11, 21, 45, 60, 61, 113 School Act Section 23, Canadian Charter of Rights and Freedom Policy 1.5.2 – French as a Second Language and French Language Immersion Guide to Education ECS to Grade 12

Background

Canada is a nation of two official languages, English and French. Thus the Calgary Girls' School also offers French language instruction.

Procedures

1. French as a Second Language (FSL) is offered in accordance with the Program of Studies and relevant FSL curriculum documents.
2. In scheduling French programs, the Principal is expected to follow the recommendations for time allotment and frequency of instruction noted in the Guide to Education.
3. FSL may be a mandatory program for students in grades 4-6, but is offered as an elective (option) for junior high (middle grades 7-9).

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LEGAL REFERENCE:	Section 8, 18, 20, 23, 36, 45, 47, 48, 60, 61, 62, 96, 113,123, 124, 125 School Act Student Record Regulation 71/99 Education Placement of Students with Special Needs Guide to Education ECS to Grade 12 Standards for Special Education <i>School Authority Accountability (Policy 2.1.1)</i> <i>Services for Students and Children (Policy 1.8.1)</i> <i>Standards for Psycho-educational Assessment</i>

Background

Inclusive education is founded on the belief that all children can learn and reach their full potential through effective teaching and with appropriate resources and supports. Students with mild or moderate special learning needs, including those who are gifted and talented, as well as students with severe disabilities or complex learning needs have opportunity to participate in regular, inclusive classrooms with appropriate resources and supports. Educational practices that are flexible and responsive to the strengths and needs of individual students create inclusive learning experiences that ensure all students are successful.

In Alberta, educating students with special needs in inclusive settings is the first placement option to be considered by school boards/jurisdictions in consultation with parents and, when appropriate, students. Inclusion, by definition, refers not merely to setting but to specially designed instruction and support for students with special education needs in regular classrooms and neighborhood schools. Rights and responsibilities related to special education are included in the School Act.

The Calgary Girls' School welcomes applications for admission from all girls. CGS promotes inclusive, equitable practice, within the context of a Charter School environment. Due to the school's size and limited capacity to support all learners, decisions about admission of students with severe or complex learning needs will be made in consultation with parents, and with consideration for the programming supports necessary for the child's success. Parents have a right and responsibility to work with the School to ensure their children's special education needs are met, subject to limitations based on reasonableness in each circumstance. In every case, the best educational interest of the student is the paramount consideration for decision-making and programming.

Standards for special education can be found at:

<http://education.alberta.ca/department/policy/standards/sestandards.aspx>

Procedures

1. The inclusion of students with a variety of special learning needs is part of the regular admissions process at the Calgary Girls' School.

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2. Teachers or parents may identify concerns to the Principal and/or Learning Strategist(s) regarding the special learning needs of a student. Both teachers and parents need to share and consider information in the following areas: physical, behavioural (social/adaptive), communicational, cognitive/intellectual, and academic achievement to assist in the identification of special needs. The school may also seek input from the school's educational psychologist and where appropriate, the child's physician. A variety of strategies and assessment data will determine eligibility for special programming and services and the availability of programming and services at the charter school.
3. After the initial information gathering to determine eligibility for special education programming and services, the Principal will determine admission. If the student is eligible for special education programming and the student is admitted, the Principal and/or Learning Strategist(s) will recommend the development of an Individual Program Plan (IPP) that is consistent with the requirements of Alberta Education.
4. The IPP will identify the appropriate supports for learning based on the specific needs of the individual learner. The IPP is developed and/or modified in response to intervention(s). The learning strategist(s) and learning team will consult and collaborate meaningfully with the parent(s) to determine the most appropriate programming needs and placement for the student.
5. The Principal may determine that a student has special learning needs which cannot be met by the Charter School and will inform the parent, in writing, of the decision regarding admission to the Calgary Girls' School.
6. Parent Appeal Process: If the parent and the School are in dispute regarding the admission of the student with special needs and unable to settle the matter following an appeal to the Superintendent, the following additional steps can be taken:
 - 6.1.1 The parent may appeal to the Charter Board a decision of the School regarding the admission of the student with special needs.
 - 6.1.2 The parent may request in writing that the Minister review the admission decision of the board. The decision of the Minister is final.

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Other websites with information about supporting diverse student needs:

<http://education.alberta.ca/admin/supportingstudent/diverselearning.aspx>

<http://www.engagingalllearners.ca>

http://education.alberta.ca/media/8765464/guide_to_education_2014.pdf

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	Daily Physical Activity
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LEGAL REFERENCE:	Section 20, 36, 39, 60, 61, 113 School Act Guide to Education ECS to Grade 12

Background

Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of a lifelong habit for daily physical activity and for healthy lifestyles.

Calgary Girls' School will provide Daily Physical Activity (DPA) to increase student physical activity levels. DPA is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.

Procedures

1. The Principal has the flexibility to use instructional and/or non-instructional hours to implement DPA.
 - 1.1 Physical education classes are an appropriate strategy to meet the DPA requirement.
 - 1.2 DPA is be offered in as large a block of time as possible but can be offered in time segments adding up to the minimum thirty (30) minutes per day; (e.g. two (2) fifteen (15) minute blocks of time for a total of thirty (30) minutes).
 - 1.3 DPA can be incorporated throughout the day and integrated into other subject areas.
2. The Superintendent will monitor the implementation of DPA to ensure that all students are active for a minimum of thirty minutes daily.
3. Exemptions from DPA, or program components of DPA, may be granted by the Principal under the following conditions:
 - 3.1 Medical reasons – upon written notice from the child's physician to the Principal
 - 3.2 Religious beliefs – upon written statement from the parent to the Principal a student may be exempted from a component of DPA (e.g., yoga).

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	Locally Developed/Acquired and Authorized Junior High Courses
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LEGAL REFERENCE:	Section 3, 18, 20, 36, 39, 50, 60, 61, 113 School Act Guide to Education, ECS to Grade 12

Background

The Calgary Girls' School is committed to offering courses that reflect the innovative nature of the Charter and to this end supports locally developed and/or locally developed and acquired courses.

The Go Girls curriculum, central to the school's charter and identity, is a locally developed course for each grade and is mandatory for all students at the Calgary Girls' School.

Procedures

1. With Board approval, the School may offer locally developed and/or acquired locally developed courses that meet the requirements of the Guide to Education.
2. Each year the Superintendent and Principal will review the unique curriculum requirements of the School's Charter and together determine the elective courses to be offered.
3. The elective course offerings will include a minimum of two from the Alberta Program of Studies.
4. The Principal will periodically review the *Go Girls* locally developed course to ensure its alignment with the Charter goals.
5. The Principal will regularly evaluate the option courses, including the locally developed courses, to ensure the programming meets the charter goals.

Administrative Procedures Manual	Administrative Procedure 260
	Field Trips
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LEGAL REFERENCE:	Section 1, 12, 18, 20, 45, 60, 61, 113 School Act Traffic Safety Act Safety Guidelines for Physical Activity in Alberta Schools Safety Guidelines for Secondary Inter

Background

Experiences beyond the classroom can play an important part in the education of students, and therefore, the School authorizes field studies and student excursions within Canada that complement the School curriculum. Purposeful, carefully planned field studies are valuable educational opportunities that promote student learning and personal development.

The School is committed to ensuring that a safe learning environment is provided to students, volunteers and staff while participating in field trips. The health, safety and welfare of students are of the utmost importance in all activities that occur away from School premises.

Procedures

1. Planning Requirements

- 1.1 Field trips are an important part of learning that is connected to the curriculum.
- 1.2 Each field trip shall receive the appropriate level of approval prior to proceeding.
- 1.3 The Principal can deny any child access to a particular field trip activity.
- 1.4 Each field trip shall have a teacher employed by the Calgary Girls' School designated as the teacher-in-charge.

2. Safety Assessment

- 2.1 The School must provide a safe and caring environment. Therefore, teachers have a legal duty of care to protect their students from all foreseeable risks resulting in injury or harm during a school field trip.
- 2.2 As with other professions requiring special training, knowledge and skill, the standard of care expected of teachers is higher than that demanded of the ordinary person, particularly because of the age and inexperience of the students.
- 2.3 Teachers are expected to make reasonable inquiries about the environment in which the field trip is to take place and to take reasonable precautions to the hazards any inquiries reveal.
- 2.4 Site Assessment and Hazard Identification

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- 2.4.1 The Principal must ensure that the teacher-in-charge has completed a safety assessment of the proposed field trip.
- 2.4.2 When reasonably feasible, the safety assessment will include a site visit and otherwise, information will be gathered through other means.
- 2.4.3 The safety assessment is to include a list of all activities and locations and the hazards for those activities and locations.
- 2.4.4 Each identified hazard must be managed by either:
 - 2.4.4.1 Avoiding the hazard.
 - 2.4.4.2 Altering the activity.
 - 2.4.4.3 Implementing safety precautions.
 - 2.4.4.4 Accepting the level of risk caused by the hazard.
- 2.5 Safety Guidelines
 - 2.5.1 The Safety Guidelines for Physical Activity in Alberta Schools, 2013 is endorsed by Alberta Education and is to be used a guideline when planning school field trips. The document is available at https://education.alberta.ca/media/160206/sg_pa_final_2014.pdf
- 3. Supervision Requirements
 - 3.1 The Principal shall ensure adequate preparation and supervision for all field trips.
 - 3.2 The supervisory arrangements will depend upon:
 - 3.2.1 Age, maturity, needs and ability levels of the students.
 - 3.2.2 The inherent risk of the activity.
 - 3.2.3 The circumstances of a particular activity.
- 4. Field Trip Approval Procedures
 - 4.1 All school field trips must have the appropriate approval from the Principal prior to their departure.
 - 4.2 Field trip proposals are requested through the Calgary Girl's School Field Trip form (Form 260-1) and need to be submitted in a timely manner. The teacher-in-charge is to meet with the Principal to discuss the timelines for submission of a proposed trip.

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4.3 The Principal is authorized to approve school field trips within the Province of Alberta with notification to the Superintendent when the trip is outside the environs of the City of Calgary or involves an overnight stay. The Superintendent has the authority to approve out of province trips within Canada upon recommendation of the Principal.

5. Role of the Teacher-in-Charge

5.1 Overview

5.1.1 A teacher-in-charge as designated by the Principal has the overall responsibility of the field trip.

5.1.2 The teacher-in-charge is responsible for initiating, planning, implementing and supervising of the field trip.

5.1.3 For all field trips the teacher-in-charge is authorized by the Principal and has the authority to make decisions that will be supported and implemented by other staff and volunteers.

5.2 The Teacher-in-Charge must:

5.2.1 Comply with the requirements of the Field Trips Administrative Procedure.

5.2.2 Consult with and obtain the approval of the Principal before and during the planning of any field trip.

5.2.3 Have the training and knowledge necessary to competently plan and supervise the field trip.

5.2.4 Ensure that training, preparation, orientation and expectations of all student participants and supervisors is provided.

5.2.5 Be familiar with the site and conduct a safety assessment of the site of the proposed field trip. In extenuating circumstances, preparation and assessments may be completed without a site visit.

5.2.6 Work collaboratively with the Principal to select and prepare volunteers for their role and advise them as to their responsibilities.

5.2.7 Ensure that the parent permission process has been completed.

5.2.8 Ensure that contingency plans must be in place in the event of cancellation, adverse weather and road conditions, or any other conditions that may require a change to the original itinerary.

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- 5.2.9 Cancel the field trip either prior to or during the trip, if it is determined that the trip cannot proceed in a safe manner.
- 5.2.10 Inform students of the behavioural expectations for the field trip and take whatever precautions are necessary to ensure proper conduct, appropriate behaviour and safety of students.
- 5.2.11 Ensure that direct supervision is available at all times.
- 5.2.12 Supervise students and other supervisors to ensure that instructions and safe practices are carried out during the field trip.
- 5.2.13 Provide a daily update to the Principal, during overnight field trips.
- 5.2.14 Carry the following during a field trip:
 - 5.2.14.1 List of student participants.
 - 5.2.14.2 Student and supervisor medical information.
 - 5.2.14.3 Emergency contact phone numbers.
 - 5.2.14.4 Cell phone recommended.
 - 5.2.14.5 First aid kit.

6. Role of the Principal

6.1 Overview

- 6.1.1 The Principal shall ensure adequate preparation and supervision for all field trips occurs according to appropriate legislation and this Administrative Procedure.

6.2 The Principal has the authority to approve School field trips within the Province of Alberta. The Principal must ensure that:

- 6.2.1 The teacher-in charge is capable of leading the proposed field trip.
- 6.2.2 Eligibility criteria have been established for the field trip.
- 6.2.3 The destination is suitable for the age of the students and is suitable for the educational objectives of the trip.
- 6.2.4 A safety assessment as detailed in section 2.
- 6.2.5 She or a designate is available to the teacher-in-charge during a field trip.
- 6.2.6 A method is established to contact a group on a field trip.

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- 6.2.7 A sign-out and sign-in process is established and that a group list and itinerary is at the School during the field trip.
- 6.2.8 A field trip is cancelled either prior to or during the trip, if it is determined that the trip cannot proceed in a safe manner.

7. Role of the Superintendent

- 7.1 The Superintendent is responsible for the overall administration of the Field Trip Administrative Procedure.
- 7.2 The Superintendent has the authority to approve school field trips that are outside of the Province of Alberta and within Canada.
- 7.3 The Superintendent must cancel the field trip either prior to or during the trip, if it is determined that the trip cannot proceed in a safe manner.

8. Parent Permission

Written parent consent is required prior to students participating on a School field trip. This consent is acquired through use of the Calgary Girl's School "Consent of Parent or Guardian and Acknowledgement of Risk" form (Form 260-x) – which can be completed online.

- 8.1 In order to ensure informed consent, parents shall be provided by the teacher-in-charge, the following information:
 - 8.1.1 Purpose or educational goal(s) of the field trip.
 - 8.1.2 Proposed itinerary.
 - 8.1.3 Description of the activities or events proposed.
 - 8.1.4 A list of hazards that may be encountered on this field trip.
 - 8.1.5 Safety precautions that have been put into place to mitigate the risk.
 - 8.1.6 Emergency procedures to be followed in the event of an injury, illness or unusual circumstances.
 - 8.1.7 The need for additional medical coverage for out-of-province trips
 - 8.1.8 Method of transportation to be used.
 - 8.1.9 Arrangements for supervision.
 - 8.1.10 Cost to the student.
- 8.2 A parent information meeting is required for an overnight field trip.

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8.3 For school activities that involve more than one (1) trip outside the boundaries of the School such as swimming lessons, physical education classes, interschool sports, a one-time (single) parent permission form will suffice if the information includes a schedule of the activities.

8.3.1 Should any of these be for out of town or overnight trips, then separate field trip parent permission forms must be obtained for each trip.

8.4 The one-time (single) parent permission will suffice for scheduled and unscheduled walking field trips in the neighbourhood of the School.

8.5 Field trip supervisors are not to deviate from the proposed activities once parental permission has been received.

8.6 The parent permission form shall:

8.6.1 Include consent from the parents authorizing the supervisors to arrange for necessary medical treatment.

8.6.2 Specifically require parents to indicate a child's skill level for any high-risk activity such as swimming or skiing.

8.6.3 Include information that the Superintendent reserves the right to cancel or modify any trip and that no request for compensation will be considered.

9. Student Accessibility

9.1 The Principal must ensure that eligibility criteria are established for all School field trips. This may include financial, behaviour, emotional, medical and physical fitness criteria.

10. Resources to Support

10.1 School field trips are self-supporting which may involve fund raising. In special circumstances Alberta Education funds may be used.

10.2 The demand for funds to support a field trip is balanced with the needs of the School.

11. Prohibited Activities

11.1 Active participation in the following activities is not permitted during a School field trip. These include but are not limited to:

11.1.1 Aerial Gymnastics,

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- 11.1.2 Bicycle motocross,
- 11.1.3 Boxing or kick boxing,
- 11.1.4 Bungee jumping,
- 11.1.5 Caving (spelunking),
- 11.1.6 Fencing,
- 11.1.7 Hang gliding, paragliding, parachuting or sky diving,
- 11.1.8 Horse jumping,
- 11.1.9 Hot air balloon rides,
- 11.1.10 Ice climbing,
- 11.1.11 Mechanical bull riding or other mechanical rodeo events,
- 11.1.12 Motorized watercraft operation and racing,
- 11.1.13 Mountain scrambling and technical mountaineering,
- 11.1.14 Paintball, laser tag games or war games,
- 11.1.15 Activities involving firearms including winter biathlon,
- 11.1.16 Rodeos,
- 11.1.17 Tobogganing, tubing, crazy carpet, bobsledding and sledding,
- 11.1.18 Trampoline.

12. Transportation

The preferred transportation of students for school related field trips, excursions, and sports events is by commercial carrier. In an emergency the Principal may approve private vehicle transportation.

12.1 Air Travel

When necessary, travel by air must be through a commercial carrier certified by Transport Canada.

12.2 Bus Travel

The Calgary Girl's School maintains a list of authorized charter bus companies that are to be used for School field trips.

12.3 Private Vehicle (Staff or Volunteer Driver)

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- 12.3.1 The driver shall hold a valid Alberta Operator's License appropriate for the vehicle involved and be of at least nineteen (19) years of age.
- 12.3.2 The driver shall carry a minimum of two million dollars (\$2,000,000) personal liability and personal indemnity insurance coverage. It is recommended that the driver consult with his or her insurance company before undertaking to transport students;
- 12.3.3 Abide by all requirements of all applicable laws.
- 12.3.4 Ensure the vehicle is road worthy and has the appropriate safety equipment based on the season.
- 12.3.5 The principal may approve a staff member to drive; however prior to non-staff volunteer drivers transporting students in privately owned vehicles, the Principal shall attempt to obtain parental consent, by telephone or text or email, for the student passenger(s).
- 12.3.6 The principal may approve the use of a taxi service provided the student(s) are chaperoned by a staff member of the Calgary Girls' School, or a volunteer approved by the principal.
- 12.4 A passenger loading list with passengers' home telephone numbers and contacts must be available both in the School and carried with the supervisor. Student medical information is to be included with the passenger-loading list.

13. Emergency Procedures

In the event of an emergency during a School field trip:

- 13.1 The teacher-in-charge must:
 - 13.1.1 Ensure the physical safety of the group.
 - 13.1.2 Limit further injury.
 - 13.1.3 Administer first aid if necessary.
 - 13.1.4 Call appropriate emergency services (Police, Fire, Ambulance).
 - 13.1.5 Communicate incident to other leaders/supervisions.
 - 13.1.6 When possible collect accurate information about the incident.
 - 13.1.7 Notify the Principal with full details of the incident.
 - 13.1.8 Discuss the incident with the group members and provide support.
 - 13.1.9 Maintain contact with the Principal.

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13.1.10 Complete an accident report form.

13.2 The Principal must:

13.2.1 Provide support to the teacher.

13.2.2 Work with teacher to assess the situation and develop a plan.

13.2.3 Notify rescue personnel if necessary.

13.2.4 Send additional supervision to the site.

13.2.5 Inform the Superintendent of the situation.

13.2.6 Notify and keep parents and family members informed.

14. Field Trip Records

14.1 The School shall keep a record of each field trip, which will include:

14.1.1 Principal/Superintendent authorization.

14.1.2 Parental consent.

14.1.3 All correspondence with parents.

14.1.4 List of participating students.

14.1.5 List of supervisors.

14.1.6 Field study debrief

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1. Event Proposal Form

1. Teacher-in-Charge submits "Event Proposal Form" to Leadership Team (one month prior to Field Study whenever possible)
2. Will receive notice to move forward in planning via email from Administrative Assistant

2. Creation of Field Study Package

1. Complete "Field Study Package Coversheet" (Principal approves trips within City or Province of Alberta (overnight) and Superintendent approves outside Alberta but within Canada)
2. Attach necessary items in hard copy as indicated on form
3. Submit to Vice Principal before communicating with students/parents
4. Leadership team will go over package and return to teacher with Principal's signature

3. Communicate Field Study Plans with Students/Parents

1. Creation of "Online Acknowledgement of Risk Form" for students
2. Publish information Re: Field Study to the grade team Wiki
3. Ask Administrative Assistant to publish online form and online payment options

4. Costs and Fees

1. Copy of "Event Budget Form" to Accounting Assistant
2. Submit the "Vendor Payment Request" (green form) to Principal a few weeks prior to trip
3. Any student bringing cash should take it directly to the office
4. On deadline date for forms/payment, view "Permission Report" and address any outstanding matters

** In the Case of Required Parent Volunteers

- Administrative Assistant will post PDF file of Volunteer form, parents print and return to you

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- Volunteer forms go into original package, stay with the designated safety officer during Field Study

5. 48-Hours Before the Field Study

1. View/print "Permission Report" and address outstanding forms/payment (call parents, ask for administrative support – goal is 100% participation)
2. For Overnights Only - Team meets with designated safety officer to go over original package
3. Package is returned to safety officer (make any copies you will need to have with you)

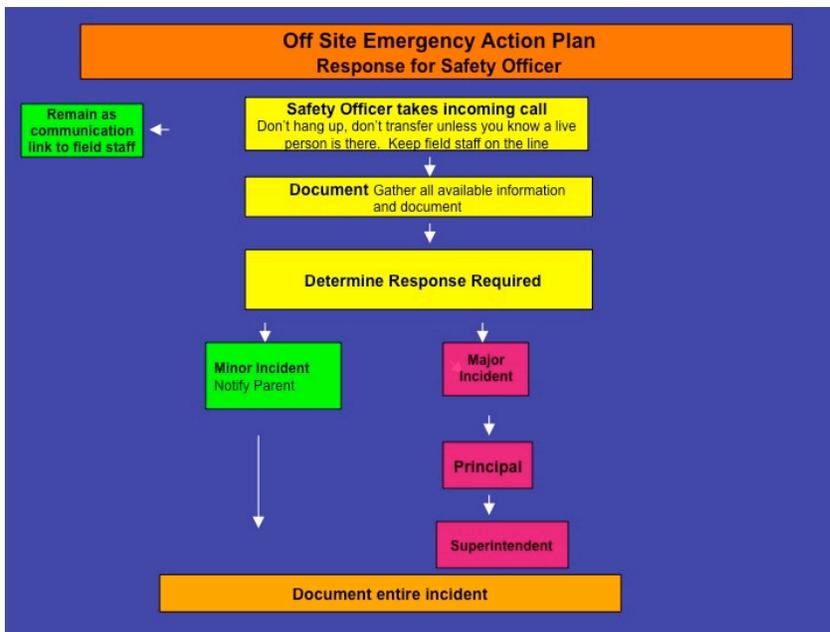
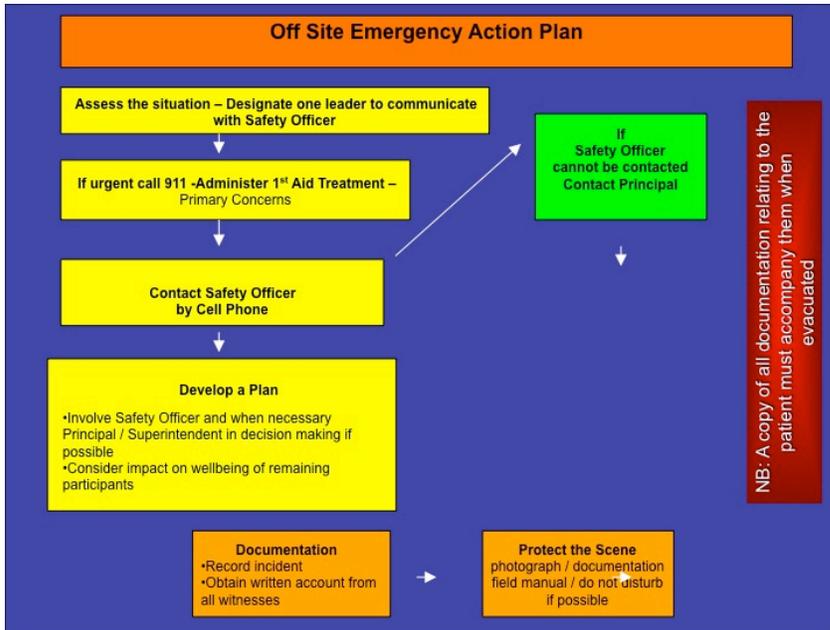
6. Before Leaving on a Field Study

1. All teachers do attendance as you would on a regular day
2. Remember to take any necessary payments for vendors
3. Teacher-in-Charge carries Cell Phone and First Aid Kit
4. Volunteers' names and cell phone numbers (if applicable)
5. Each Teacher picks up their Field Study Folder from the office (office will print Permission Report morning of field study)

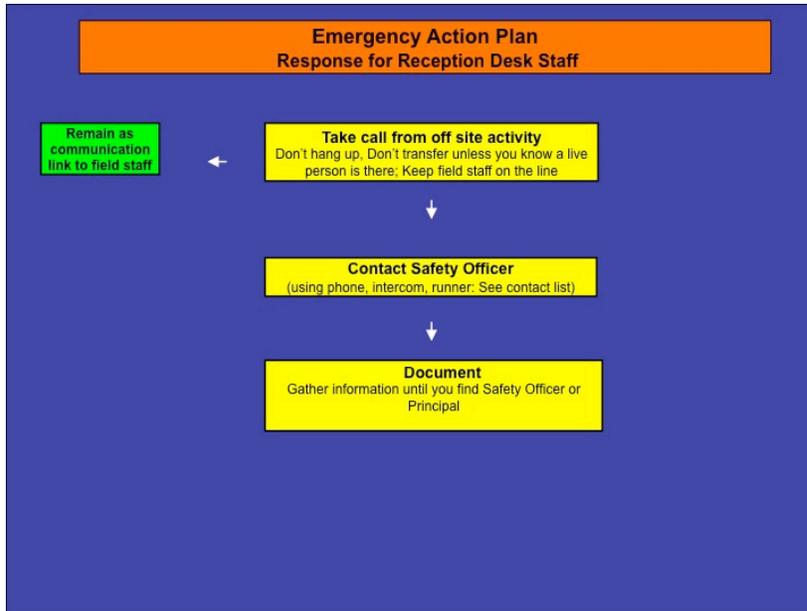
7. During and After the Trip

1. Contact the designated safety officer first in case of any incident or emergency situation
2. Keep a running tally on "Administration of Medicine" form
3. Complete "Field Study Debrief" form (Teacher-in-charge only for day trips, all teachers for overnights), submit to designated safety officer upon return

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Event Budget Form
(For In-School Activities and Field Studies)

***For Field Studies, please include this form in your original Field Study Package and for both Field Studies and In-School events, submit a copy to the Secretary Treasurer following administrative approval of your event.*

Office Use Only – Field Trip Number: _____
--

Event Name: _____

Date(s) of Event: _____

Teacher-in-Charge/Organizer: _____

Grade(s) Involved: _____

Contact Person/Ph# of Service Provider: _____

Vendor/Supplier	Expense Detail*	Cost including GST
Total Cost		

*ie. Transportation, food, accommodation, fees...

Cost Allocation
<input type="checkbox"/> School Sponsored Event - Budgeted to: _____
<input type="checkbox"/> Fees Charged to Parents - Cost per Student: _____

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Background

Programs may be reviewed and evaluated for the purpose of ensuring that program goals and objectives are being pursued and achieved in an effective and efficient manner.

Procedures

1. The Principal has the primary responsibility for the evaluation of programs in the School.
2. The Superintendent may request or initiate program evaluations.
3. Evaluations will be used to make decisions in regard to:
 - 3.1 The maintenance, modification or discontinuation of existing programs.
 - 3.2 The need for the development and implementation of other programs.
 - 3.3 The ways in which existing or proposed objectives can be achieved in a more efficient manner.

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Background

Calgary Girls' School recognizes its responsibility as a Charter School to share educational experiences with the broader educational community and provides opportunities for individuals to undertake research projects with the School.

Procedures

1. All applications to undertake research projects or surveys within the School or to obtain assistance from the School with respect to studies or research projects shall be submitted to the Superintendent.
2. After due consideration and applying the criteria identified in this administrative procedure, an application will, depending upon its nature, be approved or denied.
3. Research projects undertaken by or for the School shall be conducted and/or coordinated by the Superintendent.
4. The Superintendent shall be responsible for the financial arrangements for research projects.
5. Externally initiated research projects may be terminated at any time if, in the judgment of the Superintendent, the guidelines established for the study have been violated.
6. Research studies will be approved and conducted according to the following procedures.
 - 6.1 All applications shall be satisfactorily completed at least one (1) month in advance of the study and must be submitted to the Superintendent. Timelines shorter than one (1) month will be considered if extenuating circumstances exist.
 - 6.2 Requests to undertake graduate level research or survey studies must be submitted to the Superintendent along with evidence that the proposed study meets the ethics requirements of the university.
 - 6.3 Upon completion of the study, the researcher shall be required to submit to the Superintendent a complete report plus an abstract describing the project and the findings.
 - 6.4 The following criteria will be used by the Superintendent in considering research studies:

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- 6.4.1 The study shall have recognizable value to the School and/or to education in general;
 - 6.4.2 The content of any proposed questionnaire or survey instrument must not be objectionable to staff, students or parents;
 - 6.4.3 The involvement of students or teachers does not require an unreasonable amount of time;
 - 6.4.4 The willingness of individuals to participate;
 - 6.4.5 The number of research studies planned or underway in the School.
 - 6.4.6 Preference for approval will be given to School staff.
7. The Superintendent shall, when necessary, ensure that the contents of a study are held in confidence.