

STUDENTS 300

Administrative Procedures Manual	Administrative Procedure 300
	Admission of Students
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 3, 8, 13, 14, 15, 30, 44, 45, 60, 61, 113 School Act Funding Manual for School Authorities Guide to Education ECS to Grade 12 Alberta Education's Document on Accommodation Students with Special Needs in Charter School (June 2007)

Background

Attracting, retaining and developing a respectful and responsible student body are essential to any successful school. Admission of students is a key part of this process.

The Calgary Girls' School recognizes that Charter Schools, as programs of choice, have enrolment caps set by the Minister and therefore it is not always possible to admit every student who seeks admission. Admission decisions must be made in accordance with the Charter approved by the Minister and provincial legislation and policy.

Admission of students will be made on an individual basis in accordance with the best interest of a student's educational needs, and in consultation with a student's parent(s). It is a strong desire that all girls who seek to learn in a girls-only setting would have opportunity to attend the Calgary Girls' School.

In respect to the admission of students with exceptional needs, the School will gather the information necessary to make an informed decision as to whether the School can provide the student with the program required and other necessary supports, prior to making an admission decision. When the school does not admit a student with exceptional needs, the parents will be advised of the process for reviewing the decision (see Administrative Procedure 214).

Procedures

1. The Calgary Girls' School (CGS) is a public school and all girls have the opportunity to apply for admission within the context of the regulations governing the operation of Charter Schools.
 - 1.1 The school's enrolment is 600 students but subject to availability of space and resources may accommodate additional students.
 - 1.2 The School must be able to offer an appropriate program and supports that enable each student to have the opportunity to meet with success.
 - 1.3 The Calgary Girls' School admission plan and process will be open and transparent.
2. The Superintendent, working collaboratively with the School administrative team, shall ensure that the following conditions are in effect when admitting students:
 - 2.1 Parents of a student seeking admission to CGS will be requested to provide a record their child's achievement including results from Provincial

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Achievement Tests and information relative to learning supports for exceptional /special needs.

- 2.2 The Board approved fees, as per the Registration Package, are due as follows:
 - 2.2.1 Annual non-refundable instructional resource fee must accompany the registration package and is due on or about March 15 for the upcoming school year.
 - 2.2.2 Annual technology fee is due June 30 and is non-refundable. The order is placed in June to ensure students are able to use their technology when school begins.
 - 2.2.3 Annual Transportation fees are due September 1. The fee is an annual fee; however, parents may request a payment plan.
 - 2.2.4 Annual lunch supervision fees are due September 1.
 - 2.2.5 CGS supports payment plans. Please contact the school office to request a payment plan.

3. The processes and practices for admission are as follows:
 - 3.1 Enrolment targets are set annually, by grade, by the Principal, within the context of the School's growth plan as approved by the Charter Board.
 - 3.2 Parents and girls express interest in attending CGS and the Admissions Package is provided.
 - 3.3 Upon completion of the Admissions Package, families of the potential new student will be contacted to arrange for a placement assessment for their daughter. Subject to availability of space, and agreement that appropriate programming is available to meet the child's needs, admission will be offered.
 - 3.4 In the event that all spaces have been allocated for enrolment, students will be placed on a wait list and offered opportunity on a first come, first serve basis as space opens.
 - 3.5 Application forms will be accepted beginning October 1 for new students seeking admission in the fall of the upcoming school year.
 - 3.6 Returning students do not need to complete an annual application, but do need to register by March 31 for continuing enrolment in the upcoming school year.

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	Supervision of Students
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LEGAL REFERENCE:	Section 8, 12, 18, 20, 22, 24, 25, 27, 45, 60, 61, 113 School Act Supporting Safe, Secure and Caring Schools in Alberta (1999) Safety Guidelines for Physical Activity in Alberta Schools (1999) A Safe Place: Creating Peaceful Schools (1994)

Background

Calgary Girls' School is responsible for the safety and security of students while they are in the care and custody of the school. During the time that students are riding a school bus to and from school, they are in the care and custody of the school. Parents are responsible for their children until the bus arrives and after the bus departs from the pick up/drop off stop.

Procedures

1. The Principal is responsible for the effective supervision of students under her care during all School and School related activities.
2. The Principal shall formulate procedures pertaining to the supervision of students during:
 - 2.1 Times when students begin to assemble for classes until their dismissal from School;
 - 2.2 Morning and afternoon breaks and recesses;
 - 2.3 Noon hour when students are present either for lunch or other activities;
 - 2.4 Times or occasions when students are transported by school buses;
 - 2.5 Extra-curricular activities on the School grounds, in School buildings or away from School but under School sponsorship; and
 - 2.6 During adverse weather conditions.
3. The Principal shall co-operate with and assist the community in assuring the orderly and safe conduct of all students on the way to and from School.
4. Teachers are responsible for the general supervision of students while they are at School. Specific supervisory duties shall be assigned by the Principal to ensure the safety of the School community and to allow for a division of responsibility.
5. In order to prevent accidents, all School staff, shall be constant in their attention to unsafe conditions involving equipment, building and School sites. Care is to be taken to see that unsafe conditions are immediately reported to the Principal.
6. During instructional time, student supervision is the responsibility of the classroom teacher.

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7. The organization of the School may involve volunteer parents for various supervisory duties.
 - 7.1 Such supervisory duties shall be authorized by the Principal and subject to the School's expectations for volunteers.
 - 7.2 Parent volunteers shall be briefed as to their supervision duties.

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	Lunchroom Supervision
	APPROVED: September 2014
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LEGAL REFERENCE:	Section 8, 12, 18, 20, 22, 24, 25, 27, 45, 60, 61, 113 School Act Supporting Safe, Secure and Caring Schools in Alberta (1999) A Safe Place: Creating Peaceful Schools (1994)

Background

The Calgary Girls' School offers a variety of clubs, activities and sports during the noon hour. Girls learn new skills and develop friendships while sharing common interests during this time. Teachers and other staff volunteer to provide the various noon hour activities for students. A contracted service provider supplements noon supervision so that staff also has a duty-free break at lunch. This service is called "the lunch program."

Procedures

1. The following conditions apply to all students:
 - 1.1 Parents are required to register their daughter(s) in the user-pay lunchroom program.
 - 1.2 Consistent with the CGS policy on fee payment, payment of the lunchroom fee may be made under a payment plan.
 - 1.3 The lunchroom program is offered on campus; students are not permitted to leave campus at lunchtime unless signed out by a parent/guardian.
 - 1.4 Any special or unique circumstance must be negotiated with the Principal.
2. The following procedures will be used to support the user-pay lunchroom program:
 - 2.1 The Principal has responsibility for determining the overall functioning of the lunch program.
 - 2.2 The Principal, in consultation with the Superintendent, will review on a yearly basis, the effectiveness and general functioning of the lunch program with a view to making changes as appropriate.
 - 2.3 The School assumes no obligation to pay for the lunch program (the supplementary supervision) through the use of School funds. The lunch program must be user funded.
 - 2.4 The lunch program contractor is expected to communicate regularly with the Principal regarding the general functioning of the lunchroom.

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	Illness/Injury at School
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Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 18, 20, 36, 45, 60, 61, 113, 116 School Act Emergency Medical Aid Act

Background

Staff members are expected to act responsibly as reasonable parents when a student becomes ill or injured at school or on a School-sponsored activity.


Procedures

1. Administrators, staff and volunteers shall take all reasonable precautions to prevent accidents from occurring to students under their care and supervision.
2. Potential hazards to students shall be reported to the Principal as soon as possible.
3. The Principal shall ensure that the School is equipped with first aid supplies and equipment that are accessible to staff at all times.
4. Staff handling any body fluids shall ensure that they take precautions to protect themselves and others from the spread of infection – refer to Administrative Procedure 161 Appendix A – Communicable Diseases Precautions.
5. The Principal shall ensure that school staff is made aware of basic first aid procedures and the names of persons on staff with first aid training.
6. Accident insurance shall be made available to students and their parents.
7. At the commencement of the school year, the Principal shall ensure that parents advise School staff and bus drivers of their child's medical problems so that the adults responsible for the welfare of students can take reasonable precautions and remedies if necessary.
8. When a student is ill or injured, staff shall ensure that she is comfortable and safe before leaving the student for the purpose of summoning additional help. If possible, the staff member is to stay with the student and have another person seek assistance.
9. Staff members are expected to take appropriate action to provide medical assistance as would be expected of any reasonable adult.
10. Staff may summon emergency personnel and may accompany students to a medical facility.

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11. Under no circumstances will staff give legal consent for medical treatment of students in their charge. In the event that medical treatment is required immediately, the staff member shall:
- 11.1 Defer to the opinion of the medical practitioner;
 - 11.2 Advise the Principal or designate of the problem and the recommendation of the medical practitioner; and
 - 11.3 Continue attempts to contact the parents.
12. If consideration is given to sending home an ill or injured student, the Principal or designate shall:
- 12.1 Contact the parents or emergency contact and ensure that the student is escorted home or to a designated location; or
 - 12.2 Keep the student at school if unable to contact the parents or emergency contact.
13. Within twenty-four (24) hours after the occurrence of an accident during school hours or at a School sponsored activity, the Principal shall complete an Injury/Illness Form which shall be retained on file at the school, and provide a copy to the Secretary-Treasurer. The Secretary-Treasurer will notify the School's insurance provider.

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	APPENDIX A
	STUDENT/TEACHER ACCIDENT/INCIDENT REPORT
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	Student/Teacher Accident/Incident Report		
	Year	Month	Day

The following particulars of an accident/incident are being reported: (Please provide all information requested. Please Print Legibly.)

Name of Injured Student/Teacher:		Date of Birth:	Grade:
Accident/Incident Location:		Date of Accident/Incident:	Time:
Parent/Guardian:		Notified?	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Home Address:		Telephone:	Postal Code:
Please describe how the accident/incident happened:			

What comments/instructions were given by the parent/guardian upon being contacted?			

Activity at the time of accident/incident (e.g. type of sport, field trip, recess, lunch, physical education):			

What injury did the person sustain? (e.g. broken arm, wound, chipped tooth)			

What type of treatment was administered at the school? By whom?			

Please indicate the type of transportation (if any) used:		<input type="checkbox"/> Student stayed at school <input type="checkbox"/> Ambulance <input type="checkbox"/> Parent <input type="checkbox"/> Other (describe): _____	
Name of hospital/clinic individual taken to: _____			

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Please list any witnesses to the accident/incident:	
Is action required to prevent recurrence of this accident/incident? By whom?	

Name of Person Preparing This Report:	Name of Supervisor at the time of accident/incident:
Name of Principal:	Signature of Principal:
In accordance with the School Act, Insurance Act, and FOIPP, this information is being collected in order to provide information to the Calgary Girls' School Insurers. This information will be used to see if the candidate(s) meet the criteria and will be treated in accordance with the privacy protection provisions of the FOIP Act.	

Administrative Procedures Manual	Administrative Procedure 316
	Administration of Medication to Students
Page 1 of 3	APPROVED: September 2014 AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 18, 20, 45, 60, 61, 113, School Act Emergency Medical Aid Act ATA Provision of Medical Services to Medically Fragile Students

Background

The Calgary Girls' School has a responsibility in loco parentis to ensure the health and safety of all students enrolled in the School and to act in place of a parent, *in loco parentis*. The School recognizes that exceptional situations may arise which may require one (1) or more of its employees to administer medication to a student. No employee of the School shall administer or distribute any medication (including any non-prescription medicine) except as provided in the following procedures. Staff are not authorized to give consent for the administration of any medical treatment or prescription or non-prescription medication for a student, except as provided in the following procedures.

Procedures

1. Administration of Medication

If a request is made to administer medication at School to students not sufficiently mature or reliable enough to care for their own needs, the following procedures are to be observed:

- 1.1 The Principal shall require a signed request from the parent authorizing the type of medication to be administered, required dosage, and action to be taken in the event of possible hazards or side effects. A doctor's letter verifying the medication, dosage and regime for taking the medication will be requested of the parent.
- 1.2 If the Principal feels the request is reasonable and is prepared to undertake the implied responsibility, the Principal shall make appropriate arrangements with a reliable adult to administer the prescribed medication and to undertake its safekeeping.
- 1.3 An alternate shall be identified and taught to administer the medication in the absence of the individual who is normally designated to take this responsibility.
- 1.4 A record of medication instructions and arrangements is to be retained in the school office. The School shall keep a record of dispensed medications (to prevent overdose errors and to track use of this service).
- 1.5 Medication shall be kept in a secure location.
- 1.6 The Principal shall be responsible for informing all personnel having direct responsibility for the student and alerting them to the student's medical condition and the appropriate emergency procedures.

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- 1.7 Parents are responsible for informing bus drivers and the transportation supervisor, who will inform any relief bus drivers.
 - 1.8 Parents shall be responsible to ensure that medication (e.g., Epi-Pens) supplied to the School have not exceeded their expiry date.
2. Potentially Fatal or Debilitating Medical Conditions – Required Information
- In the event that a student has potentially fatal or debilitating medical conditions, such as allergic reactions that require immediate administration of medication or emergency procedures (to prevent death or health complications, the following procedures will be followed:
- 2.1 Each student registered in the School is required to have a form signed by the parent(s), identifying the student’s medical problems. If a student is identified as having a medical condition such as severe allergies that are potentially fatal or debilitating, a form containing the information will be completed and will include the signature of the parent(s) and physician.
 - 2.2 It is the Principal's responsibility to make reasonable attempts to ensure that:
 - 2.2.1 This information is complete and kept on file in an easily accessible location;
 - 2.2.2 All staff are briefed on the nature of the medical problems, including symptoms and emergency procedures to be used;
 - 2.2.3 The emergency medication is clearly labelled and kept in a secure location where the staff members can access it with short notice;
 - 2.2.4 A record shall be kept for each occasion on which medication is dispensed to a student.
3. Emergency Treatment
- In the event that a student has a potentially fatal or debilitating allergic reaction that requires immediate emergency treatment or displays potentially serious reactions as a result of a known medical condition (e.g. epilepsy, insulin shock, etc.) the following steps shall be taken:
- 3.1 A staff member who has been briefed on the proper treatment procedures shall administer the treatment or the medication in strict accordance with the physician's instructions.

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- 3.2 In the event that the student is riding on a bus when emergency medical treatment is required, then the bus driver shall administer the treatment or the medication in accordance with the best available instructions at the scene.
- 3.3 The person in charge will designate someone to call "911" to secure trained medical assistance and have that person report back to them to confirm the placement of the phone call.
 - 3.3.1 The person in charge will cooperate with ambulance personnel to arrange for the student to be transported to a medical facility.
 - 3.3.2 A staff member may accompany the student to the medical facility, and stay until a family member arrives.
- 3.4 The student's parent(s) shall be contacted immediately, informed of the situation, and asked to come to the medical facility.
- 3.5 The Principal shall ensure that the Illness/Injury Form is completed whenever medical response is initiated.

Administrative Procedures Manual	Administrative Procedure 317
	Anaphylaxis
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Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 18, 20, 36, 45, 60, 61, 113 School Act Emergency Medical Aid Act Occupational Health and Safety Act ATA Provision of Medical Services to Medically Fragile Students Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association Alberta Health Services Healthy Schools Manual

Background

Anaphylaxis – sometimes called “allergic shock”, is a severe allergic reaction, which can lead to rapid death if untreated. Common allergens causing anaphylaxis in student(s) can be: nuts, milk, eggs, shellfish, wheat, insect stings, medications and latex. Anaphylaxis is a life-threatening condition regardless of the substance that triggers it.

Symptoms

An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:

- Skin: hives, swelling, itching, warmth, redness, rash.
- Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing.
- Gastrointestinal (stomach): nausea, pain/cramps, vomiting, and diarrhoea.
- Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, and shock.
- Other: anxiety, feeling of “impending doom”, headache, and uterine cramps in females.

The most dangerous symptoms of an allergic reaction involve:

- Breathing difficulties caused by swelling of the airways; and
- A drop in blood pressure indicated by dizziness, light-headedness or feeling faint/weak.

While the School cannot guarantee an allergen-free environment, it will strive to provide a safe environment for student(s) with life-threatening allergies.

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Procedures

1. The Principal is responsible to provide training for staff that addresses avoidance strategies (prevention) and emergency response in the event of an anaphylactic incident.
2. The registration form asks parents/guardians to notify the school at the time of registration if their child is at risk for anaphylaxis reaction and to provide medical information in accordance with Administrative Procedure 316 – Administration of Medication to Students.
3. Parents/guardians are responsible for providing an adequate supply of up-to-date auto-injections and/or other prescribed medications. Parents are advised to periodically check the supply and the expiry dates of medication provided to the school. The school does not assume responsibility for the supply of medication or the replenishment due to expiry date. At no time will school personnel provide any medication that is not prescribed for that child by the child's physician.
4. In the event of an allergic reaction, school personnel will first follow the Anaphylaxis Emergency Procedure:
 - 4.1 School personnel will call 911.
 - 4.2 If the student appears to be losing consciousness or awareness, or shows difficulty in breathing, the Epi-pen will be administered.
 - 4.3 School personnel will notify the parent/guardian.

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	Appendix
	Head Lice: Facts and Treatment
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LEGAL REFERENCE:	Section 18, 20, 45, 60, 61, 113 School Act Public Health Act

Procedures

Calgary Girls' School recognizes the concern represented by the transmission of pediculosis (head lice) in School and therefore encourages close communication between School staff, parents and public health nurses regarding the detection and resolution of instances of pediculosis. Head lice spread quickly and easily. Care will be taken to protect the privacy of students or staff who have head lice. Head lice present a nuisance rather than a health concern.

Procedures

1. School staff shall work cooperatively with public health authorities and School Council where appropriate to describe and then communicate to parents both preventative and remedial procedures for dealing with instances of pediculosis.
2. From time to time the principal will remind parents through the website of the importance of checking children's hair for lice. Parents support the school by reminding their children not to share hats, combs and other personal items that could spread head lice.
3. When the school discovers that a student has head lice, parents will be notified and asked to provide an effective course of treatment as soon as possible.
4. If there are ongoing concerns about particular cases not responding or being compliant with therapy, then the Principal or designate shall inform the Public Health Authority of these concerns.
5. Parents are encouraged to call their school nurse, community health centre, or their family doctor for more information about prevention, recognition and treatment of head lice in their family.
 - 5.1 Call Calgary Health Link at 943-LINK (5465) in the Calgary area or 1-866-408-LINK (5465) toll-free for more information if you are pregnant, breastfeeding, have children less than 24 months, or are allergic to ragweed or chrysanthemums.
 - 5.2 On-line resources: Canadian Paediatric Society www.caringforkids.cps.ca/whensick/HeadLice.htm and Center for Disease Control and Prevention <http://www.cdc.gov/ncidod/dpd/parasites/lice/default.htm>

Administrative Procedures Manual	Administrative Procedure 320
	Student Records
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 15, 23, 39, 40, 41, 43, 60, 61, 113 School Act Child, Youth and Family Enhancement Act Freedom of Information and Protection of Privacy Act Public Health Act Social Development Act Vital Statistics Act Youth Justice Act Section 23 Canadian Charter of Rights and Freedoms Youth Criminal Justice Act Freedom of Information and Protection of Privacy Regulation 200/95 Student Record Regulation 225/2006

Background

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

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

Procedure

1. Upon receipt of a student registration, the school secretary will request the student file from the previous jurisdiction attended by the student.
 - 1.1 A record of these requests will be kept.
2. All information in the student record file will be treated as confidential and accessible on a "needs to know basis" only by:
 - 2.1 Teachers who have need of it in performing their duties;
 - 2.2 A parent or legal guardian;
 - 2.3 Others, in accordance with needs or entitlement established by provincial law and regulation.
3. Retention and Disposal of Records
 - 3.1 Student records (CUM files, psychological reports, student files) will be preserved until the following dates, or, as per the Student Record Regulation, until the record has been forwarded to another school in Alberta.
 - 3.2 If a student file is transferred, a record of the request for transfer will be kept.
 - 3.3 If a student transfers to a school outside Alberta, then a copy of the student record is sent and the original record is preserved as follows:

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LEGAL REFERENCE:	Section 15, 23, 39, 40, 41, 43, 60, 61, 113 School Act Child, Youth and Family Enhancement Act Freedom of Information and Protection of Privacy Act Public Health Act Social Development Act Vital Statistics Act Youth Justice Act Section 23 Canadian Charter of Rights and Freedoms Youth Criminal Justice Act Freedom of Information and Protection of Privacy Regulation 200/95 Student Record Regulation 225/2006

- 3.3.1 If the year of graduation is known, the record will be preserved for a period of seven (7) years past the expected year of graduation.
- 3.3.2 If the year of graduation is not known, the file will be preserved until the student reaches twenty-six (26) years of age.
- 3.3.3 Student records of attendance will be preserved for ten (10) years.
- 3.3.4 Transportation records will be preserved for five (5) years.
- 3.3.5 Records to be disposed of shall be incinerated or shredded depending on the confidentiality and volume, in accordance with the Student Record Regulation.
- 3.3.6 The principal is responsible for the administration of this schedule.

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	Legal Custody of Children
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LEGAL REFERENCE:	Section 1, 2, 18, 20, 23, 36, 45, 60, 61, 113 School Act Student Records Regulation 225/2006 Child, Youth and Family Enhancement Act Domestic Relations Act Canadian Charter of Rights and Freedoms Divorce Act Family Law Act

Background

Custody disputes between parents or other family members may be complicated by the fact that legal custody of the child has not been assigned. In such cases, de facto custody lies with the parent/guardian with whom the child lives.

While it is preferable to avoid becoming involved in a custody dispute, the protection and best interest of the child must be the major factor in the Principal's decision whether or not to release a student to a person claiming custody.

Students who are the subjects of custody claims are not to be released from the School before the regular dismissal times morning or afternoon.

Procedures

1. All claims for the custody of students must be referred to the Principal.
2. Where there is a demand for custody of a student and legal custody is uncertain, the Principal shall:
 - 2.1 Ask the claimant to identify himself/herself and produce a legal order or a notarized statement for custody.
 - 2.2 Inform the claimant that the student will not be released from School until the regular morning or afternoon dismissal time; and that the parent/guardian with whom the student lives will be informed that the claim for custody has been made.
 - 2.3 Notify the parent/guardian with whom the student lives that the claim for custody has been made.
 - 2.4 Attempt to bring the two (2) parties to agreement as to whom the student will be released. A social worker or police officer may be called upon for assistance in the mediating role.
 - 2.5 If the parent/guardian with whom the student lives cannot be contacted and thus the two (2) parties cannot be brought together, then the parents/guardians may seek the assistance of the social worker in making temporary arrangements for the child's care.

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3. A record shall be kept in the School of any custody claims which may be received, including dates, times, names and demeanour of persons involved, and as much of their actual statements as it may be possible to record.
4. The Principal shall inform the Superintendent of all demands for custody where a legal order does not support the claim.
5. Any request for access to a student or information (e.g. student report cards, etc.) about a student from a parent/guardian with whom the student does not live shall be referred to the Principal. Such information may be released to an individual with parental rights. An individual who is a parent of a child and for whom there is no court documentation restricting access to the child is assumed to have parental rights.
6. The Principal is to use his/her discretion in dealing with such requests, bearing in mind that a court order restricting the access of a parent to his/her child applies while the child is in School or on School property.
7. A social worker may to be consulted for advice and assistance in dealing with such requests.

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	Child Abuse
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Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 18, 20, 36, 45, 60, 61, 113 School Act Child, Youth and Family Enhancement Act Freedom of Information and Protection of Privacy Act Practice Review of Teachers Regulation 4/99 Student Record Regulation 225/2006 Responding to Child Abuse – A Handbook (October 2005)

Background

Children have a legal right to adequate care and to be safe and secure. While parents have primary responsibility to ensure the welfare of their children, the School and its employees have a particular responsibility beyond that of the general public. Therefore, it is the obligation of all School personnel to be guided by the Child, Youth and Family Enhancement Act with respect to child abuse and to report any suspected cases to Region 3 Calgary and Area Child and Family Services and/or the police.

Procedures

1. Legal Duty to Report Abuse or Suspected Abuse

- 1.1 Anyone who has reason to believe that a child has been, or there is substantial risk that s/he will be abused or neglected by a parent/guardian, has a legal duty under the Child, Youth and Family Enhancement Act to promptly report the matter to a caseworker with Region 3 Calgary and Area Child and Family Services.
- 1.2 It is not up to an individual to determine if the disclosure or indicators of abuse are sufficient evidence for an investigation. That decision is made by the caseworker in consultation with his/her supervisor.
- 1.3 The obligation to report is not discharged until the individual who has observed the indicators of abuse has reported directly to a caseworker.

2. Deciding to Report – Responding to a Disclosure

- 2.1 A disclosure made by a child to an individual must be recorded by that individual in the child's own words.
 - 2.1.1 The record is to include observed facts such as the child's behaviour, any physical marks, actions, comments, and the persons present at the time of the incident.
 - 2.1.2 No further interviewing is to occur and the child's parent/guardians are not to be contacted.
- 2.2 The individual is encouraged to consult with the Principal prior to making a report to Child and Family Services.
- 2.3 The Principal, or any other person, cannot prohibit an individual from making a report.

Administrative Procedures Manual	Administrative Procedure 325
	Child Abuse
	APPROVED: September 2014
Page 2 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 18, 20, 36, 45, 60, 61, 113 School Act Child, Youth and Family Enhancement Act Freedom of Information and Protection of Privacy Act Practice Review of Teachers Regulation 4/99 Student Record Regulation 225/2006 Responding to Child Abuse – A Handbook (October 2005)

3. Making A Report

- 3.1 Reports are to be made to a caseworker at Region 3 Calgary and Area Child and Family Services. If unable to reach the office, the staff member shall call the Child Abuse Hotline.

Region 3 Calgary and Area Child and Family Services 403-297-2995
Child Abuse Hotline 1-800-387-5437

4. Confidentiality/Record Keeping

- 4.1 All personnel are expected to respect the child's and family's rights to privacy throughout the reporting and investigation procedures.
- 4.2 Notes, reports or written observations regarding alleged abuse or neglect are to be kept separate from the student's school record and any other record accessible to other staff.
- 4.3 Any record made regarding alleged or reported abuse is to be kept secure and disclosed only to police or a caseworker during the investigation process.

5. Child, Youth and Family Enhancement interviewing on School Property

- 5.1 The caseworker may, during the course of an investigation, request permission from the Principal to interview the child on School premises. School personnel are expected to cooperate with the request.
- 5.2 The caseworker will ask, in the presence of a School staff member, if the child wishes a staff member to be present during the interview. Unless agreed to by the child and the caseworker, School personnel are not to participate in the interview.
- 5.3 Prior to leaving the School, the caseworker is to notify the Principal or designate of the plan for the child. The caseworker will notify the parents/guardian of the interview. Any caseworker calling the school shall provide his/her credentials. A copy of this information and a record of the call shall be kept at the school.

6. Follow-up Communication between Region 3 Calgary and Area Child and Family Services and School Personnel

- 6.1 Region 3 Calgary and Area Child and Family Services is to ensure the Principal or designate will be given any necessary information needed to provide education services to children involved in their services.

Administrative Procedures Manual	Administrative Procedure 330
	Student Attendance
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 1, 12, 13, 14, 15, 18, 20, 22, 60, 61, 113 126 School Act

Background

Students are expected to attend school regularly and punctually. The School and home cooperate together to account for a child's whereabouts when she is absent from school.

Procedures

1. The parent/guardian and the student shall be responsible for maintaining satisfactory attendance. Parents are expected to inform the school office of their child's absence or late arrival. This can be done through phone calls or electronic messages.
2. The Principal will establish procedures for the daily recording of attendance.
3. When a student is absent and the parent has not notified the school, the school will contact the parent by telephone, text, or email to report the absence to the parent. The communication will advise the parent to contact the school immediately if the absence is unexpected. The school will investigate further only when the parent responds that the absence is unexpected.
4. The Principal will advise the Superintendent when a student's attendance is deemed problematic so the matter can be investigated or referred to the Attendance Board.

Administrative Procedures Manual	Administrative Procedure 340
	Specialized Services for Students: Regional Collaborative Service Delivery
	APPROVED: September 2014
Page 1 of 1	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 26, 36, 45, 47, 60, 61, 113 School Act Public Health Act Guide to Education: ECS to Grade 12 Standards for Special Education

Background

Regional Collaborative Service Delivery (RCSD) is an approach to help children, youth and families gain access to supports they need to be successful at school and in the community. The School cooperates with many service providers and community agencies to support students and their families.

Procedures

1. The Principal and staff members will work cooperatively with other community agencies to improve services for children and their families.
2. The Principal may develop and/or participate in partnerships designed to improve services to students.
3. Procedures in working together with members of the community will be consistent with provincial policies and procedures.
4. The Principal may refer students and their families to various community service providers.
5. More information about Regional Collaborative Service Delivery is available at: <http://education.alberta.ca/admin/supportingstudent/collaboration/rcsd/overview.aspx>

Administrative Procedures Manual	Administrative Procedure 340
	Appendix
	Calgary Girls' School Continuum of Support
Page 1 of 1	APPROVED: September 2014 AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 26, 45, 47, 60, 61, 113 School Act Public Health Act Guide to Education: ECS to Grade 12 Standards for Special Education

Calgary Girls' School Continuum of Support

Individualized

Student requires extensive support for a learning disability and/or medical need to achieve their personal best

<p>Assessments Level C Assessments (CGS psychologist) Level B Assessments (LS team)</p> <p>Documentation Individualized Program Plan (IPP) Educational Psychological Report SAS</p>	<p>Teachers Craft IPP Implement and adjust recommendations Communicate with parents Collaborate with LS team Report student growth Connect with parents regarding medical, social, emotional concerns</p>	<p>Learning Strategist Resources and strategies Support with IPP Level C Assessments Level B Assessments Liase with RCCA/outside agencies Communicate with parents</p>
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Targeted

Student requires additional supports above and beyond best practice and universal differentiation to achieve personal best

<p>Assessments Level B Assessments (LS team) Standardized</p> <p>Documentation Supports for Learning Behaviour Plan SAS</p>	<p>Teachers Craft Supports for Learning Implement and adjust recommendations Communicate with parents Collaborate with LS team Report Student Growth Connect with parents regarding medical, social, emotional concerns</p>	<p>Learning Strategist Resources and strategies Level B Assessments Support with Supports for Learning Liase with RCCA/outside agencies Communicate with parents</p>
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Universal

Student has access to differentiated supports and best teaching practice

<p>Assessments Level A Assessments (teacher) Standardized Non-Standardized</p> <p>Documentation Behaviour Plan Teacher Anecdotes and SAS</p>	<p>Teachers Best Practice Differentiated Instruction <i>Content</i> <i>Process</i> <i>Product</i> Learning Environment Formative Feedback Loops</p>	<p>Learning Strategist Support in planning differentiation and developing best practice Resources and strategies Gather information through class re-views and meetings with teachers</p>
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Administrative Procedures Manual	Administrative Procedure 350
	Student Conduct
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED: June 2018
LEGAL REFERENCE:	Section 12, 14, 16, 20, 24, 25, 36, 45, 60, 61, 113 School Act Occupational Health and Safety Act Prevention of Youth Tobacco Use Act Smoke-free Places Act

Background

All students have the right to a welcoming, safe, and caring school environment and the responsibility to learn, practice and develop such personal and interpersonal character traits and behaviors that contribute to a welcoming, safe, caring, respectful and orderly learning environment.

The school supports students in learning, practicing and developing personal and interpersonal character traits such as respect, integrity, empathy, compassion, independence, cooperation, responsibility and self-control that contribute to the desired learning environment.

Students are expected to act with due regard for the supervisory authority of School employees, to respect the rights and safety of other students, and to protect School property.

Procedures

1. The Principal shall make every reasonable effort to ensure all students, parents and staff are familiar with the **Student Code of Conduct** established by the Board (see Governance Policy Handbook at Policy 18, Appendix B “Student Code of Conduct”).
2. The Principal is responsible for establishing and maintaining appropriate programs and procedures for nurturing a positive, safe and caring school community. Programs that develop empathic listening, peaceful conflict resolution, self-control, and respect for diverse perspectives are to be encouraged. The unique, signature Go Girls curriculum is a significant means by which all students have opportunity to develop the attitudes, skills, and behaviors that support a positive school environment.
3. The Principal will develop collaboratively the clear behavior standards and disciplinary procedures that maintain a safe, caring and orderly learning environment.
4. All staff are expected to demonstrate courtesy and show genuine caring towards others in the learning community. When Student behavior does not align with expectations that are consistent with a positive, safe, welcoming, caring learning environment, staff are expected to uphold the behavior standards and respond to the misconduct in accordance with the established disciplinary procedures. It is the responsibility of every staff member to encourage appropriate behavior and to discourage and bring an end to inappropriate behavior so that the learning environment is safe, caring and orderly.

Administrative Procedures Manual	Administrative Procedure 350
	Student Conduct
	APPROVED: September 2014
Page 2 of 2	AMENDED/REVIEWED: June 2018
LEGAL REFERENCE:	Section 12, 14, 16, 20, 24, 25, 36, 45, 60, 61, 113 School Act Occupational Health and Safety Act Prevention of Youth Tobacco Use Act Smoke-free Places Act

5. All students are expected to comply with the **Code of Conduct** (Board Governance Policy Handbook at Policy 18 Appendix B).
6. All students are expected to conduct themselves in a manner that supports a safe and caring environment and to strive respectfully towards the ideals of the CGS Girl (see Board Governance Handbook Policy 18, Appendix A: The CGS Girl).

Administrative Procedures Manual	Administrative Procedure 351
	School Uniforms
	APPROVED: September 2014
Page 1 of 2	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 12, 14, 16, 20, 24, 25, 36, 45, 60, 61, 113 School Act

Background

The school uniform represents pride in identifying with the school and fosters a respectful, caring community. Clothing is designed to be utilitarian and modest rather than a fashion statement. Girls are required to be in full uniform during school and at all school events. During the day, girls may temporarily remove their blazers or cardigans but the expectation remains that girls will be in full uniform. All uniforms should be clean and well maintained.

Procedures

1. Purchasing

- 1.1 The Calgary Girls' School in consultation with School Council will retain a supplier of the school uniform who will:
 - 1.1.1 Provide a uniform which meets the needs of the school community
 - 1.1.2 Provide efficient service to our community
 - 1.1.3 Provide regular opportunities for fittings and purchasing of uniforms on campus
 - 1.1.4 Provide extensive fittings for new families in the late spring
 - 1.1.5 The school may also recommend a supplier of shoes.

2. Parents support their daughters in appropriate and respectful wearing of the uniform by helping with cleanliness, repair, and appropriate sizing and kilt length.

3. Formal Uniform will be worn for the first day of school, school photos, special occasions, for guest visitors and when the girls are representing the school on field trips unless otherwise specified by the teacher. The formal uniform consists of blazer, kilt, white oxford shirt tucked in, tie, black knee socks or black tights.
The vest or sweater is not worn with the formal uniform.

4. Winter uniform is combinations of blazer, cardigan, vest, oxford shirt tucked in, kilt, black wool skort, black uniform pants, tie, black tights or knee socks.

5. Summer uniform consists of summer dress with white knee socks, blazer, cardigan, vest, oxford shirt tucked in and with tie, kilt, black skort with polo shirt or poplin blouse, black uniform pants, black tights or knee socks. Summer uniform is acceptable in the fall until Thanksgiving weekend and after spring break.

6. Hair is to be neat at all times. Hair attire should be conservative and coordinate with the uniform. Jewellery and body piercing should be neat and respectful of the

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LEGAL REFERENCE:	Section 12, 14, 16, 20, 24, 25, 36, 45, 60, 61, 113 School Act

uniform. Hijabs must complement the uniform. Girls are to wear modesty shorts with their kilts and garments worn under the blouses or shirts are to be white or off white.

7. Dress Shoes are black and able to be polished or patent, with a low heel appropriate and suitable for the school uniform.
8. The athletic uniform consists of gym shirt, dazzle shorts, zip-up hoodie and jogging pants, white socks and appropriate athletic shoes. Girls are expected to be in the appropriate uniform for every gym class.
9. The girls may also wear the full zip jersey knit sweater and the polar fleece jacket as outerwear to and from school. These are not worn in school as part of the uniform.
10. From time to time an additional uniform piece may be added to supplement the uniform or to support the building of school spirit and community. The retained company will always be given an opportunity to bid on additional uniform pieces.
11. In striving for and expecting excellence, staff members are responsible to uphold the uniform policy and ensure that students present themselves appropriately in their school uniform. Staff members are to pay attention to uniforms and express their concern when a uniform appears to need cleaning or mending. Socks, tights and shoes are to be in good repair.
12. Students who require a piece of uniform attire may borrow from the office. Each teacher is provided with and maintains one extra tie that may be borrowed by a student. For sanitary reasons, socks may not be loaned but may be purchased at the office.
13. New students to CGS who have not yet received their uniform will wear white top and black skirt or pants until their uniform pieces arrive.

Administrative Procedures Manual	Administrative Procedure 355
	Student Discipline
	APPROVED: September 2014
Page 1 of 4	AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 12, 14, 18, 20, 24, 25, 45, 60, 61, 113, 123, 124, 125 School Act Review by the Minister – Information Bulletin 3.5.1

Background

The Calgary Girls' School fosters positive relationships based on mutual respect and personal responsibility. To discipline means "to teach" which includes building skills to live cooperatively and peaceably with other people, to show respect for property and property rights, and to actively contribute to the creation of a safe, caring community.

Procedures

1. School and classroom discipline practices, in general, are to be based upon the following principles:
 - 1.1 Students who are made to feel capable and connected tend also to be contributing and cooperative members of the school community.
 - 1.2 Student conduct is best managed through a combination of positive reinforcement and logical consequences.
 - 1.3 Students need to assume responsibility for their conduct as individuals and as members of a group.
 - 1.4 Students must be accountable for their conduct to any adult serving in a position of authority at the school.
 - 1.5 All actions taken with respect to discipline must be as positive and proactive as possible.
 - 1.6 A safe and orderly classroom is essential to effective learning and thus teachers must establish reasonable and clearly understood expectations.
 - 1.7 Disciplinary matters need to be dealt with promptly, fairly and objectively, balancing the needs and rights of the individual with those of the total school population.
 - 1.8 Parents, as partners, play a vital role in instilling and reinforcing the knowledge, skills, and attitudes necessary for appropriate student conduct.
 - 1.9 Discipline is a partnership between the home, School and the community.
2. Preventative discipline aims to teach students about expected behaviours, self-control, responsibility, and conflict resolution. These measures can be facilitated through programs established by the classroom teacher, administrators, school resource team (if any), consultants, police or other community agencies and parent(s).
 - 2.1 Such measures also include effective classroom management strategies, counselling, student advisors, peer support, and conflict resolution training.

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	Student Discipline
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LEGAL REFERENCE:	Section 12, 14, 18, 20, 24, 25, 45, 60, 61, 113, 123, 124, 125 School Act Review by the Minister – Information Bulletin 3.5.1

3. A communication plan shall be established with the parents of students experiencing conduct issues.
4. Students and their parents shall be reminded of the student's obligation to the Code of Conduct in the School Act and to Charter Board Policy 18 – Appendix B.
5. The Principal is expected to take firm and decisive action in responding to abusive and aggressive behaviour that causes or threatens harm to persons or property.
 - 5.1 Students who are responsible for this kind of serious misconduct may be reported to the police.
 - 5.2 Students may also face formal suspension and the possibility of an expulsion recommendation.
6. Decisions regarding disciplinary measures are to consider the following factors,:
 - 6.1 Effect of the student's conduct upon other students, staff, volunteers or visitors, the School and the community.
 - 6.2 Nature of the incident.
 - 6.3 Student's previous conduct.
 - 6.4 Student's age, maturity and individual needs.
 - 6.5 Intended impact of proposed action on the student's conduct.
 - 6.6 Previous documented disciplinary actions and interventions.
 - 6.7 Discussion with the students and/or the parents of students who have been harmed by the student's behaviour.
 - 6.8 Discussion with the student and/or the parents of the students being considered for disciplinary measures.
7. Teachers shall develop with their students, guidelines and procedures to ensure the safety of all students.
8. The School behaviour expectations will be communicated to the parents and students.
9. Measures used in support of school discipline are to be consistent with the provisions of the School Act, as they may apply to charter schools, and with Charter Board policies and may include:

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	Student Discipline
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- 9.1 Detention;
 - 9.2 Suspension from class;
 - 9.3 In-school suspension;
 - 9.4 Transfer of the student from one school to another if any, as mutually agreed upon by principals;
 - 9.5 Supported leave (i.e. Temporary home study);
 - 9.6 Suspension from School;
 - 9.7 Recommendation to the Charter Board for expulsion.
10. Serious and/or repeated offences which affect the safety and security of students, staff, volunteers and/or visitors on School property or during School sponsored activities shall be responded to in accordance with the following:
- 10.1 The offenses to which this section apply include but are not limited to the following:
 - 10.1.1 Use, possession of, or involvement with weapons;
 - 10.1.2 Threats which endanger others physically and/or emotionally;
 - 10.1.3 Theft;
 - 10.1.4 Assault causing bodily harm;
 - 10.1.5 Vandalism;
 - 10.1.6 Use or possession of tobacco products;
 - 10.1.7 Use or possession of non-medical drugs or alcohol;
 - 10.1.8 Personal harassment;
 - 10.1.9 Open defiance of authority; or
 - 10.1.10 Any criminal activity.
 - 10.2 The disciplinary measure used shall be at the discretion of the Principal.
11. The following measures of student discipline are unacceptable:
- 11.1 Physical threats or attacks upon the student;
 - 11.2 Corporal punishment;
 - 11.3 Mass punishment aimed at unspecified individuals or groups;

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- 11.4 Threats, enticements and use of grades as a means of discipline or any other measure which may be viewed as coercive;
- 11.5 Verbal attacks;
- 11.6 Deliberate humiliation.

Administrative Procedures Manual	Administrative Procedure 356
	Student Organizations & Activities to Support a Safe & Caring Environment
	APPROVED: February 2016
Page 1 of 2	AMENDED/REVIEWED: May 2018
LEGAL REFERENCE:	School Act: Section 12,16,18, 20, 24, 45, 50, 60, 61 Alberta Human Rights Act Canadian Human Rights Act Freedom of Information and Protection of Privacy Act

Background

Students are better able to achieve success and a positive sense of self when schools are inclusive, welcoming, caring, respectful and safe. These environments support students in building healthy relationships with others, value diversity and demonstrate respect, empathy and compassion.

The Charter Board supports the establishment of student organizations and the arranging of student-led activities which are intended to support a welcoming, caring respectful and safe learning environment that nurtures a sense of belonging, including but not limited to gay-straight or queer-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

Procedures:

1. The Principal shall:

- 1.1 Provide students, staff and parents with a copy, or electronic access to the publicly posted Student Code of Conduct.
- 1.2 Investigate all student complaints of bullying and discriminatory behavior in a timely, respectful manner with the primary goal of ending such behavior through restorative processes, strategies for addressing issues of dispute, or counselling and where deemed necessary, through disciplinary action including suspension or a recommendation to the Board for expulsion.
- 1.3 Develop awareness in the school community that bullying is defined as *repeated and hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm to an individual's reputation.*
- 1.4 Support the Bullying Awareness and Prevention Week, the third (3rd) week of November.
- 1.5 Designate restroom and/or changing areas for anyone expressing a need or desire for increased privacy.
- 1.6 In accordance with the School Act s. 16 (1) support a student request to establish a voluntary student organization or to lead an activity which is intended to promote a welcoming, caring, respectful and safe learning environment (see Board Policy Handbook, Policy 18 at Appendix C).

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	Student Organizations & Activities to Support a Safe & Caring Environment
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2. The Superintendent shall investigate in a timely and respectful manner, all unresolved complaints of student bullying and discriminatory behaviour. The primary goal in resolving such complaints is to bring an end to bullying and discriminatory behavior primarily through restorative processes, but where deemed necessary, through disciplinary action up to and including a recommendation to the Board for student expulsion.

Administrative Procedures Manual	Administrative Procedure 360
	Student Assessment, Evaluation and Reporting
Page 1 of 4	APPROVED: September 2014 AMENDED/REVIEWED: June 2018
LEGAL REFERENCE:	School Act s.18 and 20; Guide to Education, Alberta Education Programs of Study, Accountability Pillar, Alberta Education – Teaching Quality Standard

The Calgary Girls' School believes in ongoing quality assessment, evaluation, and reporting practices based on current research. This informs best practice for the broad purpose of improving student learning.

Definitions:

Learning Outcome: the provincially mandated statements of knowledge, skills and attitudes students are expected to demonstrate as a result of schooling

Criteria: summary statements beginning with strong action verbs that identify the learning to be achieved, based on Alberta Programs of Study; developed by teachers as part of the process of planning for assessment and instruction

Assessment: assessment process of collecting information on student performance that includes a variety of assessment tasks designed to provide information to monitor and improve student learning

Assessment for Learning: assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes; this information not used for grading purposes

Assessment of Learning: assessment experiences designed to collect information about student learning in order to make judgments about student performance and achievement at the end of a period of instruction; this information is shared with students, parents/guardians, and others who have a right to know

Assessment as Learning: occurs when students participate in developing criteria, rubrics and exemplars. The process of guiding a Student through self-reflection and peer coaching is also assessment as learning.

Student Self-Reflection: a process of considering the quality of one's own work by reflecting on criteria derived from learner outcomes; requires that a student feels safe enough to be honest in making objective observations about the work; also referred to in the literature as self-assessment or self-evaluation Please note: Teachers have a professional responsibility to evaluate student work and

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as such, student self-reflection is used for feedback only and should never contribute to a student's grade.

Peer Coaching: a process whereby one student considers the quality of another's work and provides feedback based on criteria derived from learner outcomes for the purpose of helping to improve performance; requires a non-threatening and supportive relationship between the peers; also referred to in the literature as peer-assessment, peer-feedback, peer-tutoring, or peer-editing

Grade/Category: a grade (mark) representing how well a student demonstrates grade level learner outcomes

Grading: a process to determine a student's performance level

IPP: Individualized Program Plan (IPP) a student on an IPP will may receive accommodations to support learning and will be assessed on grade level expectations. These may not be at grade level.

ELL: A student who is identified by Alberta Education will receive support in language acquisition and will be assessed on grade level expectations.

Modified: A student on a modified plan will be assessed on modified expectations

Evaluation: a process of making decisions about the quality, value or worth of a response for the purpose of providing descriptive feedback (formative) and/or marks (summative)

Guiding Principles for Assessment, Evaluation and Reporting

Assessment: Teacher must incorporate a variety of formative and summative assessments to inform and direct their practice for the purpose of improving, evaluating and reporting student learning.

Evaluation: Evaluation procedures must be designed so they are fair, just and equitable, motivating to students, instilling confidence in students' abilities to learn and to succeed, and testing a variety of skills and levels of

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skills. Teachers use a variety of assessments to determine Student achievement including performance assessments, projects, written work, demonstrations, portfolios, observations and examinations.

Performance levels are derived from teacher professional judgement informed by a body of evidence that is a consistent, accurate and a meaningful summary of each student’s achievement of grade level learning outcomes at a given time in a school year.

Reporting: The purpose of reporting is to provide ongoing information in relation to student academic achievement and characteristics of responsible learners.

Procedures:

1. The school principal will consult with staff to develop specific procedures that will guide assessment, evaluation and reporting of student learning in the school in accordance with this Administrative Procedure. These procedures will be clearly communicated in writing to parents and students by September 30 each school year.

2. The CGS Report Card communicates student progress to parents and students and will be prepared and sent to parents a minimum of three times per year or two times per school semester. The report card can be in a variety of formats including, but not limited to, electronic, hard copy produced electronically and/or online. The report card will include the following:
 - 2.1. Individual Student achievement in relation to grade level expectations/modified goals;
 - 2.2. Individual Student progress in relation to the *Personal Growth and Social Responsibility*;
 - 2.3. Program modifications or adaptations;
 - 2.4. Attendance and punctuality;
 - 2.5. Student placement (end of year).

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3. Principals are responsible for implementation of provincial and school authority policies and procedures related to assessment, evaluation and reporting of student learning, including:
 - 3.1. Grade level of achievement for Language Arts, Math, Science, and Social Studies as outlined in the *Guide to Education*.
 - 3.2. Provincial Achievement Tests (Preliminary results for PAT's grades 6 and 9) during each school year or per semester
4. Student Led Conferences provide an opportunity for each girl to showcase her work and learning progress. A student led conference is an important way to give the Student a voice in her own learning progress.
5. Parent-Teacher-Student conferences provide a unique opportunity for the teacher's professional voice to inform parent and Student understanding of the Student's learning achievement, evaluation and growth as a learner from the expertise of the teacher's professional judgement. Holding Student-led and Parent-teacher and Student conferences together is efficient; however, the school may choose to separate these events in order to allow a clear focus on the merits of each.
6. Opportunity for Student Led Conferences and/or Parent-Teacher-Student conferences will be provided in each reporting period following as soon as possible after the issuing of the Report Card.

Administrative Procedures Manual	Administrative Procedure 370
	Student Awards and Scholarships
Page 1 of 1	APPROVED: September 2014 AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 36, 60, 61, 113 School Act

Background

Meritorious performance of students in all aspects of education is to be celebrated and recognized. Achievement could include, but is not exclusive to, academic, athletic, fine arts, practical arts, and voluntary activities. The School therefore approves the establishment and presentation of scholarships and awards that are consistent with the goals, values and beliefs of the School.

The School agrees to administer funds in connection with approved scholarships and awards. The School reserves the right to reject or prohibit donations and/or the awarding of any scholarship or award which is inconsistent with the School's mission, vision, values and beliefs.

Procedures

1. Information with respect to available scholarships and awards shall be made available in a timely manner to all eligible students.
2. Selection of recipients shall be based upon pre-determined criteria.
3. Funds held in trust at the School shall be managed in accordance with:
 - 3.1 Conditions agreed upon at time of establishment; and
 - 3.2 Current School procedures.
4. Donors shall be appropriately acknowledged.

Administrative Procedures Manual	Administrative Procedure 375
	Grade Nine Farewell: Graduation Exercises
Page 1 of 1	APPROVED: September 2014 AMENDED/REVIEWED:
LEGAL REFERENCE:	Section 20, 22, 50, 60, 61, 113 School Act

Background

Calgary Girls' School honours the students who complete grade 9 by hosting a farewell graduation ceremony for students, their families, and staff. The purpose is to recognize in a public forum, the academic achievements and personal accomplishments of each student who is completing her final year at CGS. The ceremony contributes to the culture of CGS as it brings our School community together in celebration. All students in grade 9 are invited to participate in the graduation/farewell event.

Procedures

1. The Principal or designate will establish a planning committee to include staff, parents, and students.
2. The Principal will determine the budget for graduation, which will include reasonable fees to cover costs.
3. The committee will:
 - 3.1 Organize the event and communicate details to staff, parents and students.
 - 3.2 Invite special guests including the Charter Board of Directors.
 - 3.3 Follow event protocols in planning the program.
 - 3.4 Develop a program that includes valued traditions at CGS – e.g., rhythmic wishes, confidence poses, book dedications, voices of grads ands, and a video montage.
 - 3.4.1 The program will acknowledge the important role of the Charter Board by inviting representative(s) to participate in the formal ceremony.
4. After graduation, the committee will conclude its work by:
 - 4.1 Submitting a budget summary to the Principal,
 - 4.2 Formally, in writing, thanking the Board of Directors and special guests, and
 - 4.3 Summarizing the highlights of the event as well as any suggestions for future graduation planning committees.

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Background

In accordance with Section 123 of the School Act, the parents of a student have the right to appeal the decision of a School employee that significantly affects the education of the student.

Procedures

1. Every decision must be directed toward the educational interests of the student and must consider the impact of the decision on the total population of students served and the availability of resources.
2. Appeal procedures shall ensure full opportunity for the parties to add information, discuss the issues, and state their positions and supporting arguments.
3. At any of the various steps in the process, the appellant shall have access to reports and other information concerning his/her child that were used to make the decision, pursuant to Administrative Procedure 320 – Student Records.
4. Channels of Communication
 - 4.1 If the appellant is not satisfied with a decision made by a teacher, the appellant may appeal to the Principal.
 - 4.1.1 It is expected that the appellant will have discussed the teacher's decision with the teacher prior to contacting the Principal.
 - 4.1.2 The Principal may request that appellant's appeal be expressed in writing.
 - 4.2 If the appellant is not satisfied with a decision made by a Principal, the appellant may request that the decision be referred to the Superintendent, who will review the circumstances, and decide whether to uphold or change the decision.
 - 4.2.1 The Superintendent may request that such an appeal be expressed in writing.
 - 4.3 If the appellant is not satisfied with the decision made by the Superintendent, the parent may appeal the decision to the Board in accordance with Board Policy 13 – Appeals and Hearings Regarding Student Matters, if applicable.

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5. The parent and student cannot independently appeal the same decision.
6. Decisions shall be rendered without undue delay.