



**Calgary Arts Academy
Society Board**

Policies and Procedures

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Calgary Arts Academy Society Board Policies and Procedures

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Introduction

Calgary Arts Academy (CAA) is a public charter school that teaches the Alberta curriculum through Arts Immersion. The Calgary Arts Academy Society (“the society”) operates the Calgary Arts Academy (“the school”). The society is established under the *Societies Act* of Alberta and is a registered Canadian charity (884460114RR0001). The society is governed by an elected board of directors (“the board”).

The board is accountable to students, parents, the communities it serves and the Minister of Education (“the Minister”). The board has the authority to operate the school subject to its charter agreement with the Minister. The board provides strategic direction through the superintendent while the school administration team oversees the day-to-day operations of the school.

This document contains the policies that guide the operations of the society and give direction to the superintendent regarding *what* should be accomplished. The implementation details – the *how* – are the responsibility of the superintendent. The development and implementation of the procedures included in this document, *with the exception of the governance procedures outlined in section A*, are the responsibility of the superintendent.

Staff and students are further regulated by policies and expectations developed at the school level.

The society’s charter describes the provision of education for students from Kindergarten to Year 12 through Arts Immersion education. This is a unique approach to learning and teaching that involves artists working collaboratively with teachers in planning and delivering the Alberta curriculum through the various art forms.

In some cases, legislation requires a distinction between “teachers” and “artists”, but our approach does not make this distinction—our teachers are artists and our artists are teachers. Our artists and teachers are referred to as “facilitators.”

The administration team includes, but is not limited to, the superintendent, principal and coordinators.

This is a public document and is available on the school’s website (www.caaschool.com).

Vision

Children and community that value arts and learning!

Mission

Our mission is to provide a collaborative, democratic learning environment, empowering each individual to become self-directed, life-long learners who value community-focused and citizen-based action facilitated through effective communication, collaboration and critical and creative thinking.

Purpose

Our purpose is to transform children into young people who are curious, kind, empathetic and engaged; preparing them like no other school to contribute and lead in their communities.

Philosophy

Children come first! Magic happens when you nurture the whole child: body, mind and spirit. Focusing on identified abilities, strengths and talents in a nurturing environment while learning through the Arts prepares students for success in the 21st century.

Truly, the school belongs to the students.

A. Governance

A-1 Role of the Board Policy

The board exercises its powers and duties in compliance with the school's charter; vision, mission, purpose and philosophy; provincial and federal legislation (including the Alberta *Education Act*); Alberta Education regulations; society bylaws; and board policies.

Procedures

The board will:

1. Elect its officers.
2. Operate under a governance model focused on setting policy, fiduciary oversight and strategic planning while delegating management of the school to the superintendent.
3. Establish board committees and monitor their performance.
4. Hold an annual general meeting (AGM) of the society.
5. Review and propose changes to the bylaws at the AGM as required.
6. Hold regular meetings to conduct its business in a timely and efficient manner (see policy A-8).
7. Employ and evaluate the superintendent.
8. Approve the annual budget, three-year education plan and annual education results report.
9. Appoint an independent auditor to conduct an annual external review of the society's financial condition and report directly to the board.
10. Receive regular reports on the operation of the school from the superintendent.
11. Approve extraordinary school expenditures not covered under the approved annual budget.
12. Report on the school's performance as required by Alberta Education and provide society members with a performance report at the AGM.
13. Participate in the Association of Alberta Public Charter Schools and other organizations that will further the aims of the society and its charter.
14. Support the principal of school choice in the form of charter schools.
15. Oversee the operations of the Calgary Arts Academy Foundation.
16. Promote the school and its approach to education.

17. Evaluate the board's performance on a regular basis. This evaluation may include an assessment by an external evaluator.

A-2 Role of Directors Policy

Directors engage in policy setting, fiduciary oversight, strategic planning, director recruitment, committee work, promoting the school and overseeing the Calgary Arts Academy Foundation.

Procedures

1. The board consists of individuals elected at the annual general meeting to hold office as directors of the society.
2. The number of directors is established by the society's bylaws which dictate a minimum of six and a maximum of twelve directors.
3. Each director is elected for an initial term of office of two years. Directors may stand for re-election. Subsequent terms are for one year.
4. Directors serve as volunteers and receive no remuneration for their services.
5. Directors must follow the society's code of ethics for directors (see policy A-3).
6. Directors take office immediately upon election.
7. While directors receive no remuneration for their service on the board, they are eligible for reimbursement of travel expenses incurred in conducting board business (see policy B-2).
8. Directors are expected to attend all meetings of the board. Absence for four meetings in a school year without sufficient reason as determined by the board chair will be cause for removal of the director from the board.
9. A director may be removed by a resolution of the board if the board believes that the director is not fulfilling the duties and responsibilities of a director, has exhibited conduct unbecoming of a director or has acted in a manner contrary to the operation, goals, objectives, policies or code of ethics of the society (see policy A-3) as determined by the board.
10. The position of director will be deemed to have been immediately terminated if a director:
 - a) Dies or resigns.
 - b) Is committed to jail or penitentiary or confinement for a term of imprisonment.
 - c) Ceases for any reason to be eligible as a director.
 - d) Is found to be of unsound mind.

A-3 Code of Ethics for Directors Policy

Directors will act prudently, ethically and legally in keeping with the requirements of provincial and federal legislation.

Procedures

Directors will:

1. Serve the society to the best of their ability, always thinking in terms of “students first.”
2. Listen carefully and respectfully to other directors.
3. Respect the opinions of others.
4. Respect and support the decisions of the board.
5. Recognize that authority rests only with the board in official meetings and that the individual member has no authority to commit the board outside of such meetings.
6. Participate actively in board and committee meetings.
7. Bring to the attention of the board any issues that may affect the society
8. Understand that their role is governance of the society and not management of the school.
9. Represent everyone the society serves rather than a particular group or geographic area.
10. Work carefully to ensure that the society is financially secure and operating in the best interests of those it serves.
11. Declare any conflict of interest between their personal life and their position as a director and refrain from voting when appropriate.

Directors will not:

12. Publicly criticize fellow directors, the board, the superintendent or school staff.
13. Attempt to exercise individual authority over the superintendent, staff or members of the society.
14. Use the society for personal advantage or that of their friends, business associates or family members.
15. Discuss the confidential business of the board outside board meetings.
16. Make individual commitments or take independent action that might compromise the board as a whole.
17. Promise how they will vote prior to a meeting.

18. Interfere with the superintendent's duties, in the day-to-day management of the school, or undermine the superintendent's authority with staff members.

A-4 Board Orientation Policy

Newly appointed directors are expected to participate in an orientation process that covers their responsibilities, board policies and processes, and school philosophy and practice.

Procedures

1. New directors will be given access to the board documents section of the school's website and asked to review the following materials prior to the first board meeting following their election:
 - a) The Alberta *Education Act*
 - b) Alberta Education Charter School Regulations
 - c) The society's bylaws
 - d) The society's charter
 - e) The society's strategic plan
 - f) The society's policy manual
 - g) The society's story
 - h) The society's annual budget
 - i) The society's most recent audited financial statement
 - j) The school's three-year education plan
 - k) The school's annual education results report
 - l) The board and school calendars
2. Within two months of their election to the board, new directors are expected to participate in an orientation process facilitated by the chair and/or superintendent.
3. Each new director will be assigned to one or more board committees.

A-5 Conflict of Interest Policy

Directors have a responsibility to ensure that their business and personal interests do not conflict with their duties and responsibilities as directors.

Procedures

1. Directors must disclose business or professional interests or relationships that involve any potential financial interest in relation to the society the superintendent.
2. Directors will abstain from any vote taken in respect of such interest.
3. Directors will have no direct or indirect financial interest in the assets, leases, business transactions or professional services of the society.
4. Directors must not use their positions to obtain for themselves or for their family members employment with the society. Should a director be considered for employment by the society, they must temporarily withdraw from board committees, deliberations and voting.

A-6 Role of the Superintendent Policy

The superintendent is hired by the board to be the chief executive officer of the society. The superintendent executes board policy and oversees the day-to-day operations of the school. The superintendent is responsible to the board and to the Minister of Education.*

*The superintendent must be approved by the Minister.

Procedures

The superintendent will:

1. Fulfill the functions and exercise the powers legislated by the *Alberta Education Act* or such other provincial legislation or regulation as may exist from time to time.
2. Be responsible to the board for the overall management of the society.
3. Be responsible for initiating strategic and forward-thinking ideas and plans for the society.
4. Provide leadership in all matters relating to the operation of the society.
5. Report regularly to the board on the implementation of board policy.
6. Embrace the vision, mission, purpose and philosophy of the society and communicate it effectively.
7. Develop and maintain an open and effective relationship with the school and the board, between the school and the board and with external agencies.
8. Assist the principal and staff with the development and engagement of a strong team and school culture.
9. Monitor, supervise and evaluate policies, practices and procedures relating to finances, facilities, transportation services and support services of the society.
10. Ensure that all teachers are certificated.
11. Conduct appropriate background checks prior to hiring school personnel.
12. Ensure that complete financial and educational reports are submitted to Alberta Education and the board in a timely fashion.
13. Supervise and evaluate the principal and the secretary treasurer.
14. Attend meetings of the Alberta Association of Public Charter Schools and other organizations that may further the aims of the society.
15. Be knowledgeable of the processes of Alberta Education.
16. Meet regularly with the principal and secretary treasurer.
17. Assist with staff evaluation in terms of procedure and documentation.

18. Regularly attend society board meetings and serve on board committees as required.

19. Serve as a resource person to the board on matters of society governance.

20. Reasonably include people in decisions that affect them.

21. Undertake other duties as assigned by the board.

Qualifications

22. At minimum, the superintendent will hold the qualifications established by the Minister.

A-7 Policy Development Process Policy

The board develops written policies that reflect the vision, mission, purpose and philosophy of the society. Policies are aimed at preserving the integrity, quality and reputation of the society and its educational programs.

Procedures

1. The board is responsible for approving all policies.
2. With the exception of the governance procedures included in section A, procedures are developed and approved by the superintendent/designate.
3. The policies of the board will be framed and interpreted in a manner consistent with the intent of the relevant provincial and federal legislation and Alberta Education regulations.
4. The process for the development and review of policies and procedures will allow for the participation of key stakeholders in appropriate circumstances.
5. An official policy manual will be compiled containing all board policies.
6. Suggestions for policy development may be initiated by the board, staff, Alberta Education, parents or affected groups.
7. A committee of the board will review all policies every two years or as necessary.

A-8 Board Meetings Policy

The board will hold monthly meetings in accordance with a schedule established annually. Meetings are not required during the months of July and August.

Procedures

1. The board will establish a schedule of meetings for the school year at its meeting in June, specifying the dates, time and location of these meetings. The board may amend this schedule if done so at least two months prior to the date of any changes.
2. Meeting notices and agendas will be circulated to directors on or before the Friday preceding the board meeting date.
3. The chair may convene special meetings of the board. The purpose of the special meeting must be communicated to all directors at least one week ahead of the proposed meeting date, and all directors must agree that the meeting may proceed, whether they can or cannot attend.
4. A majority of the board may request that a meeting of the board be held by delivering a notice to the chair. The request must indicate all of the business to be addressed. Upon receiving a request, the chair will convene a meeting not later than three weeks from the date of receipt of the request. No new business may be considered at such a meeting other than that contained in the letter of request.
5. Quorum will be fifty per cent of board directors plus one director.
6. The Sturgis Rules of Parliamentary Procedure will be used at all board meetings.
7. In the event of a tie vote, the chair will cast a second vote to break the deadlock.
8. The secretary treasurer will record the minutes of board meetings and present them to the board at the subsequent meeting for approval.
9. To ensure that the board's business meetings are conducted with maximum effectiveness and efficiency, members will:
 - a) come to meetings adequately prepared.
 - b) speak only when recognized, not interrupting each other or engaging in side conversations.
 - c) not repeat unnecessarily what has already been said.
 - d) not play to the audience or monopolize the discussion.
 - e) support the chair's efforts to facilitate an orderly meeting.
 - f) communicate openly to avoid surprises.

- g) encourage equal participation of all members, and
- h) practice respectful body language.

A-9 Committees of the Board Policy

The board creates and delegates responsibility to committees to discuss and take action on issues of importance to society.

Procedures

1. The creation of a committee must be approved by the board.
2. Each committee has a chair that is appointed by the board. The chair must be a director.
3. Terms of reference for each committee are developed by the board and/or the superintendent and must be approved by the board.
4. Members of the community (including directors, school staff, Calgary Arts Academy Foundation directors, parents, students, members of the public) can serve as committee members as appointed by the committee chair.
5. The committee chair can at their discretion remove a committee member.
6. Committee members serve as volunteers and are not compensated for their service. Appropriate honoraria may be provided from time to time to committee members who aren't also directors (directors are not eligible to receive honouraria).
7. Committee members are expected to adhere to the code of conduct outlined in policy A-3.
8. Any expenses incurred by the committee must be pre-approved by the committee chair and reported to the secretary treasurer.
9. The following committees were in place as of May 1, 2016:
 - a) Government liaison
 - b) Foundation liaison
 - c) Stampede liaison
 - d) Legal
 - e) New initiatives
 - f) Policy development
 - g) Finance

A-10 Strategic and Educational Planning Policy

Effective planning consists of a systematic series of strategies and events that are conducted on a regular basis by both the board and the school.

Procedures

1. The planning activities of the board are:
 - a) Strategic planning that sets key objectives for the society.
 - b) Long-range planning that determines the strategies by which the key objectives will be achieved.
 - c) Short-range planning that determines annual goals and objectives.
2. The school administration team will prepare the three-year education plan in accordance with Alberta Education guidelines.
3. The board will review the above plans and the progress on their accomplishment on a regular basis.

A-11 Evaluation of the Superintendent Policy

The board will evaluate the performance of the superintendent.

Procedures

1. The appraisal will be based on the duties and responsibilities of the position as described in policy A-6 (Role of the superintendent).
2. The appraisal process will be determined in consultation with the superintendent.
3. The board chair will lead the performance appraisal process.
4. The chair may establish an *ad hoc* committee of the board to assist with the evaluation.
5. The superintendent will provide the chair a report outlining the work conducted with respect to the duties and responsibilities of the superintendent since the previous evaluation.
6. The chair will seek feedback on the performance of the superintendent from board members.
7. In an *in-camera* meeting of the board, the chair will compile the feedback from board members into a single report and will seek board consensus on the content of the feedback to be provided to the superintendent.
8. The board will meet with the superintendent in private and deliver the report of the appraisal.
9. The superintendent will have an opportunity to add comments and observations to the report from the board.
10. A performance evaluation must be completed within two months of the first anniversary of the superintendent's term of employment.
11. A performance evaluation will be completed every five years after the initial evaluation.

A-12 Authority for Contracts Policy

Subject to the provisions of the Alberta *Education Act*, the board has the authority and responsibility to enter into certain forms of agreements and contracts. The board has a responsibility to ensure that these agreements are reviewed prior to their execution. This responsibility will be delegated to the administration team as appropriate.

Procedures

1. The board has the authority to negotiate for and to:
 - a) Employ its academic, administrative and support staff.
 - b) Contract for superintendent and secretary treasurer services.
 - c) Employ or contract for custodial or maintenance and repair services.
 - d) Enter into any form of agreement deemed suitable for the lease or provision of school facilities.
 - e) Enter into a contract to provide transportation.
 - f) Enter into reciprocal agreements with other school divisions or districts to govern the direction of student transfers and placements and accompanying grants.
 - g) Contract for services including, but not limited to, temporary contracts of employment, guest speakers and special presentations.
 - h) Purchase or lease furniture, supplies, equipment and materials.
2. The board may delegate its signing authority to certain individuals holding designated positions. The superintendent, secretary treasurer, principal and the chair or the vice-chair may be designated as signing authorities on behalf of the board.
3. On a case-by-case basis, the board may, by resolution, delegate its authority to negotiate agreements to other individuals.
4. If the nature or magnitude of an agreement so dictates, the board may engage independent legal counsel to review the agreement.
5. Once a form of agreement or contract has been approved by the board, it may be used in similar situations without the need for further legal review.
6. Within the confines of the school budget, or as may be otherwise provided for by the policies of the board, the administration team has the authority to:
 - a) Employ academic and support staff.
 - b) Contract for services including, but not limited to, temporary contracts of employment, guest speakers and special presentations.
 - c) Purchase or lease furniture, supplies, equipment and materials.
 - d) Contract for other services in consultation with the superintendent.

A-13 Board Development – Conference Attendance Policy

The board will provide funds in its annual budget for the purpose of defraying the expenses incurred by directors who attend approved conferences and conventions.

Procedures

1. A director wishing to have conference expenses defrayed will provide the board with information regarding the nature and costs associated with a particular conference or convention in a timely manner.
2. The board will, in its discretion, provide for the expenses incurred by its members to attend any conference or convention.
3. Directors are expected to report on the conference or convention upon their return.

A-14 School Council Policy

The board supports the establishment of a school council in accordance with the requirements of the Alberta *Education Act* and provincial regulations. The school council provides parents and the school community with a means to consult with, and provide advice to, the principal on matters pertaining to the school and its operations, including the three-year education plan.

Procedures

1. The school council will be duly formed and constituted in a manner consistent with the requirements of the Alberta *Education Act*.
2. The school council will be accountable to the school community.
3. The school council will develop a procedure for regularly reporting to the society board and the school community.
4. School council decisions and actions will be consistent with the policies and regulations of the society.
5. School council will have procedures for dealing with internal disputes.
6. School personnel concerns will not be discussed at school council meetings. Parents with concerns should present them directly to the facilitator/principal.
7. The chair of the school council is an **ex-officio** member of the society board. The chair will provide regular reports on school council activities and plans to the society board.
8. The school council, through its chair, will have the opportunity to provide input to the society board on matters pertaining to the school and other educational issues.
9. The school council may carry out other school-related functions as identified by the principal or the board from time to time and agreed to by the school council.
10. The principal will be the primary administrative resource for the school council.

A-15 Appeals to the Board Policy

As per section 123 of the *Education Act*, where a decision of an employee of the society significantly affects the education of a student, (a) the parent of the student, and (b) in the case of a student who is 16 years of age or older, the student, or either of them may within a reasonable time from the date that the parent or student was informed of the decision appeal the decision to the board. The board is also open to appeals related to decisions of society employees that significantly affect the operation of the school, the performance of staff or its reputation in the community.

Procedures

1. The board believes that the parent and/or the student should be involved in decisions that significantly affect the education of that student.
2. There must be provision for discussion and possible resolution at each appropriate level of the school (staff, principal, superintendent) before the appeal is finally made to the board.
3. There must be evidence that there have been attempts to resolve the issue at the various levels of the school before an appeal is presented to the board.
4. Parents, when appealing a decision to the board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parent.
5. Whenever possible, appeals will be heard at a regular board meeting. All parties involved should have sufficient notice and time to prepare.
6. The board reserves the right to make its decision regarding the appeal at a subsequent board meeting. The parties to the appeal will be advised when the decision will be made.
7. The appeal hearing will be conducted in accordance with the following process:
 - a) The chair will outline the purpose of the hearing, which is to provide:
 - i. An opportunity for the parties to make representation in support of their respective positions to the board. This information may include expert medical, psychological and educational data and may be presented by witnesses.

- ii. The board with the means to receive information and to review the facts of the dispute.
 - iii. A process through which the board can reach a fair and impartial decision.
 - b) Minutes of the proceedings will be recorded for the purpose of the board's records.
 - c) The person who made the decision to appeal will explain the decision and give reasons for the decision.
 - d) The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the administration team.
 - e) The administration team will have an opportunity to respond to information presented by the appellant.
 - f) Directors will have the opportunity to ask questions of clarification from both parties.
 - g) The parties to the appeal will not have the right to cross-examine each other or any witnesses who may be called.
 - h) The board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The board may have legal counsel in attendance.
 - i) If the board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
 - j) The board decision and the reasons for that decision will be communicated to the appellant by telephone and confirmed in writing following the hearing.
 - k) Only directors, the parties involved in the appeal, resource persons and legal counsel will be present during the hearing process.
8. If the matter under appeal is a matter described in Section 124 of the Alberta *Education Act*, the board will inform the appellant of their right to seek a review by the Minister of Education if they are dissatisfied with the decision of the board.

A-16 Decision-Making Process Policy

A high level of responsibility and accountability on the part of students, parents, staff and directors should be sought by placing authority for decisions as close as possible to those areas most affected by the decision.

Definitions

SCHOOL-BASED DECISION-MAKING involves the whole school community in teaching and learning to ensure high levels of student achievement. It is the process through which major decisions are made at the school level about policies, instructional programs and services and how funds are allocated to support them.

COLLABORATION is a process when all work together purposely and creatively to reach a decision by consensus.

CONSULTATION is seeking advice and/or input from those affected by the decision.

INFORMING is communicating to all affected the decision that has been taken and the rationale upon which the decision was made.

Procedures

1. The degree of responsibility exercised by the school is a function of many interrelated factors including the collaboration of the school and community to participate in school development, growth and success. The principal will use staff development processes with staff and school council to facilitate school-based decision-making.
2. The principal will establish, in consultation with the superintendent, staff and school council, a school-based decision-making process that is collaborative, consultative and informative.
3. Responsibilities delegated to the school are done so in the context of the Alberta *Education Act*, Alberta Education regulations and board policy.
4. The primary responsibilities delegated to the school include but are not limited to:
 - a) Developing and implementing plans, policies, and priorities for school programs, services and expectations for

student performance and achievement. Implementing Quality curricular and extra-curricular programs.

b) Developing and implementing programs consistent with board policy for the supervision of programs, services and personnel.

c) In conjunction with the superintendent and board representative(s), selecting, deploying and evaluating personnel.

d) Developing budget plans with school council and staff representatives, managing and accounting expenditures including general school funds and material resources.

e) Developing partnerships and community participation with programs and services.

f) Providing for the coordination of services to students in cooperation with community and regional services.

g) Planning and implementing a school-based staff and school council professional development program.

h) Developing and implementing school-parent and school-community communications programs.

i) Reporting annually to parents and the board the results achieved by the school in the three-year education plan.

j) Duties as delegated by the board.

5. Evaluation of school-based decision-making will occur through one or more of the following monitoring instruments:

a) Three-year education plan.

b) Annual education results report.

c) Satisfaction surveys.

d) Observation.

A-17 Administration in the Absence of policy

In the event of a situation where there are no provisions in board policy, precedent or legislation, the principal/designate is authorized to take appropriate action. The safety of students and staff will always be the first consideration.

Procedures

1. If time permits, the principal/designate will contact the superintendent and/or the board chair when required to act without the guidance of board policy, precedent or legislation.
2. When circumstances dictate that the principal/designate make an immediate decision and is unable to contact the superintendent, the principal/designate is authorized to act in accordance with established best practices and using common sense procedures.
3. The principal/designate will inform the superintendent and the chair as soon as possible of the action taken.
4. Actions taken by the principal/designate in emergency cases will be reviewed at the next board meeting.

A-18 Partnerships Policy

The society may enter into partnerships with arts and other organizations for the purpose of accomplishing the goals of the charter.

Definition

A PARTNERSHIP is a voluntary arrangement established between two or more parties that make joint commitments toward shared or compatible objectives.

Procedures

1. Proposed partner organizations will provide a service that enhances the society's programs and services or supports the aims of the society.
2. There will be a commitment on the part of both partners to make the partnership a success.
3. In the event that there are financial implications to the partnership, there should be regular reporting of financial statements for the partnership to each of the partners.
4. There will be clear lines of responsibility for the activities of the partnership.
5. There will be provision for regular review of the partnership.
6. There will be provision for the termination of the partnership.
7. The superintendent will recommend strategic partnerships to the board and the board will be responsible for approving partnership arrangements.
8. The person responsible for initiating or responding to a partnership request will discuss the partnership proposal with the administration team and the superintendent must approve all partnerships and present the information to the board of directors.
9. Each partnership should be assigned a contact liaison from the society.
10. Partnership reviews should be conducted annually.
11. Termination of partnerships should be done with the prior approval of the superintendent in consideration of the nature of the partnership.

A-19 Relationship between the Calgary Arts Academy Society and the Calgary Arts Academy Foundation Policy

The Calgary Arts Academy Foundation (the foundation) is a separate registered Canadian charity (public foundation) but is responsible to the Calgary Arts Academy Society (the society) board.

Procedures

1. The foundation board will report to the society board on a regular basis.
2. The superintendent will sit on the foundation board.
3. A society director will attend foundation meetings and report back to the society on a regular basis.
4. The foundation's financial records and assets will be managed by the society's secretary treasurer.
5. The foundation's directors will adhere to the policies set by the society including the *code of ethics for directors* (policy A-3).

A-20 Purpose of the Calgary Arts Academy Foundation Policy

The Calgary Arts Academy Foundation (the foundation) exists to conduct fundraising on behalf of the Calgary Arts Academy Society (the society).

Procedures

1. The initial focus of the foundation is to raise \$1.5 million from the community in support of the renovation of the Weston Bakery that will become the society's facility on the Calgary Stampede Youth Campus.
2. The focus of the foundation's fundraising after the Youth Campus goal has been reached will be set by the society board in consultation with the administration team and the foundation board.
3. In general, funds raised by the foundation will be directed to school facility infrastructure projects, enhanced Arts Immersion programming and the long-term financial sustainability of the society and are not to be used to cover regular ongoing programming expenditures.
4. The Foundation will collaborate with the school council, who conducts fundraising activities such as an annual casino that directly supports the day-to-day operation of the school and does so under the direction of the principal.
5. The society board, administration team and school council will work together with the foundation to ensure that fundraising efforts are conducted in a coordinated fashion.
6. All fundraising activities will abide by Imagine Canada's [*Ethical Fundraising and Financial Accountability Code*](#).
7. All fundraising will abide by Revenue Canada's rules for registered charities.

A-21 Youth campus education Centre Policy

The board supports the partnership between the society and the Calgary Stampede regarding the development and operation of a youth campus education centre on the Stampede grounds that includes a Calgary Arts Academy school campus.

Procedures

1. The Calgary Stampede and the society have come together to facilitate the development of a world-class, vibrant youth campus celebrating western heritage and culture, education and the Arts.
2. The board delegates responsibility for managing the partnership between the society and the Calgary Stampede to the superintendent.
3. The superintendent will provide regular updates to the board on the partnership and the Youth Campus.

A-22 Development of a high school program Policy

The board is in favour of the development of a high school program.

Procedures

1. The administration team will seek permission from Alberta Education to create a high school program.
2. The high school program will be based on the same educational and Arts Immersion principles as the society's K-9 program but be tailored to the high school curriculum and high school age students.
3. The development of a high school program will only proceed if the necessary financial support, learning spaces and faculty plan are in place.
4. The superintendent will report regularly to the board on the development of the high school program.

A-23 Smoke-free school environment Policy

The society recognizes that smoking (including the use of vaporizers) by students, staff, directors, parents, contractors and other persons using society facilities is not conducive to maintaining a healthy environment. Further, the society is aware of the need to set a positive and healthy example for students.

Procedures

1. All facilities and property owned and operated by the society are smoke-free environments. This includes parking lots, playgrounds, fields and vehicles owned or leased by the society.
2. This policy applies to all users of society facilities and property, including students, staff, directors, parents, contractors and visitors to the school.

A-24 Honouraria Policy

On occasion, honouraria may be provided by the society to individuals or groups who provide service to the society.

Procedures

1. The board, the superintendent or principal may authorize the granting of an honourarium.
2. An honourarium cannot exceed \$500 without approval by the board.
3. The same individual or group cannot receive more than one honourarium per 12-month period. (Honouraria should not be used to fund ongoing services.)
4. The secretary treasurer will keep a record of all honouraria awarded and provide a report to the board at least once per school year.

A-25 Role of the board chair/vice chair Policy

In accordance with the *Alberta Education Act* and society bylaws, the board, at a meeting after the annual general meeting, or at any time determined by the board, will select one of its members to serve as chair. The primary responsibility of the chair is to provide leadership and guidance to assist board members to operate effectively as a group in order to achieve the goals of the society.

Procedures

The chair will:

1. Ensure that the board operates in accordance with its own policies, society bylaws, and requirements imposed upon it by legislation.
2. Call and preside over all meetings of the charter board (if absent, the Vice- chair will preside).
3. Collaborate with the superintendent to develop the board meeting agendas.
4. Ensure that board discussions are timely, thoughtful, inclusive, orderly, efficient, and to the point.
5. Act as official spokesperson for the board with the media and the public.
6. Be an ex-officio member, with voting privileges, on all board committees.
7. Work collaboratively with the superintendent and support appropriate management of the society in accordance with the policies of the board and the applicable bylaws and legislation.
8. Provide advice and confer with the superintendent when necessary.
9. Ensure the board engages in regular assessments of its own effectiveness.
10. Help identify and recruit new directors.

Role of the vice-chair

11. In accordance with the *Alberta Education Act* and society bylaws, the board, at a meeting after the annual general meeting, or at any time determined by the board, will select one of its members to serve as vice-chair.
12. The vice-chair shall act on behalf of the chair, in the latter's absence and shall have all the powers, duties and responsibilities of the chair.
13. The vice-chair shall assist the chair in ensuring that the board operates in accordance with its own policies and procedures and in providing leadership and guidance to the board.

A-26 Freedom of information and protection of Privacy Policy

As a public organization, the society will manage information in a manner that supports a commitment to providing the public with open access while, at the same time, protecting the personal privacy of the individual.

Procedures

1. The superintendent is designated as “the head of the public body” for the purposes of the *Alberta Freedom of Information and Protection of Privacy Act* and is responsible for ensuring the board and school comply with the provisions of the *Act*.
2. A freedom of information and protection of privacy (FOIP) coordinator will be assigned who will establish procedures and practices to ensure appropriate administration of the *Alberta Freedom of Information and Protection of Privacy Act*.
3. The society may charge fees pursuant to the *Alberta Freedom of Information and Protection of Privacy Act*.

Reference

Freedom of Information and Protection of Privacy Act

http://www.qp.alberta.ca/1266.cfm?page=F25.cfm&leg_type=Acts&isbncln=9780779762071

A-27 Records retention and Disposition Policy

Any record in the custody of or under the control of the society, including any record containing personal information, must be maintained, retained and, where applicable, disposed of in a manner consistent with the Alberta *Freedom of Information and Protection of Privacy Act* and this policy.

Procedures

1. The principal is responsible for establishing procedures and practices respecting this policy.
2. All records are to be maintained and stored with due regard for protection against unauthorized access.
3. Student records are to be stored in a secure manner and must be treated as confidential at all times.
4. Personnel records are to be stored in a secure manner and must be treated as confidential at all times. Specific information with respect to personnel records is contained in policy C-6.

B. Fiscal management

B-1 Financial Management Policy

The financial resources of the society will be managed in accordance with:

- Generally accepted accounting principles.
- The policies of the society.
- The Alberta *Education Act*.
- Federal and provincial legislation.

Procedures

1. The superintendent will ensure that adequate control mechanisms are in place to guarantee the integrity of the society's financial transactions and records.
2. The society's financial systems and records will be subject to an external audit.
3. All banking will be carried out at a recognized financial institution in Calgary.
4. Operating, capital, reserve, and restricted funds will be pooled for investment purposes where they are advantageous. The funds will only be invested in low-risk instruments and will not be invested in the equity market.
5. The investments will be made at any approved chartered bank, credit union or treasury branch.
6. All investment certificates will be recorded in the name of the "Calgary Arts Academy Society." The secretary treasurer will maintain a register of all current investments.
7. All school bank accounts must include "Calgary Arts Academy Society" in the name of the bank account.

B-2 Travel Expense

Policy

All directors and staff who incur necessary expenses while traveling on society business will be reimbursed for expenses for travel, meals and accommodation at rates congruent with the *Alberta Treasury Board and Finance Travel, Meal, and Hospitality Expense Policy*.

Procedures

1. Economy is encouraged in incurring expenses.
2. Expenses will only be reimbursed for approved travel.
3. Expenditures in this category will be reported to the board on a regular basis.
4. All directors and staff who use their personal vehicle to travel while conducting society business and who are not covered by any other formal agreement will be reimbursed on a per kilometer basis. The rate of reimbursement is congruent with those set by Alberta Treasury Board for government staff.
<https://open.alberta.ca/publications/travel-meal-and-hospitality-expenses-policy-expenses-policy>
 - \$0.550 per kilometer for approved business travel outside the city.
5. Employees are responsible to monitor traveled kilometers. Discretion in travel should be demonstrated.
6. Staff travel must be approved by the employee's supervisor – principal, secretary treasurer or superintendent – to be eligible for reimbursement. Directors and staff must submit expense statements to the secretary treasurer for reimbursement.
7. With prior authorization of the superintendent or principal, staff traveling on society business who incur expenses for meals will be reimbursed as follows:
Meals:
 - Breakfast: \$13.00
 - Lunch: \$17.00
 - Dinner: \$27.00

8. Liquor and wine are personal expenses. Where meals are provided at conferences, etc. no claim may be made. Receipts must be submitted to be reimbursed.

9. Economy airfare and accommodation will be reimbursed at cost. Receipts must be submitted to be reimbursed.

10. These procedures will be reviewed annually in the course of establishing the society budget. Any rate change will come into effect as of September 1 annually.

B-3 Staff Compensation Policy

The superintendent will establish a salary and benefit structure for school staff that is fair and equitable and reflects both the overall responsibilities and the resources available to the society.

Definitions

TEACHER: A member of society staff (including the principal) in possession of a valid teaching certificate issued by Alberta Education.

ARTIST: A member of society staff hired to apply their artistic skills and training to student learning and other school programming.

SUPPORT STAFF: A member of society staff who provides support services such as financial management, office administration, community outreach, communications, technology support and cleaning.

Procedures

1. All teachers, including the principal, are required to hold an Alberta teaching certificate.
2. Teacher compensation is established on the basis of the number of years of teacher education recognized by Alberta Education and the number of years of teaching experience as verified by previous employers.
3. Payment of teacher salaries is in accordance with the *Alberta Education Act*.
4. Society teachers are covered by the Alberta Teachers' Association Pension Plan.
5. Compensation rates for artists and support staff is determined on an annual basis by considering market comparisons with similar positions in the public and non-profit sectors.
6. An RRSP contribution matching program is available to artists and support staff.
7. All teachers, artists and support staff are covered by a group benefit plan.

Note: The *Alberta Teaching Profession Act* does not apply to charter schools. Society teachers cannot become full members of the Alberta Teachers' Association, but they can choose to become "associate" members.

B-4 Cheque Signing Authority Policy

All cheques must be signed by two authorized signatories of the society.

Procedures

1. Appropriate individuals will be assigned responsibility for signing cheques on behalf of the society.
2. The following individuals are authorized in the name of the society to sign cheques:
 - a) Chair.
 - b) Superintendent.
 - c) Secretary treasurer.
 - d) Principal.
 - e) Arts Coordinator.
3. Supporting documentation must accompany all cheques at the time of signing.

NOTE: In practice, the society does not draw a distinction between teachers and artists but refers to both as “facilitators.” However, because provincial legislation outlines specific requirements for “teachers” (in our case, facilitators who have a teaching certificate), this section includes different policies for teachers (C-1 and C-2) and for artists (C-3 and C-4).

By law, teachers are ultimately responsible and accountable for designing, implementing and evaluating instruction pertaining to the Alberta curriculum. The contribution of artists is an essential component of the society’s philosophy and approach. Artists do not merely assist teachers but collaborate with them in the planning and delivery of instructional activities.

C. Personnel and employee relations

C-1 Teacher Growth Policy

Teachers are responsible for developing an annual professional growth plan in consultation with the principal.

Definitions

TEACHER PROFESSIONAL GROWTH means the career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the Alberta Teaching Quality Standard.

The TEACHING QUALITY STANDARD (Ministerial Order 001/2020 -Amended 2023) describes the knowledge, skills and attributes that are required for teacher certification. <https://open.alberta.ca/dataset/14d92858-fec0-449b-a9ad-52c05000b4de/resource/09cd735a-3a02-4f1f-8e23-51a11e6dfb06/download/educ-teaching-quality-standard-2023.pdf>

Procedures

1. The growth plan will show a demonstrable relationship to the Teaching Quality Standard.
2. The growth plan will include goals and objectives based on an assessment of learning needs by the individual teacher.
3. The growth plan will take into consideration the education plans of the school.
4. The growth plan may be a component of a long-term, multi-year plan and may consist of a planned program of supervising a student teacher or mentoring a teacher.
5. The principal/designate and teacher will meet to review the growth plan on an annual basis no later than October 31.
6. The review will be conducted in an atmosphere of mutual respect and involve meaningful and honest dialogue about the growth plan.
7. The teacher and principal/designate will meet to discuss progress toward the growth plan's goals on an annual basis no later than May 31.
8. The principal/designate will post an annual report on the school website that summarizes implementation of the policy no later than June 30.

Reference

Teacher Growth, Supervision and Evaluation Policy

<https://open.alberta.ca/dataset/14d92858-fec0-449b-a9ad-52c05000b4de/resource/09cd735a-3a02-4f1f-8e23-51a11e6dfb06/download/educ-teaching-quality-standard-2023.pdf>

C-2 Teacher Supervision and Evaluation Policy

A program for evaluating teacher effectiveness on a regular basis will be conducted to enhance the growth of the teacher, school and students. This will occur in an atmosphere of trust, confidence and support. All teachers will meet or exceed the Teaching Quality Standard.

Definitions

TEACHER refers to a society facilitator who holds a teaching certificate.

The TEACHING QUALITY STANDARD (Ministerial Order 001/2020 -Amended 2023) describes the knowledge, skills and attributes that are required for teacher certification. <https://open.alberta.ca/dataset/14d92858-fec0-449b-a9ad-52c05000b4de/resource/09cd735a-3a02-4f1f-8e23-51a11e6dfb06/download/educ-teaching-quality-standard-2023.pdf>

EVALUATION means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by the principal/designate in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the Teaching Quality Standard.

NOTICE OF REMEDIATION means the written statement issued by the principal/designate to a teacher where the principal/designate has determined that a teacher's performance does not meet the Teaching Quality Standard, and such a statement describes:

- The behaviours or practices that do not meet the Teaching Quality Standard and the changes required.
- The remediation strategies the teacher is advised to pursue.
- How the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment.

SUPERVISION means the ongoing process by which the principal/designate carries out duties in respect to teachers and teaching required under the *Alberta Education Act* and exercises educational leadership.

Procedures

Supervision

1. Supervision of teachers by the principal/designate includes:
 - a) Providing professional support and guidance.
 - b) Observing and receiving information from any source about the quality of teaching a teacher provides to students.
 - c) Identifying the behaviours or practices of a teacher that for any reason may require evaluation.
2. Supervision procedures provide for a range of practices and may include growth-oriented teacher conferences that focus on a specific area(s) of practice.
3. The principal/designate will ensure that teachers in the school have each completed annual individualized professional growth plan as detailed in policy C-1.
4. Early in the school year, the principal/designate will review with teachers the policies and procedures on teacher supervision and evaluation.
5. The principal/designate will share observations and perceptions with teachers in a private and professional manner. The feedback will be designed to encourage reflection, with professional growth being the intended outcome.

Evaluation

6. Evaluations may be conducted by the principal/designate.
7. An evaluation may be conducted:
 - a) Upon the written request of a teacher.
 - b) For purposes of gathering information related to specific employment decisions such as granting a continuous contract or making a recommendation for permanent certification.
 - c) For purposes of assessing the growth of a teacher in specific areas of practice.
 - d) When on the basis of information received through supervision, the principal/designate has reason to believe that the teaching of the teacher may not meet the Teaching Quality Standard.
8. On initiating an evaluation, the principal/designate must communicate explicitly to the teacher:
 - e) The reasons for and purposes of the evaluation.
 - f) The process, criteria and standards to be used.

- g) The timelines to be applied.
- h) The possible outcomes of the evaluation.

9. The evaluation process will give those affected a reasonable opportunity to present their case, ensure all participants are listened to fairly and reach a decision untainted by bias.

10. Upon completion of an evaluation, the principal/designate must provide the teacher with a copy of the completed evaluation report.

11. Where, as the result of an evaluation, a principal/designate determines that a change in the behaviour or practice of a teacher is required:

- a) The principal/designate must provide to the teacher a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.
- b) The teacher may develop a teacher assistance program in consultation with the principal/designate.

c) The principal/designate may provide assistance and/or resources as requested by the teacher.

d) After no more than 100 school days, a subsequent evaluation of the teacher is to be undertaken.

e) If the principal/designate concludes that the teacher's practice now meets or exceeds the Teaching Quality Standard, the regular supervision cycle will resume.

f) If the principal/designate concludes that the teacher's practice does not meet or exceed the Teaching Quality Standard, the principal/designate will:

- i. offer an additional period of remediation to the teacher, and/or
- ii. change the teacher's assignment, or
- iii. recommend to the board to terminate the teacher's contract of employment.

12. The teacher will have an opportunity to discuss the evaluation with the principal/designate and to append additional information to an evaluation report.

13. The teacher may appeal the evaluation process, in writing, to the superintendent.

14. Teachers have the right to request of the superintendent that an additional evaluator be assigned.

15. A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be

offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.

16. This policy does not restrict the principal/designate from taking disciplinary or other action, as appropriate, where they have reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or refusal to obey a lawful order of the board.

17. This policy does not restrict the board or superintendent from taking any actions or exercising any right or power under the *Alberta Education Act*.

C-3 Artist Growth Policy

Artists are responsible for developing an annual professional growth plan in consultation with the principal.

Definitions

ARTIST refers to a society facilitator with artistic skills and training who does not hold a teaching certificate.

Procedures

1. The growth plan will include goals and objectives based on an assessment of learning needs by the individual artist.
2. The growth plan will take into consideration the education plans of the school.
3. The principal/designate and artist will meet to review the growth plan on an annual basis no later than October 31.
4. The review will be conducted in an atmosphere of mutual respect and involve meaningful and honest dialogue about the growth plan.
5. The artist and principal/designate will meet to discuss progress toward the growth plan's goals on an annual basis no later than May 31.

C-4 Artist Supervision and Evaluation Policy

A program for evaluating artist effectiveness on a regular basis will be conducted to enhance the growth of the artist, school and students. This will occur in an atmosphere of trust, confidence and support.

Procedures

Supervision

1. Supervision of artists by the principal/designate includes:
 - a) Providing professional support and guidance.
 - b) Observing and receiving information from any source about the quality of teaching an artist provides to students.
 - c) Identifying the behaviours or practices of an artist that for any reason may require evaluation.
2. Supervision procedures provide for a range of practices and may include growth-oriented conferences.
3. The principal/designate will ensure that artists have each completed annual individualized professional growth plan as detailed in policy C- 3.
4. Early in the school year, the principal/designate will review with artists the policies and procedures on artist supervision and evaluation.
5. The principal/designate will share observations and perceptions with artists in a private and professional manner. The feedback will be designed to encourage reflection, with professional growth being the intended outcome.

Evaluation

6. Evaluations may be conducted by the principal/designate.
7. An evaluation may be conducted:
 - a) Upon the written request of an artist.
 - b) For purposes of gathering information related to a specific employment decision such as granting a continuous contract.
 - c) For purposes of assessing the growth of an artist in specific areas of school practice.
 - d) When on the basis of information received through supervision, the principal/designate has reason to believe

that the teaching of the artist may not meet school standards.

8. On initiating an evaluation, the principal/designate must communicate explicitly to the artist:

- a) The reasons for and purposes of the evaluation.
- b) The process, criteria and standards to be used.
- c) The timelines to be applied.
- d) The possible outcomes of the evaluation.

9. The evaluation process will give those affected a reasonable opportunity to present their case, ensure all participants are listened to fairly and reach a decision untainted by bias.

10. Upon completion of an evaluation, the principal/designate must provide the artist with a copy of the completed evaluation report.

11. Where, as the result of an evaluation, a principal/designate determines that a change in the behaviour or practice of an artist is required:

- a) The principal/designate must provide to the artist a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the artist to develop and implement an annual artist professional growth plan.
- b) The artist may develop an artist assistance program in consultation with the principal/designate.
- c) The principal/designate may provide assistance and/or resources as requested by the artist.
- d) After no more than 100 school days, a subsequent evaluation of the artist is to be undertaken.
- e) If the principal/designate concludes that the artist's practice now meets or exceeds the school's standards, the regular supervision cycle will resume.
- f) If the principal/designate concludes that the artist's practice does not meet or exceed the school standards, the principal/designate will:
 - i. offer an additional period of remediation to the artist, and/or
 - ii. change the artist's assignment, or
 - iii. recommend to the board to terminate the artist's contract of employment.

12. The artist will have an opportunity to discuss the evaluation with the principal/designate and to append additional information to an evaluation report.

13. The artist may appeal the evaluation process, in writing, to the superintendent.

14. Artists have the right to request of the superintendent that an additional evaluator be assigned.

15. This policy does not restrict the principal/designate from taking disciplinary or other action, as appropriate, where they have reasonable grounds for believing that the actions or practices of an artist endangers the safety of students, constitutes a neglect of duty, breach of trust or refusal to obey a lawful order of the board.

16. This policy does not restrict the board or superintendent from taking any actions or exercising any right or power under the *Alberta Education Act*.

C-5 Professional Code of Facilitator Conduct Policy

All facilitators are responsible to act in the best interests of students, parents, visitors, directors and other employees of the society. The code of professional conduct stipulates minimum standards of conduct but is not an exhaustive list of such standards.

Definitions

TEACHER refers to a society facilitator who holds a teaching certificate.

FACILITATOR refers to a society teacher or artist.

Procedures

1. Under normal circumstances, concerns arising under this policy should be addressed first to the principal and, if unresolved, subsequently to the superintendent, the board and, ultimately, to the Minister.
2. Facilitators will behave in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, physical characteristics, age, ancestry or place of origin.
3. Facilitators will treat students, parents, other employees of the society, directors and visitors with dignity and respect and are considerate of their circumstances.
4. Teachers are responsible for assessing educational needs, prescribing and implementing instructional programs and evaluating progress of students. Teachers may not delegate these responsibilities to any person who is not a teacher.
5. Teachers may delegate specific aspects of instructional activity to non-certificated personnel provided that they supervise and direct such activity.

C-6 Personnel Records of Employees Policy

It is appropriate to collect personal information that relates directly to, and is necessary for the operation of the society's programs and services. This information must be kept in a secure manner and treated as confidential at all times.

Procedures

1. Personnel records are maintained primarily to provide an individual record of service.
2. An employee's personnel file will include:
 - a) Pre-employment materials such as correspondence associated with the application, curriculum vitae, transcripts, letters of reference and placement documents.
 - b) Employment contracts.
 - c) Evaluation reports.
 - d) Copies of letters relating to employment actions respecting the employee such as initial appointments and leaves of absence.
 - e) Correspondence between the employee and the administration team.
 - f) Information regarding professional development and achievement.
3. A personnel file will not contain anonymous items.
4. Confidential letters of reference received in relation to the appointment of an employee are confidential and will not be shown to the candidate before or after their appointment. Such letters will either be destroyed or returned to the sender within 12 months of the effective date of the appointment.
5. Employees may review the contents of their personnel file, except confidential letters of reference, upon request to the principal. The principal will monitor the review of the file. Employees may not remove any part of their file from the school.
6. Access to personnel files is restricted to those who deal with employee welfare or supervision. Those individuals will treat the files as confidential.
7. Employees have the right to include their written comments on the accuracy of the meaning of the contents of their personnel file and any relevant documents in their file.
8. Information contained in a personnel file will not be made available to parties external to the school, except as authorized in writing by the employee, or as required by law. The employee

will receive notification when information is made available under this provision.

9. Personnel records are to be maintained in a secure manner under the direction of the principal.

10. The secretary treasurer will maintain a supplementary file for each staff member. This file will contain a record of financial transactions between the society and the staff member.

C-7 Staff Grievances Policy

Staff members will have access to an orderly process for resolving grievances related to their employment. The process must respect procedural fairness.

Procedures

1. Every attempt will be made to resolve employment related difficulties informally, prior to the filing of a formal grievance.
2. Grievances should be submitted in writing to the principal.
3. Staff members may ask for the assistance of the superintendent or another employee to assist them in resolving the grievance.
4. When a grievance is not settled by the principal, it will be referred, in writing, to the superintendent.
5. The superintendent will review the matter to ensure that procedural fairness has been respected and will attempt to resolve the matter.
6. If the grievance cannot be resolved by the superintendent, the grievance will be forwarded to the board who will hear the matter and make a decision.
7. The superintendent and principal are jointly responsible for the administration of this policy.

C-8 Personal Harassment Policy and Violence Policy

Policy

The Calgary Arts Academy is committed to providing an environment that promotes the dignity, safety, and worth of all individuals. Employees of the Calgary Arts Academy are expected to discharge their duties and responsibilities with integrity and respect for all individuals. Personal harassment, sexual harassment, discriminatory harassment, and violence will not be tolerated.

This policy applies to all Calgary Arts Academy work sites, school premises, learning environments, work-related travel, electronic communication, and Calgary Arts Academy-related events or activities. It applies to employees, students, volunteers, parents/guardians, contractors, visitors, and members of the public who interact with the Calgary Arts Academy.

This policy is intended to be read together with the Calgary Arts Academy's Occupational Health and Safety procedures, emergency response procedures, student safety procedures, administrative procedures, applicable collective agreements or employment contracts, and applicable legislation.

Definitions

PERSONAL HARASSMENT means any unwelcome behaviour that, directly or indirectly, adversely affects or threatens to affect a person's emotional well-being, working conditions, learning environment, or opportunities for employment, advancement, or involvement. Harassment is considered to have taken place if a person knows, or reasonably ought to know, their behaviour is unwelcome.

Harassment may include a single serious incident or repeated incidents of objectionable or unwelcome conduct, comment, bullying, or action that causes offence or humiliation or adversely affects a person's health, safety, dignity, or participation in the Calgary Arts Academy environment. Reasonable supervisory, administrative, instructional, or corrective action taken in good faith does not constitute harassment.

VIOLENCE means the threatened, attempted, or actual conduct of a person that causes, or is likely to cause, physical or psychological injury or harm. Violence includes domestic violence and sexual violence where the conduct occurs at, affects, or creates a risk within the Calgary Arts Academy work site, school, learning environment, or Calgary Arts Academy-related activity.

Violence may include, but is not limited to:

- physical assault or attempted physical assault;
- threatening words, gestures, written communication, or behaviour;
- intimidation, coercion, stalking, or aggressive conduct;
- throwing objects, damaging property, or using property to threaten or intimidate;
- possession or use of a weapon, or a threat involving a weapon;
- domestic violence that occurs at, affects, or spills over into the school environment;
- sexual violence, including any sexual act, attempted sexual act, threat, coercion, or unwanted sexual contact.

Violence may occur in person, online, through written communication, by phone, through electronic communication, or through any other means connected to the Calgary Arts Academy, school, work site, learning environment, or Calgary Arts Academy-related activity.

SEXUAL HARASSMENT is a form of personal harassment that can be, but is not limited to:

- unwanted and unnecessary physical contact;
- unwelcome remarks, innuendo, jokes, or other gestures of a sexual nature;
- sexual advances which are known or ought to be known to be unwelcome;
- the display or distribution of offensive materials such as pictures, photos, or cartoons on Calgary Arts Academy premises or through Calgary Arts Academy-related communication.

Sexual harassment may be a misuse of authority in situations where there is a professional power differential or perception of power differential. It is a form of discrimination based on gender and is, therefore, in violation of the Alberta Human Rights Act.

RACIAL/ETHNIC HARASSMENT is a form of personal harassment that can be, but is not limited to:

- unwanted actions;
- derogatory comments, jokes, or slurs;
- derogatory or demeaning posters, cartoons, graffiti, or drawings;
- innuendoes or taunting about, or motivated by, a person's race, colour, citizenship, ancestry, place of origin, or national origin.

SEXUAL ORIENTATION/GENDER IDENTITY HARASSMENT is a form of personal harassment that can be, but is not limited to:

- unwanted actions;
- derogatory comments, jokes, or slurs;
- derogatory or demeaning posters, cartoons, graffiti, or drawings;
- innuendoes or taunting about, or motivated by, a person's sexual orientation, gender identity, or gender expression.

OTHER PERSONAL HARASSMENT can be, but is not limited to:

- unwanted actions;
- derogatory comments, jokes, or slurs;
- derogatory or demeaning posters, cartoons, graffiti, or drawings;
- innuendoes or taunting about, or motivated by, a person's age, religion, creed, language, marital status, family status, pregnancy/childbirth, disability, political belief, or any other prohibited ground of discrimination.

Procedures

1. All persons who have reason to be on Calgary Arts Academy premises or who participate in Calgary Arts Academy-related activities will be protected from personal harassment and violence, including employees, students, volunteers, parents/guardians, contractors, visitors, and members of the public.

2. All employees in a supervisory capacity have a responsibility to prevent, address, and report personal harassment and violence.
3. Where there is immediate risk to personal safety, individuals should seek assistance immediately, contact administration, and/or contact police or emergency services as appropriate.
4. Although not required, individuals are encouraged, where safe and appropriate, to notify the other person that their behaviour or actions are unwelcome and must stop. This is not required where the conduct involves violence, threats, intimidation, sexual violence, or where the individual does not feel safe doing so.
5. Individuals are expected and encouraged to report situations of harassment or violence. Supervisors will respond to and investigate complaints or incidents.
6. The complainant and witnesses will be protected from reprisal in the event a complaint of personal harassment or violence is made and an investigation is carried out.
7. All matters pertaining to a complaint of personal harassment or violence will be dealt with in a confidential, fair, timely, and objective manner. Confidentiality may be limited where disclosure is necessary to investigate the complaint or incident, take corrective action, inform involved parties of the outcome, inform workers or others of a threat of violence, or where required by law.
8. Preventative measures and procedural guidelines will be established:
 - a) Administrators will disseminate available information and promote prevention of personal harassment and violence.
 - b) The Calgary Arts Academy will maintain violence and harassment prevention procedures that include reporting, response, investigation, confidentiality, and communication requirements.
 - c) Workers will receive information and training appropriate to their roles, including how to recognize, respond to, report, and document violence and harassment.
 - d) Where the Calgary Arts Academy becomes aware of a threat of violence that may affect a worker, the Calgary Arts Academy will take reasonable steps to inform affected workers while protecting personal information to the extent possible.
 - e) The principal will normally be responsible for advising on and mediating complaints. If the principal is the subject of the complaint, the superintendent will be contacted instead.
 - f) Advisors on personal harassment and violence may be contracted, as necessary, to advise, mediate, or investigate complaints.
 - g) In the event of a complaint, an individual may pursue either a formal or informal process, except where the seriousness of the allegation, safety concerns, violence, threats, sexual violence, or legal obligations require a formal response.
 - h) The superintendent and principal are jointly responsible for the administration of this policy.

- i) The Calgary Arts Academy will review this policy and related violence and harassment prevention procedures on a regular basis, at least every three years, and following any incident that indicates a review is required.
9. Although not mandatory, individuals are encouraged to proceed with the informal process of resolving a complaint where the matter is suitable for informal resolution and where all parties can participate safely and voluntarily:
- a) The complainant may tell the person that the actions are unwelcome and must be stopped. This is not a requirement before filing a complaint.
 - b) The complainant is encouraged to keep a record of specific incidents, dates, communication, and witnesses.
 - c) The complainant may submit to the principal, in oral or written form, the particulars of the personal harassment or violence complaint.
 - d) The principal will, under most circumstances, have two weeks to mediate or resolve the complaint through the most appropriate means. The principal, in consultation with the superintendent, may choose to recommend the contracting of an advisor to assist with this process.
 - e) Informal resolution will not be used where it is inappropriate due to safety concerns, violence, threats, coercion, sexual violence, significant power imbalance, or the wishes of either party.
 - f) If either the respondent or the complainant does not wish to proceed through the informal process, or if the complaint is not satisfactorily resolved, the principal will direct the parties to the formal process.
10. The formal process of complaint should be pursued where the informal process does not resolve the situation, where either party believes the formal process is more appropriate, or where the nature of the allegation requires a formal response.
- a) Formal complaints should be submitted, in writing, to the superintendent at the time, or no longer than four months after the point at which the complainant believes personal harassment or violence has occurred, or one week after terminating the informal process. The superintendent may extend this timeline where circumstances warrant.
 - b) An investigation committee will be formed and will be composed of the most fair and objective persons suitable to the particular investigation. In consultation with the Board Chair, the superintendent may choose to recommend the contracting of an advisor to assist with this process.
 - c) Within seven working days of being constituted, the investigation committee will meet to review any informal procedures taken, witnesses, documentation, safety concerns, and any other relevant evidence.
 - d) Where necessary, interim measures may be implemented to protect the safety, dignity, and well-being of the complainant, respondent, witnesses, students, employees, or other affected persons while the matter is being reviewed or investigated.

- e) Within thirty working days of being constituted, the committee will submit a report to the superintendent with the findings of the investigation and recommendations when appropriate.
 - f) Based on recommendations and evidence in the committee's report, the superintendent will take appropriate action, which may include, but is not limited to, any of the following:
 - i. No action is required; the behaviour does not constitute personal harassment or violence.
 - ii. No discipline is needed; the respondent agrees to discontinue the behaviour.
 - iii. A formal apology is required along with a documented warning.
 - iv. A formal apology is required along with a documented warning and a lateral transfer, if possible, of the respondent.
 - v. Restrictions on access to Calgary Arts Academy premises, activities, or communication may be imposed where appropriate.
 - vi. Suspension without pay, dismissal, termination of contract, removal from volunteer duties, or other corrective action is warranted, in which case legal counsel may be retained by the Board.
 - vii. Police, child protection, Occupational Health and Safety, or other external authorities may be contacted where required or appropriate.
 - g) Appeals by either party must be made in writing to the Board within thirty days of notification of the action taken. Upon appeal, the Board will review the investigation and either:
 - i. Confirm the recommendation and action taken.
 - ii. Prescribe a new course of action.
11. Complaints of personal harassment or violence may also be made to external sources such as the Alberta Human Rights Commission, Occupational Health and Safety, child protection authorities, and/or the police as appropriate.
12. Nothing in this policy limits the Calgary Arts Academy's ability or obligation to take immediate action to protect safety, meet legal reporting obligations, preserve the learning environment, or maintain a safe and respectful workplace.

C-9 Staff Suspension and Dismissal Policy

The board has a responsibility to ensure the safety and well-being of students, staff, parents, visitors and volunteers, to provide high quality learning experiences to students and to be responsible stewards of the society's financial resources. As such, there may be circumstances that warrant the suspension or dismissal of an employee. Actions taken by the board pursuant to this policy will be in compliance with the individual contract of employment and applicable legislation.

Procedures

1. General requirements:

- a) This policy and these guidelines will apply whether or not the board and the employee have a signed contract of employment.
- b) Notwithstanding the terms of a contract of employment, if any, the board will comply with the specific provisions of the Alberta Education Act regarding the suspension or dismissal of teaching staff and with the Employment Standards Code regarding the dismissal of support staff.
- c) Actions taken by the board pursuant to this policy will be ethical, fair, just and based on processes known to employees.
- d) Employees may appeal a decision made by the board under these guidelines.

2. Suspension:

- a) When the board has reasonable grounds for believing that an employee has been guilty of gross misconduct, neglecting their duty or refusing or neglecting to obey a lawful order of the board, the board may suspend the employee from the performance of duties.
- b) The board may suspend an employee from the performance of duties if the employee has exhibited conduct that leads to a conviction for an indictable offense.
- c) The board authorizes the superintendent to suspend an employee from the performance of duties without prior notice if the superintendent is of the opinion that the welfare of students is threatened by the presence of the employee.

The superintendent will notify the board of the suspension of an employee under this guideline.

d) The board or the superintendent, as the case may be, will give written notice of the suspension to the employee specifying the reasons for the suspension.

3. *Dismissal:*

a) Whether or not the board has suspended an employee pursuant to this policy and whether or not the suspension, if any, has been appealed, the board may terminate a contract of employment with an employee.

b) The board authorizes the principal to terminate the employment of casual support staff on its behalf.

c) The board or principal, as the case may be, will give written notice of the termination to the employee specifying the reasons for the termination:

i. In the case of facilitators, at least thirty days prior to the effective date of termination.

ii. In the case of other staff, at least two weeks prior to the effective date of termination subject to the specific exceptions in the *Employment Standards Code*.

d) Grounds for dismissal include, but are not limited to:

i. Continued unacceptable or unsatisfactory performance.

ii. Violation of the professional code of conduct (policy C-5) or personal harassment policy (C-8).

e) Under most circumstances, the dismissal of an employee will be taken as a last resort after the employee has been counseled and written documentation has been recorded in the employee's personnel file.

4. The superintendent and principal are jointly responsible for the administration of this policy.

C-10 Short-Term Leave Policy

Policy

It may be necessary from time to time to grant short term leaves of absence to staff members for personal reasons. The granting of leaves must not seriously interfere with student learning or with the provision of support services.

Definition

A SHORT-TERM LEAVE means a leave of absence up to ten days in duration.

Procedures

- 1) **Sick leave:** Leave of absence with pay and benefits may be granted to an employee for personal illness and medical reasons for up to twenty operational days in total per school year (Total sick leave is prorated at .1 sick day/ per day worked). In the event of an illness that is expected to last beyond a period of five operational days, the employee is expected to access the short-term disability benefit.
 - a) A medical certificate is required for sick leave absences after the third operational day.

- 1) **Compassionate leave:** In the event of the death or serious illness of a member of the employee's family or the employee's spouse's family, the employee will be granted leave with pay and benefits for a maximum of five operational days. There may be circumstances where the above leave provision may be extended with or without salary and benefits. Such extension will be at the discretion of the superintendent.
 - a) For the purposes of this leave, family is regarded as a spouse, parent, grandparent, brother, sister, uncle, aunt, grandchild, or legal dependent.
 - b) Leave of up to one day necessitated by the death of an individual other than those referred to above will be granted with salary and benefits at the discretion of the principal.

- 2) **Temporary personal leave:** Subject to the operational requirements of the school, the principal may grant an employee a temporary leave of absence of up to three operational days per school year. The first day of such leave in a school year will be with salary and benefits. The cost to the employee for the subsequent days will be the cost of a substitute employee, irrespective of whether one is required or not.
 - a) For non-certificated staff members, the cost of a substitute is calculated as 60% of the daily rate of pay. The daily rate is calculated as 1/200 of the annual salary of the person being replaced.

- b) Requests for leave which would extend a vacation period or other breaks of four or more operational days may not be granted under this clause.
 - c) Subject to the operational requirements of the school, the principal may grant temporary leave of absence without pay.
- 2) **Study leave:** Pursuant to the operational needs of the school, a temporary leave of absence may be granted during a school year for study purposes to advance the academic or professional standing of an employee. Such study leave will be for a maximum of five operational days. An employee granted such a leave of absence will have salary deducted to cover the cost of a substitute employee, irrespective of whether one is required or not. For non-certificated staff, the cost of the substitute is calculated in the same manner as in section 3.a above.
- 3) **Legal proceedings leave:** A leave of absence with salary and benefits will be granted:
- a) For jury duty or any summons related thereto.
 - b) To answer a subpoena or summons to attend as a witness in any proceeding authorized by law to compel the attendance of witness. The employee will remit to the school any witness fee or jury stipend (excluding allowances and/or expenses) set by the court or other body.
- 4) **Maternity leave:** Leave with pay and benefits will be granted for the duration of the waiting period for maternity benefits under the Employment Insurance program for up to 5 days
- 5) **Paternal and adoptive leave:** A partner will be granted five operational days paternal leave with pay and benefits for the birth of their child in the time surrounding the birth. Five operational days leave with pay and benefits will be granted to an employee on the occasion of the adoption of a child in the time surrounding the birth or taking custody of a child.
- 6) **Parental leave:** A parent can be granted a single instance of continuous unpaid leave, up until 78 weeks after the birth date of a child. A parent is required to provide notice of 30 operational days prior to a return to work. After a parent has resumed work, they will not be allowed to take another leave for the same child.
- 7) **Artistic pursuits leave**

Certificated Teachers: Subject to the operational requirements of the school, the principal may grant a certificated Teacher a temporary leave of absence of

up to **five** consecutive operational days per school year accessed one time in a school year. The first three days of such leave can be considered a short-term personal leave as stated in Section 3 of this policy. The cost to the certificated teacher for the subsequent days (up to 2) will be calculated on a daily rate as 1/200 of the annual salary of the person being replaced, irrespective of whether a substitute is required or not.

Resident Artists: Subject to the operational requirements of the school, the principal may grant a resident artist a temporary leave of absence of up to **ten** consecutive operational days per school year accessed one time in a school year. The first three days of such leave can be considered a short-term personal leave as stated in Section 3 of this policy. The cost to the resident artist for the subsequent days (up to seven) will be calculated on a daily rate as 1/200 of the annual salary of the person being replaced, irrespective of whether a substitute is required or not.

- 8) **Religious leave:** Employees may apply for a leave with pay for religious holy days. Leave requests will be based on the laws or doctrines or tenets of the recognized religion require on a certain day that work is restricted or prohibited to the extent that the employee who practices the religion is precluded from attending work.

There is a distinction between religious holy days and ethnic holidays and festivals which are routinely celebrated in Canada. For example, members of the Sikh community celebrate Diwali (festival of lights), but observance of this day does not preclude an adherent of the Sikh religion from attending work.

C-11 Group Benefits Policy

Qualifying society employees are provided with group insurance, extended health care, and dental benefits in keeping with best practices in the education sector.

Procedures

1. Qualifying employees are salaried employees working at or above a 0.6 full-time equivalent level.
2. Qualifying employees are provided with relevant information regarding the benefits plan.
3. Participation in the employee benefits plan is mandatory for all qualifying employees.
4. Employees who may qualify for short-term disability benefits under the group insurance policy are responsible for applying to the insurance carrier for this benefit and providing the necessary paperwork as stated in the benefits manual.
5. Employees applying for short-term disability should apply for benefits when a doctor recommends a period of time greater than five operational days for recovery of an illness, accident or event that sick leave does not cover (see policy C-10).
6. Where the employee is paid short-term disability benefits in lieu of sick leave, the society will not "top up" the employee's salary.
7. During the period when an employee is on short-term disability, group benefit fees paid by the employee are waived while the employee's dental and health benefit fees continue to be paid by the society.
8. Employees are responsible for following the requirements set by the insurance carrier during their time of leave.
9. Employees who may qualify for long-term disability benefits under the group insurance policy are responsible for applying to the insurance carrier for this benefit and providing the necessary paperwork as stated in the benefits manual.
10. If an employee is disabled and receiving Workers' Compensation Board benefits, an application for long-term disability benefits should be submitted to the group insurance carrier in order to establish eligibility for the long-term disability benefits benefit.
11. Employees who have been approved for long-term disability benefits continue to receive benefits to their contract end-date or a

maximum of two years, whichever comes first. Continuation of coverage beyond these time limits will be reviewed by the society on a case-by-case basis.

C-12 Communicable Diseases (Staff) Policy

The society is committed to the humane, responsible and compassionate treatment of staff who contract communicable diseases.

Procedures

1. Staff members who contract communicable diseases will be taken care of in accordance with the Alberta *Public Health Act*. In the case of acquired immune deficiency syndrome, staff members will continue to be employed in an unrestricted setting unless, in the opinion of a provincial medical officer, there are special circumstances that necessitate restriction.
2. Decisions regarding the assignments of staff members infected with a communicable disease will be based on the physical condition of the staff member and the expected type of interaction with others in the school setting.
3. Persons involved in the administration of communicable disease-infected staff members will respect the staff member's right to privacy, including the maintenance of confidential records.
4. Assignment decisions for staff members infected with a communicable disease will be made using a team approach that may include the person's doctor(s), public health personnel and the school principal.
5. In each case, the risks and benefits to both the staff member and to others in the educational setting will be considered.
6. The people aware of the staff member's condition will be strictly limited to those required to ensure proper care of the staff member and to determine situations where the potential for transmission may occur (e.g. bleeding injury). Confidentiality of information is required by the Alberta *Public Health Act*.
7. In the event that parent or student concerns are brought to the attention of the principal, parents and students will be made aware of the confidentiality requirement and referred to the appropriate provincial government source for information on communicable diseases.

C-13 Occupational Health and Safety Program Policy

The Society promotes an accident-free work environment, encourages all employees, volunteers and contractors to work toward this end and is governed by “The Occupational Health and Safety Act” (OH&S Act).

Procedures

1. All buildings and equipment will be operated and maintained as required by law or by orders, codes or regulations issued by government authorities. These are considered *minimum* standards and may be exceeded where warranted.
2. A Joint Work Health and Safety Committee (JWHSC) will be established at each school location and will meet monthly.
 - a. Each committee member will be trained in accordance to the OH&S Act, and will remain on the committee for a minimum of 2 years
 - b. The committee is responsible for reviewing the safety program and policies, investigating near-misses and incidents, and leading a formal monthly inspection of each school site.
3. The Society will provide a workplace, equipment and tools reflective of the commitment to an accident-free work environment.
4. Staff are to follow all regulations in Health Canada's *Workplace Hazardous Materials Information System (WHMIS)*. Administration is to ensure that all Safety Data Sheets (SDS) are up to date and accessible to all staff who may be handling hazardous materials
5. Staff meetings are to include a monthly safety note as a standing agenda item.
6. Staff are required to report all hazards related to the work environment.
7. Appropriate precautions will be taken in the event that someone suffers an injury that causes bleeding or the release of any bodily fluids. All staff members will be trained in the procedures for dealing with these events.
8. In the event of a work-related accident or illness, the following steps will be taken:
 - a) All work-related accidents and injuries will be reported immediately to the principal/designate using the online Accident Reporting form.
 - b) The specific provisions of the *Workers' Compensation Act* will be followed.

- c) The JWHSC will undertake an Accident Investigation, using the online Incident Investigation Form to determine the cause, and whenever possible, take action to prevent similar accidents.
9. Students and staff will be frequently reminded of the necessity for good hygiene in the prevention of the spread of communicable diseases. Frequent hand washing will be encouraged through training and public notices, such as signs in washrooms.
10. The principal's responsibilities include:
- a) Providing employees with proper instruction and guidance in correct work procedures and providing safe tools, equipment and working conditions; providing proper protective equipment.
 - b) Ensuring that any activities assigned to volunteers are reasonable considering the qualifications or lack thereof of those volunteers.
 - c) Securing coverage under the *Workers' Compensation Act* for all non- certificated employees and volunteers.
 - d) Maintaining emergency response plans.
11. Employees' responsibilities include:
- a) Reading and abiding by this policy.
 - b) Working safely and carefully.
 - c) Reporting or correcting any unsafe practice or condition they may observe, using the online Report a Hazard form.
 - d) Completing all training provided for the safe operation of equipment, the handling of substances, and other general safety protocols.
12. Volunteers' responsibilities include:
- a) Reading and abiding by this policy.
 - b) Working safely and carefully.
 - c) Reporting or correcting any unsafe practice or condition they may observe, using the online Report a Hazard form.
13. Contractors' responsibilities include:
- a) Working safely and carefully.
 - b) Maintaining safe work conditions in accordance with government regulation.
 - c) Using trained and qualified employees.
 - d) Reporting or correcting any unsafe practice or condition they may observe, using the online Report a Hazard form.

C – 14 Whistleblower Protection Policy

Calgary Arts Academy Society Board of Directors (CAAS) maintains a positive working environment for all Calgary Arts Academy (CAA) employees in a culture characterized by integrity, respect, trust and care. CAAS expects all staff to demonstrate high ethical standards in the work. CAA will act in an objective manner to address reports of wrongdoing within the school without retribution to employees who report wrongdoing in good faith.

The Superintendent is responsible for the administration of this policy.

Purpose

- To deter and detect wrongdoing within CAA to positively impact the reputation, effectiveness and finances of CAA and enhance the working environment for CAA employees.
- To provide clear guidance for the safe disclosure of any wrongdoing occurring within CAA.
- To protect CAA employees from any retaliatory action when a wrongdoing is disclosed in good faith within CAA. Protection from retaliation is known as 'Whistleblower Protection.'

Procedure

1. Designation of Chief Officer
 - 1.1 The Superintendent is designated the Chief Officer for the purpose of the overall administration and reporting required under the Act.
 - 1.2 The Secretary Treasurer is the designated officer for the purpose of administering and investigating disclosure under the Act.
2. Application
 - 2.1 This administrative procedure applies to the wrongdoing in or related to CAA, its campuses, board office and employees that involve:
 - 2.1.1 A contravention of an Act of Alberta or Canada or the regulations related to these acts.

- 2.1.2 An act or omission that creates:
 - Substantial and specific danger to the life, health and safety of individuals other than a danger that is inherent in the performance of duties of an employee, and/or
 - Substantial and specific danger to the environment
- 2.1.3 Gross mismanagement of public funds or a public asset
- 2.1.4 Knowingly directing or counseling an individual to commit one of the wrongdoings listed above.

3. No Reprisals

- 3.1 An employee, who in good faith
 - seeks advice about making a disclosure
 - makes or made a disclosure
 - cooperated in an investigation, or
 - declined to participate in a wrongdoing

will not be subject to actions or threats of dismissal, layoff, suspension, demotion, transfer, discontinuation or elimination of a job, change of job location, reduction in wages, changes in hours of work, or reprimand, or any other measure that adversely affects the employee's employment or working conditions.

- 3.2 An employee may make a written complaint to the Public Interest Commissioner if the employee alleges that a reprisal has been taken or directed against the employee. Such a written complaint must, according to the Act, be made on the Complaint of Reprisal Form.

- 3.3 Any CAA employee who is found to have taken retribution against an individual who has disclosed wrongdoing or knowingly make malicious, misleading or false disclosure are subject to appropriate disciplinary action up to and including termination of contractual relationship, termination of employment and/or loss of privilege/appointment, as would be the case with any other disciplinary action.

- 3.4 Reasonable human resource management decisions made in good faith do not constitute a reprisal.

4. Disclosure

- 4.1 Any CAA employee considering making a disclosure may request information or advice from the employee's

designated officer, chief officer or the Commissioner. The designated officer, the chief officer or the Commissioner may request for information or advice to be in writing.

- 4.2 Disclosures of wrongdoing must be made to the designated officer (Secretary Treasurer) in writing. The Public Interest Disclosure (Whistleblower Protection) Act Disclosure Form outlines the information required in a disclosure and is provided.
- 4.3 Any CAA School employee may also contact the office of the Public Interest Commissioner to advise they have made a disclosure to their designated officer for the purposes of commencing an investigation.
- 4.4 Disclosures should be factual rather than speculative and contain as much specific information as possible.
- 4.5 In the event that disclosure to the Secretary Treasurer is not appropriate due to conflict of interest with respect to the nature of the disclosure or the person involved, disclosure may be made to the Superintendent (the Chief Officer.)
- 4.6 Employees can disclose directly to the Public Interest Commissioner, circumventing their chief officer and their designated officer, in the following circumstances:
 - 4.6.1 If the employee has made a disclosure in accordance with the procedures in section 4 and an investigation concerning the disclosure has not yet been completed in accordance with section 6.
 - 4.6.2 If the employee has made a disclosure in accordance with the procedures in section 4 and the matter has not been resolved within the time period established in section 7.
 - 4.6.3 If the employee has made a disclosure in accordance with the procedures in section 4, the investigation has been completed, a final decision has been issued relative to the disclosure and the employee is dissatisfied with the decision.
 - 4.6.4 If the subject matter of the disclosure involved the employee's chief officer or designated officer.
 - 4.6.5 If the employee has made a disclosure to their designated officer however is unable to complete the procedures because of reprisal directed towards them, or reasonably

believes a reprisal is likely to be taken or directed towards them, if the disclosure is made in accordance with section 4.

4.7 Disclosures of matters dealing with “imminent risk” (matters that require immediate attention as they pose a specific risk to public health or safety, or a danger to the environment) must be made directly to the Public Interest Commissioner, who will then communicate with appropriate authorities. The employee must also disclose the wrongdoing to the Secretary Treasurer as soon as is practical thereafter.

4.8 When required, the designated officer will request advice from the Commissioner with respect to the management and investigation of a disclosure.

5. Confidentiality

5.1 Maintaining confidentiality is paramount to the success of the process. Accordingly, the risk of confidentiality will be strictly managed from the outset of a disclosure being received through to the end of the investigation and report release. To enhance confidentiality, a few people as are required will handle disclosures. Employees must not share information or evidence regarding disclosures or wrongdoing with fellow employees who do not have a need to know such information and who are not authorized to address disclosures.

5.2 All participants in an investigation shall keep confidential:

5.2.1 the identity of the individual involved in the disclosure process.

5.2.2 the identity of individuals alleged to have committed the wrongdoings.

5.2.3 the identity of witnesses.

5.2.4 the information collected in relation to a disclosure.

5.2.5 the details and results of the investigation provided, however, such confidentiality may not be maintained for matters which pose an imminent risk of a substantial and specific danger to life, health or safety of individuals, or to the environment.

5.3 Confidentiality is also subject to the provisions of the Freedom of Information and Protection of Privacy Act (Alberta) and other legislation.

6. Investigations

- 6.1 Upon receiving a disclosure, the person receiving the disclosure shall determine whether an investigation is warranted.
- 6.2 An investigation may involve both internal and external sources to assist in determining whether an improper activity has occurred and what corrective action may be appropriate.
- 6.3 Where a disclosure received by the designated officer would, in the view of the designated officer, be more appropriately dealt with by the Commissioner or by another department, public entity or office of the Legislature, the designated officer shall register such disclosure to the Commissioner or the chief officer or the designated officer of such department, entity or office within 15 business days of receipt. The employee or the other person making the disclosure will be advised by the designated officer about the referral.
- 6.4 Investigations shall be conducted in accordance with the principles of fairness and natural justice.
- 6.5 A single investigation may be conducted in circumstances where multiple disclosures are made on the same matter.
- 6.6 If the designated officer has reason to believe that another wrongdoing has been committed or may have been committed, the officer may investigate that wrongdoing in accordance with AP-490.

7. Timelines

- 7.1 A disclosure of wrongdoing or complaint of reprisal shall be acknowledged not more than 5 business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received.
- 7.2 The employee who submitted a disclosure or complaint of reprisal shall be advised no more than 10 business days from the date on which the disclosure or wrongdoing or complaint of reprisal is received of whether an investigation will be made.

- 7.3 An investigation must be concluded not more than 110 business days from the date on which the disclosure of wrongdoing or complaint of reprisal was received. The employee who submitted a disclosure of wrongdoing or complaint of reprisal shall be advised of the result of the investigation in writing.
- 7.4 These timelines may be extended by up to 30 days by the Superintendent, or for a longer period of time, if approved by the Public Interest Commissioner.

8. Reporting

- 8.1 The chief officer must prepare an annual report on all disclosures that have been made to the designated officer. Details of all disclosures will be compiled and tracked by the designated officer and provided to the chief officer.
- 8.2 Annual reports by the chief officer will include the following:
 - 8.2.1 The number of total disclosures received by the designated officer.
 - 8.2.2 The number of disclosures acted upon.
 - 8.2.3 The number of disclosures not acted on by the designated officer.
 - 8.2.4 The number of investigations commenced by the designated officer as a result of the disclosures.
- 8.3 In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measures were taken.

9.0 Good Faith

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

10. Outcomes

- 10.1 Outcomes will be fair and reasonable for all persons involved. Following the complete investigation of a disclosure, outcomes which may result include:
 - 10.1.1 An explanation
 - 10.1.2 An apology
 - 10.1.3 Mediation
 - 10.1.4 An admission of fault
 - 10.1.5 A change in decision
 - 10.1.6 A change in policy, procedure or practice

 - 10.1.7 A change to the relevant law
 - 10.1.8 A correction of misleading records
 - 10.1.9 Financial compensation, including a refund of any fees
 - 10.1.10 The waiving of debt
 - 10.1.11 The remission of a penalty
 - 10.1.12 Protection to the employee making a disclosure
 - 10.1.13 Disciplinary action
 - 10.1.14 Referral of a matter to an external agency for further investigation or prosecution.

Legal Reference: Public Interest Disclosure
(Whistleblower Protection) Act
Freedom of Information and
Protection of Privacy Act

Cross Reference: Public Interest Disclosure (Whistleblower Protection Regulation)

Approved:

C-15 Staff Dress Policy

The board believes that, while dressing for comfort and personal expression is important, we also need to project a professional image for our students, fellow employees, parents and members of the community. As such, business casual dress is our standard for all staff five days a week, all year long.

Definition

BUSINESS CASUAL dress typically includes slacks or khakis, dress shirt or blouse, open-collar or polo shirt, optional tie or seasonal sport coat, a dress or skirt at knee-length or below, tailored blazer, knit shirt or sweater, and loafers or dress shoes that cover all or most of the foot.

Procedures

1. Not all casual clothing is suitable and no dress code can cover all possibilities so employees should use their judgment in their choice of clothing to wear to work.
2. The principal/designate is responsible for administering this policy. The decision regarding whether particular clothing is inappropriate is up to the principal/designate.
3. If the principal/designate determines that particular clothing is inappropriate, the staff member will be asked not to wear the clothing again.
4. The principal/designate will take appropriate disciplinary action if the request to adhere to the dress code is not respected.
5. Athletic wear is appropriate if the staff member is teaching or supervising student athletic activities.

C-16 Promotion of Mental Health Amongst Staff Policy

The board recognizes that mental health is critical to the wellbeing of staff and their effectiveness as educators and colleagues. Mental health concerns and conditions are not to be stigmatized but acknowledged and addressed in a professional and supportive manner. The board is committed to providing a safe, healthy and supportive work environment and, to the extent possible, assisting staff with preventing, treating and recovering from any mental health issues they face.

Procedures

- all staff have and model a positive attitude towards mental illness;
- Staff, families, students feel safe in self-identifying as a person with a mental illness so that they can be offered support in accessing proper treatment;
- discrimination based on mental illness is prevented; and
- mental illness is understood and accepted without stigma because of ongoing training and information about mental illness.

The principal will: support all its employees through the following positive management and peer-to-peer practices regarding mental health:

- encourage staff to engage in daily practices that promote mental health and well-being;
- identify situation that may cause high and lasting levels of stress that negatively affect mental health, and develop practical strategies to address them;
- support an acceptable balance between school and home life;
- encourage all staff to take positive steps to safeguard their own mental health;
- ensuring that staff are aware of the confidential Employee Assistance Program (EAP), available to all employees at no cost, and other mental health services, which are covered through their Benefit plans;
- provide and promote education and for all staff to help them recognize signs of mental illness, and to respond respectfully and responsibly;
- engage in positive practices and behaviours that prevent discrimination and stigma; and
- ensure a positive reintegration into the workplace if a staff member has been on leave due to a mental health disability.

All staff members have the responsibility to:

- encourage and engage in daily practices that positively promote mental health and well-being;
- be aware of the confidential EAP and Benefits available to all employees at no cost, and other mental health services, which are covered through their benefit plans;
- engage in positive practices and behaviours that prevent discrimination and stigma;

C-17 Working Alone Policy

The Society understands the increased risk to employees when asked to work alone. Employees are to follow all procedures and conditions outlined in the Occupational Health and Safety Act as well as all school procedures.

Procedures

- 1) An appropriate intrusion security alarm shall be maintained on the school building. Prior to entering the building, the employee is to ensure there are no errors or warnings on the security panel. In the event there is an error or warning, the employee is to contact Administration.
- 2) The Employee must have readily accessible means of contacting help in the event of an emergency (cellphone or landline).
- 3) The Employee is responsible for contacting Administration upon arrival and departure from the school. They must communicate the approximate duration of their time at the school. If they are alone for longer than 2 hours they should be checking in hourly with the Administration. In the event the Employee has not contacted the Administrator at the designated departure time and the Administrator is unable to reach the employee, they are to go to the building immediately. If unable to do so, they are to call emergency services.
- 4) Employees must have taken the following courses on Public Schools Works:
 - a. Working Alone
 - b. Slips, Trips and Falls
 - c. Reporting a Hazard
 - d. OH&S Employee Orientation
 - e. Site Specific ERP (Emergency Response Plan)
- 5) The Employee is to limit their activities to those that are safe. They will refrain from using ladders, lifting heavy items, or using dangerous equipment or dangerous chemicals.

D. Support services

D-1 Student Transportation Policy

The society will arrange transportation for those students who need it and who reside within the boundaries of the City of Calgary.

Procedures

1. Locations of bus stops will be determined based on student population, location of student residences and travel time.
2. Every effort will be made to keep bus rides less than one hour each way.
3. A fee structure will be established and communicated to parents.
 - a) Fees will be determined to attempt to provide transportation services on a cost recovery basis.
 - b) Fees for the coming school year will be announced annually no later than June 1.
4. Bus capacity will be adjusted as necessary to provide space for student musical instruments.
5. Drivers will be advised regarding school philosophy and procedures for addressing student misconduct.
6. Parents will address concerns regarding transportation issues to the school or the transportation provider rather than directly to drivers.
7. The school may enter into a transportation contract with parents as outlined in the Alberta *Education Act*.

Related document: *CAA Transportation Handbook*

D-2: Inclement Weather - Transportation

Policy

When it is deemed unsafe to transport students, buses will be canceled.

Procedures

Procedures for communicating school bus cancellations or delays

1. Assume that buses are running and schools are open unless you hear otherwise.
2. In consultation with the superintendent the principal will direct suspension of bus services due to inclement weather or hazardous road conditions.
3. The school will remain open under all weather conditions and staff members are expected to come to school.

Principal Responsibilities:

1. The Principal will collaborate with the Superintendent on such occasions.
2. The Principal will announce bus service cancellation by email communication to all parents and on the school's website by 6:30am.
3. Provide supervision for students if buses cannot operate safely on the trip home.

Parent Responsibilities:

1. Become familiar with the communication procedures the school will follow in case of bus cancellation and actively seek out announcements if a school closure appears to be a reasonable possibility.
2. Ensure their children are appropriately dressed for weather conditions.
3. Should bus service be suspended during the day, parents must make arrangements to transport their children home.

D-3 Respectful Use of Information and Communications

Technology Policy

All society staff, students, volunteers and visitors will use electronic equipment, software, internet access and social media accounts in an appropriate and respectful fashion at all times. Electronic equipment may not be used for any illegal or unethical activity, transmitting illegal, offensive and/or discriminatory material, bullying, harassment, financial gain or any activity that could adversely affect the society or its students, staff and volunteers.

Procedures

1. Society email is provided primarily as a communication and administrative tool for staff members.
2. Students may use society email to correspond with others as a learning activity.
3. Email sent or received using the society's internal network and equipment (including records of a personal nature) are records under the custody and control of the board.
4. All records in the society's email system are subject to the provisions of the *Freedom of Information and Protection of Privacy Act* and may become the subject of an access to information request.
5. All persons are prohibited from willfully destroying any records with the intent to evade an access to information request.
6. End users of the society's email are responsible to print paper copies of any records that have an ongoing legal, fiscal, audit, administrative or operational purpose and to file them in the society's hard copy filing system. Records of a personal or transitory nature should be deleted on a regular basis.
7. While users of the society's internet access, email, electronic equipment and social media accounts have the right to a reasonable expectation of privacy, the society will:
 - a) Use software to restrict access to inappropriate sites, restrict access to sites that may compromise the integrity of the society's records, software or hardware and to monitor usage.
 - b) Authorize the secret monitoring or searches of network activities where there is just cause; for example, where there is evidence that an illegal activity may be taking

place or where there is evidence that the society's usage guidelines have been violated.

c) Require facilitators to routinely monitor student internet activity on the internet.

8. While not intending to stifle the creative and free expression of views on, the following behaviours are prohibited:

a) Use of profane or vulgar language.

b) Harassment/bullying of individuals or groups.

c) Public disputes regarding personnel matters, facilitator or student performance or behaviour or other matters related to the internal operations of the society.

d) The dissemination of spam.

9. Users of the society's internet access, email, electronic equipment and social media accounts are required to exercise their discretion and common sense in posting or transmitting materials.

10. Sensitive or confidential personal information, minutes of closed meetings, business confidences and the like should not be transmitted or posted unless adequate security provisions are in place.

11. Users of the society's internet access, email, electronic equipment and social media accounts are required to respect all copyright laws.

12. All information on society websites must be approved by the principal/designate. The last names, phone numbers, physical and email addresses of students and parents will not be published online.

13. The principal will develop, and the superintendent will approve, usage guidelines for the society's internet access, email, electronic equipment and social media accounts. All users are required to agree to these guidelines on an annual basis. Parents will be required to agree along with their children.

14. Consequences for not following the usage guidelines range from warnings to restricted access to possible disciplinary action pursuant to the board's policies on suspension and dismissal of employees and student discipline.

15. The security infrastructure of the society's systems and networks should demonstrate reasonable precaution with respect to the security of confidential and private electronic information.

16. The principal is responsible for developing and administering a comprehensive security policy that is approved by the superintendent.

17. Students may use mobile telephones and similar devices as required for educational purposes.

D-4 Fire Drills

Policy

Fire drills will be held on a regular basis.

Definition

FIRE DRILL means a *planned* event practicing the evacuation of the building in response to a fire or other emergency and does not include false alarms.

Procedures

1. Fire drills will be held at each campus at least six times per school year while students are in attendance: three between September 1 and December 31 and three between January 1 and June 30.
2. Fire drills should:
 - a) Be held during different times of the day.
 - b) Be held under various weather conditions.
 - c) Practice alternative routes and procedures.
3. The fire department must be contacted before a fire drill is conducted.
4. The principal/designate must develop a detailed evacuation plan that is appropriate for the building(s) and the students that includes:
 - a) Evacuation plans for all areas of the building.
 - b) Assignment of staff to:
 - Monitor hallways.
 - Check washrooms.
 - Check student attendance.
 - Report on the outcomes of the drill.
 - c) Provisions for students who cannot vacate the building.
 - d) The location where students, staff and visitors are to gather when evacuated.
 - e) Provision for the communication of the plan to staff.

E. Instruction

E-1 Inclusive Education Programs Policy

1. Under Review

E-2 School and Program Evaluation Policy

The principal/designate, with the cooperation of staff, will monitor and assess the operation of the school with regard to the society's vision, mission, purpose and philosophy and student achievement on an ongoing basis. Evaluation will be conducted in consultation with the superintendent on a formal basis as required.

Procedures

1. Monitoring and evaluation will assess the following areas of school philosophy and operation:
 - a) Arts Immersion.
 - b) Democratic Learning.
 - c) Learning contracts.
 - d) Developmental Assets.
 - e) Circle of Courage.
 - f) Student Achievement.
 - g) Community-school relations.
 - h) Partnership development.
2. The principal/designate will maintain a continuous and cumulative record of school evaluation activities to document:
 - a) Input of staff, students, parents, directors and partners.
 - b) Timeframes and dates.
 - c) Action taken in the school as a result of evaluation.
 - d) Plans and priorities.
3. The superintendent will assist with evaluation activities with a view to providing information to the principal/designate and to the board about program strengths and areas for growth and improvement.
4. In accordance with the Alberta *Education Act*, Alberta Education program evaluation and supervisory personnel may undertake specific school evaluation activities upon the request of the superintendent and/or the Minister or their designate.

E-3 Student-Adult Ratio Policy

Where possible, the student-adult ratio will be no greater than 18:1. In keeping with its charter, the society uses a student-*adult* ratio rather than the standard student-teacher ratio. This is accomplished by employing artists who work with students under the direction of certificated teachers.

Definition

ADULT means teacher or artist employed by the society to provide classroom instruction.

Procedures

In order to maintain a low student-adult ratio, the society:

1. Employs artists in addition to certificated teachers to form learning teams.
2. Provides multi-aged, cross-curricular teaching and learning.
3. Uses learning contracts to individualize learning and promote self- responsibility, choice and voice.

E-4 Patriotic Exercises

Policy

Students participate in and are exposed to patriotic activities and ceremonies that foster pride in Canada and appreciation of its values and qualities.

Procedures

1. Student and staff participation in activities related to civic and cultural events is authorized at the discretion of the principal.
2. The principal will ensure that the Canadian flag and the Alberta flag are displayed according to the recognized protocol, both outside each campus and in the area of the building on each campus most frequently used for student assemblies and gatherings.
3. Student and staff participation in the following patriotic exercises/activities is encouraged, at the discretion of the principal:
 - a) Singing or performance of Canada's official national anthem.
 - b) Salute to the Canadian flag.
4. Students are encouraged to participate in Remembrance Day exercises/events in accordance with the *Alberta Remembrance Day Act*.
5. Parents may choose to exempt their child from patriotic exercises or activities. The parent or guardian must sign a written request for non-participation.
6. A written request for non-participation will allow the student:
 - a) To leave the classroom or place where the exercises are taking place for the duration of the instruction or exercises.
 - b) To remain in the classroom or place without taking part in the exercises.
7. Students exempted from participation in academic activities for religious reasons will be provided with an alternative assignment.

E-5 Separation of Education and Religion Policy

While the board respects the freedom of each person to practice (or not practice) the religion of their choice, the society is a secular educational institution that does not advocate for or against any particular religion.

Procedures

1. The discussion of religion with students is limited to educational purposes and must not be used to encourage or discourage adherence to a particular religion or its beliefs and practices.
2. Reasonable efforts will be made to accommodate specific requests of parents and students based on their religious practices.

E. 6 High School Special Projects Course

Policy

In accordance with the *Education Act*, Calgary Arts Academy will provide the opportunity for high school students to undertake Special Projects. Special Project credits are designed to encourage students to become involved in the selection, planning and organization of their own programs in specific areas and to encourage students to pursue activities in which they have considerable interest or ability, but which are not within the scope of the regular curriculum, or the programs being offered in the school. Special projects should be consistent with our Calgary Arts Academy vision, mission, and purpose, and offer students the opportunity to develop their Circle of Courage virtues.

Procedures

1. The opportunity to earn Special Projects credits shall be available to all students.
2. Students may enroll in Special Projects 10, 20, or 30. Special Projects 20 and 30 do not have prerequisites.
3. Special Projects shall be carried out under the supervision of a certified teacher.
4. Special Projects credits shall not be awarded for student activities that would be considered a normal part of extra-curricular, co-curricular activities or work experience activities generally offered by a school (i.e., yearbook, school newspaper, school sports teams, special clubs).
5. The content of a Special Project need not be related to a specific school subject.
6. If a Special Project is related to a specific school subject, the content of the project shall be distinct from, and in addition to, regular course requirements.
7. In circumstances where a student enrolls in more than one Special Project over their school career, the projects must vary substantially from year to year or demonstrate increased levels of proficiency.
8. The principal shall require the student to submit a clearly planned proposal for approval. The proposal shall include: A description or outline of the project. The number of hours of work expected to complete the project; Method by which the project would be carried out; A description of the expected results; Evaluation procedures as outlined by the supervising teacher; An expected completion date; and Name of the supervising teacher. Students will submit a written reflection upon completion of the project.
9. The principal shall retain a copy of the Special Project proposal until the project is completed.
10. Projects shall be completed, and a report submitted to the principal prior to the conclusion of the semester or school year.

11. As stated in Alberta Education guidelines, Special Projects to be granted three credits require 75 hours of work and five credit projects require 125 hours of work.
12. Projects must be evaluated in accordance with Calgary Arts Academy evaluation procedures.

Reference: Alberta Education Program of Studies: Special Projects 10-20-30
Guide to Education, ECS to Grade 12

E. 7 Locally Developed Courses Policy

It is recognized that there may be a need to supplement student programs with locally developed courses in order to promote and cultivate the unique interests and abilities of students or to foster educational improvement and excellence through innovative courses developed by the school.

Procedure

1. Locally developed courses shall be consistent with the expectations of the charter and meet all requirements set out in provincial legislation and policy.
2. Procedures for approval of senior high locally developed courses shall follow steps outlined in "Guide to Education: ECS to Grade 12". The procedures and process for development and/or approval of senior high locally developed courses shall follow the guidelines and requirements in the "Guide to Education: ECS to Grade 12" and Alberta Education's LDCOMS system.
3. LDCs must be first considered by the principal and then approved by the superintendent.
4. Alberta Education requires that school authorities approve locally developed courses (LDCs) by a motion of the Board prior to implementation in schools.

E-8 At-Home Learning Without an In-Person Learning Option Policy

This policy outlines the conditions under which Calgary Arts Academy (CAA) may offer at-home learning without an in-person option, while ensuring compliance with Alberta Education regulations and the Education Act. This policy applies to all students enrolled at Calgary Arts Academy from Year 1 through Year 12 in situations where in-person instruction is not feasible.

1. CAA will consider the following factors when determining a shift to at-home learning:

- Safety concerns that render school facilities unusable (e.g., fire, flood, structural damage).
- Equitable access to learning, especially in emergencies.
- Availability of technology and student connectivity.
- Programming needs (synchronous or asynchronous delivery).
- Ability to provide mandated instructional hours and meet curricular outcomes.

2. Where possible, CAA will consider providing in-person learning at alternative locations such as:

- Partner schools in the community.
- Public facilities (e.g., libraries, community halls).
- Other CAA-owned buildings.

3. CAA will ensure the following measures are in place:

- Fulfillment of minimum instructional hours under the Education Act.
- Clear expectations for student attendance and participation.
- Alignment with Alberta curriculum and support for participation in provincial assessments.
- Provision of evaluation and progress reporting for students.

4. CAA will make reasonable efforts to support all students in accessing at-home learning, including:

- Provision or loan of necessary technology and devices.
- Printed materials for students lacking internet access.
- Language support for English Language Learners.
- Specialized support for students with disabilities or exceptional needs.

5. If a shift to at-home learning exceeds three days:

- The superintendent will contact Alberta Education's Field Services Manager to discuss the situation.
- A formal request for exemption will be submitted with rationale, impacted grades, mitigation strategies, and plans for continuity.
- CAA will comply with Alberta Education's decision regarding the exemption

E-9 Parent Notification and Opt-In Consent Policy

Calgary Arts Academy Society Board, students, and parents have responsibilities for ensuring welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.

Amendment to the Education Act, effective on September 1, 2025, require all public, separate, francophone, charter and independent (private) school authorities to fulfill their duty to notify parents and seek consent (opt-in) where courses, programs of study or instructional materials, or instruction or exercises include subject matter that deals ***primarily and explicitly*** with human sexuality, gender identity or sexual orientation.

Procedures:

Notification to Parents:

1. Parents will be notified in writing through one or more of the following:
 - A printed notice sent home with the student.
 - An email from the classroom teacher or school administration.
 - Posting in the parent portal or learning management system.

Frequency and Timing

1. Notification will be provided at least 30 calendar days prior to the start of the instruction, program, or use of related materials.
2. Notices may be provided:
 - At the beginning of the school year or semester, or
 - Before individual instructional units or events.

Opt-In Consent Process:

Form and Manner:

1. Consent will be obtained through a written permission form (paper or digital), to be returned to the teacher or submitted via an approved school platform.

Consent Details:

1. The notification will include:
 - A description of the instructional content.
 - The dates of the planned instruction.
 - The option for parents to provide full or partial consent.
2. If no consent is received, the student will not participate in the instructional activity.
3. Students not participating will be provided with:
 - An alternative learning activity in a supervised setting.
 - No academic penalty will be incurred.

Follow-Up and Record-Keeping:

1. Teachers will track returned consent forms and
 - Follow-up with parents who do not respond prior to the instruction date.
 - Ensure accurate documentation is maintained.

Determining When Notice is Required:

1. Notification and consent are **not** required for:

- Incidental or indirect references to human sexuality, gender identity, or sexual orientation (e.g., within literature). For example, an indirect reference to a character who belongs to 2SLGBTQI+ community in a book being discussed would not require parental notification and consent as the learning outcome would not be primarily and explicitly about human sexuality or sexual orientation, but the learning outcomes related to English Language Arts and Literature curriculum.
- Participation in extracurricular or voluntary activities such as student clubs, or student self-selected books
- Teachers and staff will consult learning outcomes on new.learnalberta.ca to determine when subject matter meets the threshold for notification

F. Students

F-1 Student Selection, Admission and Placement Policy

Calgary Arts Academy's (CAA) charter mandate is to promote Academic Excellence through Arts Immersion Programming. CAA recognizes that public Charter Schools are programs of choice, where families must express interest by submitting an application. This necessitates a clear and fair student admission process.

Calgary Arts Academy Society Board adheres to an admission and student placement that is consistent with a diverse and inclusive learning environment.

The Calgary Arts Academy Society Board requires that admission practices:

- Respect procedural fairness and equity.
- Comply with provincial legislation.
- Align with CAA's Charter and Board Policies.
- Are clearly communicated to parents of prospective students.

CAA believes that all students who are passionate about the arts and demonstrate and strive for Academic Excellence, will be considered eligible for admission without discrimination and with accommodation to the point of undue hardship.

Admissions decisions are made individually, in accordance with the best interest of each student's educational needs and, where applicable, in consultation with their parent(s) or legal guardian(s).

It is the CAA's strong desire that all students who seek to learn at CAA have the opportunity to attend. However, not all applicants may be admitted due to capacity limitations and/or school resources.

CAA supports and promotes inclusive education, ensuring access to appropriate educational programming based on students' academic, social, and emotional needs.

Every application is reviewed individually to determine whether the student will meet with success in Calgary Arts Academy's unique programming, including the supports required for the student's success, within the resource capacity of the school.

Procedures

General Admissions

1. CAA is a public school; all students have the opportunity to apply within the context of Charter School regulations.
2. Only legal parents or guardians may submit an application for a prospective student. Independent students over the age of 18 or 16 years of age or older and who in the opinion of the principal is living independently, or is party to an agreement under the Child, Youth and Family Enhancement Act.

3. Enrolment targets will be set annually by grade, by the Superintendent, within the school's Board approved growth plan. These targets must not:
 - 3.1. Exceed building capacity,
 - 3.2. Compromise current students' educational programming,
 - 3.3. Exceed available resources.
4. The principal is responsible for establishing an Application Review Committee to review and approve eligible student applications.

Student Applications

5. Applications will only be considered complete once all required or requested documentation is provided and will be date stamped.
6. Required documentation includes:
 - 6.1. Completion of the Application Form and payment of the application fee.
 - 6.2. Proof of student citizenship (e.g., birth certificate) or immigration documents. Both front and back of legal documents must be submitted.
 - 6.3. Students with temporary residency may apply but must demonstrate legal entitlement to education in Alberta. CAA may request proof of such entitlement.
 - 6.4. Copies of the two most recent report cards.
 - 6.5. Most recent Individual Program Plan (IPP), if applicable.
 - 6.6. Legal documentation regarding custody or safety concerns (if applicable).
7. Any attempt to influence the impartiality of the selection process—including withholding relevant information or documentation—will result in disqualification.

Student Selection

8. The school aims to provide appropriate programming and support for each student to meet Alberta Education grade-level outcomes successfully.
9. Decisions are made following a thorough review of all information provided in the application.
10. All eligible students will be offered placement in the order that complete applications are received (first come, first served), until capacity is reached. Once capacity is full, eligible students will be waitlisted in order of application.

Waitlist Management

11. The principal (or delegate) manages the waitlist.
12. When space becomes available due to declined offers or student withdrawals, the next eligible student on the waitlist for that grade will be offered placement.
13. Applicants not offered placement are welcome to re-apply in subsequent years.
14. The principal must ensure the secure destruction of documents for applicants not offered placement.

Admissions and Registration

15. New families offered placement must accept and register by the deadline stated in the offer letter. Failure to do so may result in forfeiting the offer.
16. Current families must re-register in Family Zone annually and pay associated fees by the specified deadlines to ensure continued admission.
17. Admission does not guarantee continued placement. If documentation or experience indicates that CAA programming does not meet a student's needs, the leadership team will engage in collaborative discussions to determine the best course of action. Continued registration is reviewed annually.
18. Grade placement and teacher placement of new students is at the discretion of the principal.

Appeals

19. Appeals of admission decisions must first be submitted to the principal in writing within seven (7) calendar days of notification. The Application Review Committee will consider the appeal.
20. If unresolved, a further written appeal may be submitted to the Superintendent within seven (7) calendar days of the principal's decision.

References

Education Act: Sections 3, 7, 8, 11, 16, 52, 53, 54, 222
Funding Manual for School Authorities
Guide to Education ECS to Grade 12

F-2 Student Code of Conduct Policy

The principal will develop a student code of conduct where expectations for student behaviour are clearly communicated.

Procedures

1. The principal is responsible for developing a written student code of conduct in collaboration with the staff and school council.
2. The code will be consistent with the *Alberta Education Act* and board policy.
3. The code should be communicated at least annually to parents and on an ongoing basis to students.
4. The society will ensure that learning opportunities are provided for students in order to foster the development of responsible and respectful conduct.
5. The code applies:
 - a) To any school or school sponsored activity whether on or off campus.
 - b) To any bus transportation of students, including designated drop off and pick up areas.
 - c) During transportation by volunteer drivers to school sponsored activities.
6. Violations of the code will be addressed promptly.
7. All students have the right to:
 - a) A safe and secure environment.
 - b) Be treated in a caring manner.
 - c) Learn and work in a positive environment.
 - d) Be taught to use problem solving skills effectively.
8. Everyone involved with the society has a responsibility to:
 - a) Work and play safely.
 - b) Treat people, animals, property and the environment in a caring manner.
 - c) Contribute to a positive learning community.
 - d) Apply problem-solving skills to resolve conflicts appropriately.
9. The society believes that:
 - a) A democratic community provides choices that are clear.
 - b) Consequences for misbehaviour must be fair, logical and encourage self-discipline.

- c) A supportive, caring environment fosters positive outcomes such as risk-taking, self-responsibility, personal development, a strong sense of school community and a sense of accomplishment.
- d) Learning is a continuous process that is personal and collaborative.
- e) Children are able to assume ownership for their learning when given voice, choice and support.
- f) Learning is enhanced through clear curriculum delivery and active involvement that is meaningful and relevant.
- g) Learning is the shared responsibility of all contributors: the child, the family, the school and the community.

STUDENT CODE OF CONDUCT

Administrative Policy

Calgary Arts Academy is committed to establish and maintain a welcoming, caring, respectful, and safe learning environment for its students and a balance between individual and collective rights, freedoms and responsibilities in the school community.

Calgary Arts Academy is committed to establish and publish expectations for student behavior while at school, at a school-related activity or while engaging in an activity that may have an impact on others in the school. The Principal will provide students, staff and parents with a copy of or electronic access to, the posted Student Code of Conduct. Calgary Arts Academy believes that parents, as partners, are encouraged to play a vital role in instilling and reinforcing the skills necessary for appropriate conduct. Students are expected to be responsible and to conduct themselves in a manner which respects the rights and property of others. Two CAA pillars, the 'Circle of Courage' and 'Democratic Discipline' form the basis of appropriate student behaviour.

Procedures

1. Student Code of Conduct is to be consistent with the *Education Act* and Charter Board policy and reflect community values.

2. Students shall conduct themselves so as to reasonably comply with the following Student

Code of Conduct established pursuant to section 12 of the *Education Act*:

2.1 respect yourself and the rights of others in the school;

2.2 ensure your conduct contributes to a welcoming, caring, respectful and safe learning environment in the school that respects diversity and fosters a sense of belonging in others in the school;

2.3 refrain from, report and refuse to tolerate bullying, discrimination, harassment, intimidation, discrimination or violence, even if it happens outside of the school or school hours or happens electronically;

2.4 inform an adult you trust in a timely manner of incidents of bullying, discrimination, harassment, intimidation, violence or other safety concerns in the school;

2.5 act in ways that honours and appropriately represents you and your school;

2.6 attend school regularly and punctually;

2.7 be ready to learn and actively engage in and diligently pursue your education;

2.8 know and comply with the expectations of your school;

2.9 cooperate with all staff;

2.10 be accountable for your behaviour to fellow students, teachers, and other school staff; and

2.11 contribute positively to your school and community.

3. Students are expected to be respectful, responsible, trustworthy, fair, caring and good citizens.

4. The following behaviours or offenses towards self, peers, staff, volunteers, visitors or property will not be tolerated whether or not the behaviour occurs in the school building during the school day or by electronic means.

4.1 behaviours that interfere with the learning of others or the school environment or that create unsafe conditions;

4.2 acts of bullying, discrimination, intimidation, harassment, or violence;

4.3 retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern;

4.4 illegal activity such as: possession, use or distribution of illegal or restricted substances; possession or use of weapons; theft or damage to property;

4.5 creating a disturbance;

4.6 being disobedient or defiant;

4.7 using profane, vulgar or inappropriate language; or

4.8 engaging in any criminal activity.

5. The school will ensure that reasonable learning opportunities are provided for students in

order to foster the development of responsible and respectful conduct.

6. The School Act (section 12) and this Student Code of Conduct shall apply:

6.1 to any school or school-sponsored activity whether on or off-campus;

6.2 to any bus transportation of students, including designated drop-off or pick-up areas; and

6.3 during transportation by volunteer drivers to school-sponsored off-campus activities.

Consequences for Unacceptable Behaviour

Calgary Arts Academy believes that:

- a democratic community provides choices that are clear
- consequences for misbehaviour must be fair, logical and encourage self-discipline
- a supportive, caring environment fosters positive outcomes such as risk-taking, self responsibility, personal development, a feeling of school community and a sense of accomplishment
- learning is a continuous process, which is personal and collaborative
- children are able to assume ownership for their learning when given voice, choice and support
- learning is enhanced through clear curriculum delivery and active involvement, which

is meaningful and relevant

- learning is the shared responsibility of all contributors: the child, the family, the school and the community.

7. Consequences for unacceptable behaviour will take into account:

7.1 that a “zero” tolerance approach to behaviour with a “one size fits all” approach is inconsistent with the School Act and is not in the best interest of students.

7.2 the specific circumstances of the situation;

7.3 the age, maturity and individual circumstances of the student; and

7.4 any special needs that the student has such as physical, behaviour, communication, mental health, or trauma-related conditions.

8. Supports for those students who engage in unacceptable behaviour and for those impacted

by inappropriate behavior may include:

8.1 mentoring;

8.2 restorative discipline;

8.3 supportive positive behaviours;

8.4 regular check-ins with teachers or school counsellors;

8.5 external counselling; and

8.6 parental support for remediation.

Any violations of this Student Code of Conduct will be addressed promptly and in accordance with Calgary Arts Academy Board policy and administrative procedures.

F-3 Student Suspension and Expulsion Policy

Respectful and responsible behaviour by all students is essential for the creation of a positive learning environment. Suspension and expulsion are disciplinary actions that may be required in certain circumstances to maintain a positive learning environment.

Definitions

To SUSPEND means to remove a student for four days or less from one or more of the following:

- a) School.
- b) One or more class periods, courses or education programs.
- c) Riding in a school bus.

To EXPEL means to remove a student for more than four school days from:

- a) School.
- b) One or more class periods, courses or education programs.
- c) Riding in a school bus.

Procedures

1. A student can be suspended at the discretion of the principal.
2. Expulsion must be approved by the board and only on the basis of a recommendation provided by the principal.
3. A student may be expelled if:
 - a) The student has displayed an attitude of willful, blatant and repeated refusal to comply with the *Alberta Education Act*.
 - b) The student's conduct is injurious to the physical or mental well-being of others in the school.
4. The parent(s)/guardian(s) of the suspended or expelled student will be notified immediately of the action and the reasons for taking it.
5. Any and all suspensions and expulsions will be recorded on the student's record.

Legislative reference: *Alberta Education Act*

F-4 Harassment and Bullying of Students Policy

Students and staff will refrain from, report and not tolerate harassment or bullying directed toward others, whether or not it occurs within the school building, during the school day or by electronic means.

Definitions

PERSONAL HARASSMENT means any unwelcome behaviour that directly or indirectly, adversely affects or threatens to affect a person's emotional well-being, learning environment, or opportunities for involvement. Harassment is considered to have taken place if a person knows, or ought to know, their behaviour is unwelcome. Harassment includes but is not limited to:

- Unwelcome physical contact.
- Inappropriate touching.
- Verbal abuse or threats, including coercion or extortion.
- Unwelcome remarks (including jokes, innuendo or taunting about such things as a student's physical appearance, race, gender, sexual orientation, disability, ethnic origin or religious affiliation).

SEXUAL HARASSMENT means any unwelcome physical contact, comment or request of a sexually suggestive nature. It also includes implied or real threats of reprisals in response to a rejected sexual advance and/or the promise of a benefit in response to acceptance of a sexual advance.

BULLYING occurs when a less powerful person is subjected to repeated hurtful actions, injury or discomfort, whether physical or psychological, by a more powerful person or group of persons. There is a sense of gratification and pleasure by the perpetrator and a feeling of injustice and oppression by the victim.

Procedures

1. Students are encouraged to tell the perpetrator that their conduct is unacceptable and unwelcome.
2. Students are encouraged to inform a staff member if the offending behaviour does not stop or if they take serious offense to a behaviour(s) they consider harassment or bullying.
3. Society staff are committed to helping students deal with problems of harassment and bullying.

4. All matters pertaining to a complaint of harassment or bullying will be dealt with in a reasonable, fair and objective matter. The principles of the circle of courage and democratic discipline will be employed in addressing issues of student harassment and bullying.
5. The principal will be involved in cases of severe or repeated harassment or bullying whether alleged or substantiated.
6. When a student's behaviour has been determined to constitute harassment or bullying, the student will be subject to disciplinary action pursuant to board policy.
7. The principal may request parents to seek external assessment and/or counseling services to assist students who are either recipients or perpetrators of harassment or bullying.

F-5 Welcoming, Caring, Respectful and Safe Learning

Environment Policy

The Calgary Arts Academy Society Board ensures that all students, families and staff have a welcoming, caring, respectful, safe learning environment that respects diversity and fosters a sense of belonging.

Calgary Arts Academy Society Board affirms the right as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms of each staff employed by the Board and each student in the schools operated by the board.

Families, staff and students of Calgary Arts Academy will not be discriminated against as provided for in the Alberta Human Rights Act or the Canadian Charter of Rights and Freedoms.

All members of the school community have the right to learn and work in an environment free from discrimination, prejudice and harassment. Please also refer to the following policies: C-8 Personal Harassment, F-4 Harassment and Bullying of Students.

Administrative Procedures

The Calgary Arts Academy Society Board respects and supports any student request to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging in accordance with section 16.1 of the Education Act.

1. If one or more students attending a school operated by CAA Society Board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal shall immediately grant permission for the establishment of the student organization or the holding of the activity at the school subject to #3, within a reasonable time from the date that the principal receives the request, designates a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

2. The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal. For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.
3. The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.
4. The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity is limited to the fact of the establishment of the organization or the holding of the activity, and is otherwise consistent with the usual practices relating to notification of other student organizations and activities.
5. Provides support that responds to a student’s individual needs.
6. Respects an individual’s right to self-identification and privacy.
7. Maintains records in a way that respects privacy and confidentiality bound by the provisions of the *Freedom of Information and Protection of Privacy Act*.
8. Ensures dress codes respect an individual’s gender identity and gender expression.
9. Minimizes gender-segregated activities.
10. Enables students with diverse sexual orientations, gender identities and gender expressions to have full, safe and equitable participation in curricular and extra- curricular activities.
11. Provides safe access to washroom and change-room facilities.
12. Provides professional learning opportunities that build the capacity of staff to understand and support diverse sexual orientations, gender identities and gender expressions.
13. Uses a comprehensive whole-school approach to promote healthy relationships and prevent and respond to bullying behaviour.
14. Ensures students have the understanding, skills and opportunities to contribute to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.
15. Ensures all families are welcomed and supported as valued members of the school community and are protected from

discrimination based on their sexual orientations, gender identities and gender expressions.

16. Ensures that Society staff members have work environments where they are protected from discrimination based on their sexual orientations, gender identities and gender expressions.

References

Education Act – Sections 45.1 (including section 16.1),
45(8) Freedom of Information and Protection of Privacy
Act Alberta Human Rights Act
Canadian Charter of Rights and Freedoms

United Nations Convention on the Rights of the Child
F-2 Student Code of Conduct – Policies and Procedures

For more information about the guidelines set forth in this policy, please refer to the Alberta Education document: *Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions (2016)*.

<https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf>

Any violations of this Student Code of Conduct will be addressed promptly and in accordance with Calgary Arts Academy Board policy and administrative procedures.

Legal Reference: Education Act, section 12

F-6 Student Travel Policy

The society supports and encourages student group travel that is consistent with the society's vision, mission, purpose and philosophy and that supports the delivery of the Alberta curriculum. Student co-curricular and extracurricular travel is an essential aspect of the student's understanding and appreciation of the world in which we live. It provides an opportunity for students to engage in learning activities that are not feasible in a classroom setting.

Procedures

1. All reasonable precautions must be taken to ensure student safety.
2. Parent support and approval for student participation must be obtained.
3. No field trip will be undertaken without prior authorization in writing from the:
 - a) Principal for local and regional field trips.
 - b) Principal and superintendent for Canadian and international field trips.
4. Cost must not be an unduly limiting factor for students who wish to participate in school trips.
5. Students are eligible to participate in field trips as follows:
 - a) Elementary students are eligible for day field trips within the City of Calgary and vicinity ("local field trips") and within Canada but within 1,000 km of Calgary (hereinafter "regional field trips")
 - b) Junior high students are also eligible for field trips within Canada (hereinafter "Canadian field trips").
 - c) International student travel projects will be considered on a case-by basis.
6. All school and board policies and regulations are deemed to be in effect during all field trips. This includes any policy or rules related to student conduct.
7. Authorization must be given by the superintendent for Canadian and international field trips before fundraising begins and before any deposit is paid.
8. In all cases, the lead facilitator must consult with and obtain the preliminary approval of the principal before proceeding to plan a field trip.
9. A local field trip application must be made by the lead facilitator to the principal at least one week prior to the planned/anticipated date of departure.

10. A regional field trip application must be made by the lead facilitator to the principal at least one month prior to the planned/anticipated date of departure.

11. A Canadian or international field trip application must be made by the lead

facilitator to the principal and to the superintendent at least three months prior to the planned/anticipated date of departure.

12. When deemed necessary or appropriate, international field trips may be unilaterally cancelled by the superintendent

13. The lead facilitator:

- a) Plans and organizes the field trip.
- b) Identifies and provides methods of addressing safety concerns.
- c) Reviews safety guidelines and the student travel procedures and ensures the distribution of this information to all attending facilitators and supervisors.
- d) Verifies, based on reasonableness, if any weather or condition- related warning has been issued in relation to any part of the field trip.

For local, regional and Canadian field trips:

a) Advises the parents in writing (in the parent permission letter) that the board will not, under any circumstances (except as set out below) reimburse a parent(s) for the loss of any field trip monies resulting from the cancellation, for any reason, of a school sponsored field trip. (This includes any form of field trip deposit or otherwise.)

- In the event of cancellation, it will be the responsibility of the parent to take steps to collect said funds directly from a third party travel-related agency.
- If the school has not, at the time of cancellation, provided field trip monies to any third party travel-related agency which assisted in the organization of the field trip, and if the field trip- related contract between the school and said agency permits a refund of field trip monies in the circumstances, said funds will be returned to the parents.

For International field trips:

- a) Advises parents in writing (in the parent permission letter) that the school will provide full refunds when a trip is cancelled.
- b) Is responsible for supervision arrangements and provides a list of participating facilitators and volunteers

with the supervision schedule(s) including any supervision schedule(s) to the principal prior to field trip departure.

- c) Ensures that all requisite field trip documentation is provided to the principal within the required time frames
- d) Is aware of the list of volunteer(s) partaking in the field trip, and will write their names on the lead facilitator field trip form and the field trip permission checklist.
- e) Arranges for appropriate volunteers and, when appropriate, arranges for volunteer instruction regarding the nature and requirements of the field trip, and volunteer responsibilities,

including volunteer schedules.

- f) Reviews the field trip permission checklist (used by lead facilitator when planning a field trip) and prepares the appropriate parent permission letter.
- g) Submits a completed lead facilitator field trip form within the timeframe specified in sections 10, 11 or 12 above.
- h) Is responsible for ensuring that the return portion of the parent permission letter has been fully completed, signed and dated by the parent.
- i) Is responsible for obtaining and maintaining a field trip resource kit.
- j) Is responsible for taking attendance counts at ALL points of departure on the field trip.
- k) Will forthwith advise the principal of any accidents, problems, unusual incidents, "close calls," unsafe situations or otherwise. After having verbally advised the principal of any problems, the lead facilitator will, within a reasonable timeframe, provide the principal with a written report detailing the situation and the steps taken to resolve the issue.

14. The principal:

- a) Reviews the completed lead facilitator field trip form and supporting information.
- b) Determines whether or not the field trip supports the curriculum.
- c) Determines whether safety requirements and appropriate supervision levels have been met.
- d) Determines that the criteria contained in section 14 have been met, and notifies the lead facilitator accordingly.
- e) Is responsible for the final decision on local and regional field trips.

15. The superintendent:

- a) Reviews the lead facilitator field trip form for Canadian and international field trips, and the supporting information provided.
- b) May provide assistance and advice to the lead facilitator and principal regarding the safety or curriculum aspects of any proposed field trip.
- c) Determines if Canadian or international field trip authorization is granted or not, and notifies the principal accordingly; such a determination is final with no appeal.
- d) Reviews, at the beginning of each semester, or as required by the circumstances, the safety of Canadian or international field trips.

16. At any stage of the field trip planning, implementation and review process, advice and assistance from curricular specialists, or other specialists who have expertise in the area of safety assessments may be sought.

17. In evaluating, reviewing and determining whether or not authorization should be given for a particular field trip, the following criteria are to be considered:

- a) Curriculum fit.
- b) Precautions in place to deal with safety concerns.
- c) Age and grade appropriateness.
- d) Venues.
- e) Supervision levels
- f) Supervision schedule(s)
- g) Cost, budgeting and fundraising.
- h) Safety and security concerns.
- i) Supervisor selection and training.
- j) Field trip itinerary and activities.
- k) Level of knowledge of lead facilitator and supervisors regarding field trip policies and safety guidelines as represented by them in the lead facilitator field trip form.
- l) Level of knowledge of lead facilitator and supervisors regarding field trip activities.
- m) Familiarity of lead facilitator and supervisors with the venue, if applicable (for example, wilderness terrain).
- n) Sufficiency of information to be provided to parents regarding field trip details.
- o) Whether parent meetings are desirable or necessary, and if deemed necessary, ensures that these have or are scheduled to take place.
- p) Required insurance coverage, if applicable.

- q) Transportation.
- r) Accommodation.
- s) Equipment including special clothing and equipment requirements and their availability.
- t) Special medical requirements (for example, vaccinations).
- u) Whether special expertise (for example, local guides) is required.
- v) Emergency and communications arrangements.
- w) Evacuation procedures, if applicable.
- x) Whether special certification is required (for example, lifeguards, first aid certification).
- y) If a third party field trip operator (or otherwise) asks/requires the board to sign a waiver, the principal will seek direction from the superintendent.

Reimbursement

18. For local, regional and Canadian field trips, a parent/student will not, under any circumstances, (except as set out below) be reimbursed for the loss of any field trip monies resulting from the cancellation, for any reason, of a field trip. (This includes any form of field trip deposit or otherwise.). In the event of cancellation, it will be the responsibility of the parent to take steps to collect said funds directly from a third party travel-related agency which assisted in the organization of the field trip. However, if the school has not, at the time of cancellation, provided field trip monies to any third party travel-related agency which assisted in the organization of the field trip, and if the related contract between the school and said agency permits a

refund of said monies in the circumstances, such funds will be returned to the parents. The lead facilitator will advise parents in this regard in the parent permission letter.

19. For international field trips, the school will provide full refunds when a trip is cancelled.

The parent permission letter

20. The lead facilitator will prepare and distribute to a parent permission letter based on the field trip permission checklist and lead facilitator field trip form using the sample consent form for classes/co-curricular activities and/or sample consent form for team sports as a template. The letter will cover account (but is not limited

to) the following, as may be applicable, given the nature and complexity of the field trip:

- a) Date of the letter.
- b) Clearly stated purpose/educational goal of the field trip including educational value of such a trip as per the curriculum, and its direct link to the program of studies.
- c) The destination, and where necessary, a map of the area.
- d) Proposed detailed itinerary of the field trip including dates and times of departure and arrival.
- e) A detailed description of the nature and number of each planned activity or event.
- f) Arrangements for supervision of students, including proposed supervision schedule and dates and times of activities.
- g) Type of transportation to and from the site, as well as on site.
- h) Safety precautions.
- i) Inherent, special and unusual risks associated with each activity.
- j) The need for equipment, including special equipment or clothing to be provided by the parent and/or the school.
- k) Parent contact number during the field trip.
- l) Name and contact telephone number of the lead facilitator.
- m) Emergency procedures to be followed in the event of injury, illness or unusual circumstances, including emergency contact numbers.
- n) Cost of field trip and in particular that the parent/student will not, under any circumstances, (except as set out below) be reimbursed for the loss of any field trip monies resulting from the cancellation, for any reason, of a field trip. (This includes any form of field trip deposit or otherwise.). In the event of cancellation, it will be the responsibility of the parent to take steps to collect said funds directly from a third party travel-related agency which assisted in the organization of the field trip. However, if the school has not, at the time of cancellation, provided field trip monies to any third party travel-related agency which assisted in the organization of the field trip, and if the related contract between the school and said agency permits a refund of said monies in the circumstances, such funds will be returned to the parents.
- o) Need for additional medical coverage, where applicable.
- p) Parent statement on student's medical condition including medication requirements.

- q) Parent authorization to have supervisors seek necessary medical treatment for students (in the event of an emergency).
 - r) Parent authorization for alternative transportation arrangements.
 - s) Any other relevant information that could affect the decision to withhold field trip permission.
 - t) Teacher(s) signature(s).
 - u) Parent authorization for students to attend field trips (“return portion of parent permission letter”).
21. The return portion of the parent permission letter will include the following:
- a) Parent authorization to attend the field trip including the name of the field trip, date of the field trip and mode of transportation.
 - b) Acknowledgement that the parent understands and agrees with the section of this policy. If the parent does not agree with section 21 their child will not attend said field trip.
 - c) Parent authorization for supervisors to seek necessary medical treatment.
 - d) Parent statement as to student’s medical conditions including medication requirements.
 - e) Emergency contact name and phone number of parents.
 - f) Parent authorization for alternative transportation arrangements.
 - g) Acknowledgment and consent that during the field trip, the student will act in accordance with the *Alberta Education Act*, school and board policy and rules regarding student conduct.
22. The lead facilitator will ensure that the return portion of the parent permission letter has been fully completed, signed and dated.
23. In exceptional circumstances, the lead facilitator can accept verbal permission for a student to attend an in-city field trip, provided that the parent has been properly informed of all matters contained in the parent permission letter. In such circumstances a blank parent permission letter will be fully completed by the lead facilitator and the date and particulars of such verbal permission will be recorded thereon.
24. The completed parent permission letter will be retained with other such letters.
25. One parent permission letter may be provided to and signed by the parent and will be sufficient for like or repetitive field trips (such as athletic events, swimming lessons and physical education classes) provided that the parent permission letter

includes a schedule of all activities, destinations, and dates. In such circumstances, only one lead facilitator field trip form needs to be submitted by the lead facilitator.

The field trip resource kit

26. The field trip resource kit will consist of, but is not necessarily limited to, the following:

- a) A first aid kit unless first aid kits are otherwise readily available.
- b) A mobile phone or other reliable means of communication given the nature of the field trip.
- c) Contact telephone numbers for the parents or guardians of all participating students.
- d) Contact information for emergency authorities (such as medical, etc.) at the destination and any other locations visited.
- e) A complete set of parent permission letters.
- f) Contact information for the superintendent or a designate.
- g) Blank accident report forms.
- h) The Alberta Health Care Number of each student as provided by the parent through the registration process and in accordance with the *Health Information Act*.

Supervision

27. There will be NO unsupervised time for students on field trips. Supervisors are required to be on duty at all times

28. In determining appropriate supervision levels, the following will be considered:

- a) Age of students.
- b) Nature of the activity.
- c) Risk of the activity.
- d) Size of the group.
- e) Participation of special needs students.
- f) Crowded venues.
- g) Experience of the supervisor(s) relative to the activity.
- h) Other safety concerns.

29. All field trip supervisors:

- a) Will be over the age of eighteen years.
- b) Will be advised by the lead facilitator as to the nature and requirements of the field trip and their responsibilities, prior to departure.

30. Same-gender supervisors must accompany each group on overnight field trips.

Changes in itinerary

31. Where circumstances require a substantial change to the original field trip mode of transportation, supervision, cost, activities or venues, the principal (for local field trips), and the superintendent (for Canadian and international field trips), must authorize such change and communicate such authorization to the lead facilitator or principal, as the case may be. The lead facilitator will then communicate such change to facilitators, volunteers, parents and students and any other persons who need to be notified of the change.

32. Where circumstances arise during a field trip, such as an act of god, adverse weather road conditions, and they necessitate a substantial change to any aspect of the planned itinerary, in particular late arrivals, the principal must be notified by the lead facilitator and reasonable effort will be made to advise parents accordingly.

Recordkeeping

33. Schools will keep a record of field trip documentation for three calendar years from the end date of the field trip. Any documentation relating to a field trip in which an accident form was completed will be kept until the date upon which the student or students named in the accident report form all reach twenty years of age.

34. Field trip documentation will include, but is not necessarily limited to, the following:

- a) Completed and approved lead facilitator field trip Form and attachments. return portion of parent permission letters.
- b) Blank copy of parent permission letter.
- c) List of participating students.
- d) List of participating supervisors.
- e) Completed accident report forms.
- f) Agenda, minutes, and attendance records from all field trip meetings (including parent meetings and supervision).
- g) Copies of any correspondence, memorandum, receipts, booking confirmations, etc. relating to the field trip, including supervision schedules.

Transportation

35. All participating students will use the transportation that has been arranged for the field trip, unless other arrangements have been made between the parent and the lead facilitator, in writing.
36. Transportation to and from the designated meeting place for the start and finish of the field trip is the responsibility of the parent.
37. Commercial transportation (buses and taxis) will be used wherever possible. Only properly licensed and insured commercial transportation vehicles and drivers will be used.
38. Schools are advised to use carriers under contract with the board where possible.
39. If a school wishes to use a carrier not contracted with the board, the carrier must have an Operating Authority Certificate from the Motor Transport Board and a Certificate of Insurance showing insurance coverage of not less than \$5 million.
40. The principal must ensure that a staff member or volunteer driving a vehicle in the course of a field trip is properly licensed, insured and carries a minimum personal liability coverage of \$1 million (while this is not required, the board recommends a minimum of \$2 million general liability insurance coverage). All volunteer drivers, including staff, will complete and sign a driver information form prior to acting as a volunteer driver, and consult with his/her own insurance company before undertaking to transport students.
41. The principal is required to obtain and review copies of the current driver's abstract and current insurance pink-slip information for all volunteer drivers including staff.
42. The driver information form is to be reviewed and signed by the principal.

NOTE: The board has insurance coverage that provides for indemnification in the event of bodily injury or property damage to third parties as the result of an automobile accident for which the staff member or volunteer is legally responsible. However, the primary liability protection for the staff member or volunteer driving a vehicle that is not owned by the board is provided by their own liability policy.

43. Only major commercial carriers will be utilized to provide air transportation.
44. Student drivers WILL NOT, under any circumstances, be used for field trips.

Exemptions

45. In exceptional circumstances only, the superintendent may approve in writing a change or deviation from these field trip procedures upon request by the principal after the principal has provided the superintendent with all documents required in accordance with this policy regarding field trip planning.

46. A principal and/or lead facilitator may waive the time frames set out in this policy solely with regard to city field trips and subject to approval from the superintendent

Prohibited activities

47. The following are prohibited field trip activities (the superintendent may prohibit other activities if they are deemed to be unsafe or inadvisable for other reasons):

- a) Skydiving.
- b) Open water scuba diving.
- c) Hot air ballooning.
- d) White water rafting.
- e) Demolition derbies.
- f) Flying club activities.
- g) Gladiator-style events.
- h) Drag racing.
- i) Extreme sports.
- j) Rodeo events.
- k) Boxing or mixed martial arts.
- l) Bungee jumping.
- m) Dunk tanks.
- n) Ice climbing.
- o) Outdoor mountain/rock climbing.
- p) Spelunking/caving.
- q) Auto or motocross racing.
- r) Aerial gymnastics.
- s) Motorcycling.
- t) Trampoline use.
- u) Rifle or other firearm activities.
- v) Luge or bobsled.

F-7 Student Evaluation Policy

Student achievement will be evaluated in order to ensure the maintenance of quality education. The principal will ensure that the school's procedures for student evaluation are fair and just. The society is committed to ensuring the best education possible for all students in the school supported by a comprehensive approach to student evaluation.

Procedures

1. A spirit of fairness and justice must be present in the evaluation procedures. It is the responsibility of the principal to see that this fundamental condition is met.
2. The principal, in consultation with facilitators, is responsible and accountable for all aspects of student evaluation that take place.
3. Records must be maintained by facilitators to justify the assignment of marks.
4. Evaluation records must remain available to the principal following the final day of the school year in the event of an appeal.
5. Students will participate in the Provincial Achievement Tests and Diploma Exams as directed by the Minister.
6. Student evaluation will focus on a variety of performance measures.
7. Every student and/or their parent(s)/guardian(s) has the right to appeal a final grade. Every student and or their parent(s)/guardian(s), through these procedures, will be acquainted with the appeal procedures available to them.

K-9 Appeal Procedure:

- a) The student will appeal directly to the relevant facilitators who will then indicate how the final grade was calculated.
- b) Should the student still wish to appeal, the student will submit a written request to the principal within five school days after the grade has been received. Specific grounds for the appeal must be stated in the letter.
- c) The principal will consider:
 - i. The criteria for evaluation issued to the student in writing along with the course outline at the beginning of the course.
 - ii. The grades assigned to the student.

- iii. The views of the student and the facilitator.
 - d) The student will be advised of the right to appeal the decision of the principal to the superintendent.
 - e) The decision of the superintendent will be final.
9. The superintendent will be informed of appeals at the school level.

High School Appeal Procedure:

1. An appeal may be submitted either by a student and parent under the age of 16 years or by a student who is over the age of 16.
2. The student will appeal directly to the relevant facilitators who will then indicate how the final grade was calculated.
3. Should the student still wish to appeal, the student or parent will submit a written request to the principal within five school days after the grade has been received. Specific grounds for the appeal must be stated in the letter.
4. Appeals will be considered in the following instances:
 - The marks awarded in one or more courses at the high school level prevent the student from pursuing the program of studies the student wishes to follow in Year 10.
 - The marks awarded in one or more courses at the high school level prevent the student from registering in the next sequence of course(s).
 - The school awarded marks in one or more courses at the high school level that prevent the student from qualifying for entrance into the post-secondary institution of the student's choice based on the published entrance requirements.
 - one or more courses at the high school level prevent the student from qualifying for a high school diploma.
5. The appeal procedures outlined in procedures 8 (c) through 9 will apply.
6. Grade 12 provincial diploma examination results may be appealed in accordance with provincial legislation and policy.

F-8 Reporting Student Progress Policy

Calgary Arts Academy will communicate with students and parents regarding student progress by means of written reports and parent-facilitator conferences.

Procedures

1. The society will provide the following formal communication opportunities for parents and students regarding student progress:
 - a) An informal information sharing evening with facilitators and parents in August or September.
 - b) Two written report cards per year with parent-facilitator interview dates during the day and the evening.
 - c) Individual parent-facilitator interviews throughout the year upon request of the parent or the facilitator.

F-9 Student Internet Use Policy

Internet access is provided to students as an educational tool, not for personal use. Students are expected to follow board policy D-3 Respectful use of information and communications technology.

Procedures

1. The following general principles apply:
 - a) The society's computer network and internet access and accounts are to be used by students only in connection with student learning and curriculum-related activities.
 - b) When students use the society's internet access, they are representing the Calgary Arts Academy and must agree to act in a safe, considerate, acceptable and responsible manner.
 - c) Students may not use the society's internet access to offer, provide or purchase any products or services.
 - d) The board is not responsible for any claims or damages arising from the unauthorized use of the society's internet access.
 - e) Students leave an electronic trail through the sites they visit and their activities will be routinely monitored. Any student files stored on the society's computer system will be subject to inspection and monitoring.
 - f) Parents may request access to their child's email and personal files at any time.
 - g) The society will use software to restrict access to inappropriate websites.
2. Unacceptable uses include of the society's computer network and internet access and accounts include:
 - a) Vandalizing computer hardware, software, or data of other users.
 - b) Gaining unauthorized access to computer systems and files.
 - c) Using accounts of other users.
 - d) Downloading information onto society computers without approval from a facilitator.
 - e) Subscribing to email lists.
 - f) Accessing inappropriate or offensive material.
 - g) Revealing personal information such as passwords, addresses, and phone numbers.
 - h) Transmitting copyrighted, obscene or illegal material.

- i) Threatening anyone or committing illegal acts.
 - j) Using society computers and the Internet for commercial purposes.
 - k) Using society computers in any activity not included in the facilitator's lesson.
 - l) Accessing Social Media sites
3. Consequences of misuse:
- a) First inappropriate usage: loss of privileges for one day.
 - b) Second inappropriate usage: loss of privileges for one week, and a meeting with parents, administration, and facilitator(s) affected by the loss of privileges.
4. Students using the society's internet access and their parents are required to annually indicate their agreement with this policy and policy D-3.

Cross reference: D-3

F- 10 Student Use of Personal Mobile Devices

The purpose of this procedure is to regulate the use of Personal Mobile Devices (PMDs) and social media access in alignment with Ministerial Order #014/2024.

In order to provide all students and staff with a safe and focused learning environment, Calgary Arts Academy has implemented a measured approach to protect students by restricting the use of social media and personal mobile devices such as personal cell phones, smartwatches and iPads, during school hours, including off campus excursions, to reduce distractions and bullying, maximize learning time and support student mental health.

Procedures

1. Children and students may not use personal mobile devices during instructional time.
2. Principals may have additional guidelines or restrictions for the use of personal devices in their school,
3. If children and students have personal mobile devices with them during instructional time, they are required to keep devices on silent or powered off and stored out of view, in backpack packs or lockers.
4. Exceptions may be granted by request in writing to the principal for educational purposes.
 - A. Limited use of personal mobile devices must be permitted, as determined by a principal or equivalent, for health or medical reasons or to support special learning needs.
 - B. Limited use of personal mobile devices may be permitted for educational or other purposes, as determined by a principal or equivalent.
 - C. Limited access to social media may be permitted, as determined by a principal or equivalent.
5. Children and students may not access social media on school networks or on school devices.
6. Common social media sites will be blocked for students on the School Division Network and school division-owned devices used by students. The list of restricted sites will be updated as new sites and platforms
7. Students and staff are responsible for the content of the data stored on, accessed by, or communicated from their personal devices.
 - A. Unauthorized use of personal mobile devices to capture or share images and videos of students, staff, or school property is strictly prohibited. Such actions may result in disciplinary measures and must be reported immediately to the school administration.
 - B. Personally identifiable information about others shall not be shared via personal mobile devices or through social media in connection with the

school or during school division events except where authorized by the FOIP Act.

8. PMDs are not to be taken into test or examination settings unless students have been given permission to do so.
9. PMDs are not to be used in settings such as change rooms or washrooms that have the potential to violate a person's reasonable expectation of privacy.
10. PMDs are not to be used in private counseling rooms without the consent of the counselor and all participants in the counseling session.
11. Staff are expected to model the expectations of this administrative procedure and limit their use of personal mobile devices to the operational and instructional needs of their instructional spaces.
12. Students who bring PMDs to the school are expected to comply with all parts of Student Technology Agreement. Students who consistently refuse to comply with the Division's procedures for using PMDs in the school setting may be subject to disciplinary measures.
13. The Superintendent requires principals to clearly articulate procedures relating to PMDs to students, parents, and staff annually through the Calgary Arts Academy Student Technology Agreement.
 - A. When mobile devices are temporarily confiscated from students by staff, devices must be securely stored in the principal's office.
 - B. Discipline for inappropriate possession and/or usage shall be progressive and may include:
 - i. Asked to put away.
 - ii. Conversation with the student and/or parent.
 - iii. Temporary confiscation, where student or parent may regain collect the personal mobile device at a later time; and/or;
 - iv. Prohibition of personal mobile devices on school property.
 - v. Prohibition of access to school division network privileges.
 - vi. Suspension and/or expulsion.
14. PMDs are valuable electronic devices. The security and storage of these items are the sole responsibility of the owner/user. The Division assumes no responsibility for the safety, security, loss, repair, or replacement of PMDs.
 - A. PMDs that are taken temporarily from students by teachers or administrators must be securely stored in the principal's office.

F-11 Communicable Diseases (Students) Policy

The society is committed to the humane, responsible and compassionate treatment of students who contract communicable diseases.

Procedures

1. Children with communicable diseases will be taken care of in accordance with the *Public Health Act*. In the case of acquired immune deficiency syndrome, children will be allowed to attend school programs in an unrestricted setting unless, in the opinion of Alberta Health or its agencies there are special circumstances that necessitate restriction.
2. Decisions regarding the type of care and educational setting for children infected with a communicable disease will be based on the behaviour, neurological development and physical condition of the child and the expected type of interaction with others in the setting.
3. Persons involved in the care and education of communicable disease- infected children will respect the child's right to privacy, including the maintenance of confidential records.
4. Students from Year 4 and up will be provided with information about communicable diseases where identified within the Alberta Program of Studies.
5. Program and confidentiality decisions for children infected with a communicable disease will be made using a team approach which may include the child's physician, public health personnel, the child's parent(s)/guardian(s), the principal and only those personnel immediately associated with the proposed care and/or education of the child.
6. In each case, the risks and benefits to both the infected child and to others in the educational setting will be considered.

F-12 Administration of Medicine or Medical Treatment Policy

The onus for administering medication or medical treatment to students rests with the student, parent or a medical practitioner. Except in the case of accidents and emergencies, no school employee will administer any medication or medical treatment except as provided for in the procedures below.

Procedures

Non-prescription medication

1. Non-prescription medication (such as minor analgesics, cough remedies and herbal remedies) will not be dispensed or administered to any student without the authorization of the parent.
2. Parents are responsible to hand deliver non-prescription medication to appropriate school staff.
3. Non-prescription medication will be stored in a safe and secure manner.
4. The principal will establish additional procedures respecting non-prescription medication as required.

Prescription medication or medical treatment

5. If a student must receive medication or medical treatment prescribed by a medical practitioner during the school day or during extra-curricular activities, and the parent is unable to be at the school to administer the medication or treatment, the following applies:
 - a) The parent must request in writing that school staff administer the medication or medical treatment.
 - b) The request for the administration of medication or medical treatment must provide written instructions that include the following information:
 - i. The student's full name and date of birth.
 - ii. The phone number of the parent(s).
 - iii. An emergency contact name and telephone number in addition to that of the parent(s).
 - iv. The name and telephone number of the student's medical doctor.
 - v. Name of the medication and/or treatment.
 - vi. Purpose of medication and/or treatment.
 - vii. Time intervals for administration of the medication and/or treatment.

- viii. Precise dosage and procedure for administration of the medication and/or treatment.
 - ix. Possible side effects.
 - x. Potential reactions if medication and/or medical treatment is missed.
 - xi. Procedure to follow in case of an adverse reaction.
 - xii. Instructions for the storage instructions for the medication.
 - xiii. A termination date for the administration of the medication and/or treatment.
 - xiv. If appropriate, authorization for student self-administration.
 - xv. A physician's endorsement.
 - xvi. Signed consent by the parent to administer the medication and/or treatment.
6. Parents will ensure hand delivery of prescription medication to appropriate school staff.
 7. The parent will inform the school of any change in the child's health, medication or treatment and ensure that an ample and fresh supply of the medication is on hand at the school.
 8. If the student is capable of self-administration, the following will apply:
 - a) The provisions of the previous guidelines in this section will be followed.
 - b) The parent must complete an authorization and the procedure for student self-administration, e.g. insulin dispensers, asthma inhalers must be completed.
 - c) Except in the case of emergencies, the student will self-administer the medication under the supervision of an adult.
 9. Except in the case of emergencies, no employee will administer any medication or medical treatment unless the previous guidelines in this section have been met.
 10. Only the principal/designate will administer the medication and/or medical treatment.

Students requiring specialized health care

11. Where a student becomes dependent upon sophisticated life support medication or is inordinately vulnerable to severe reaction (including anaphylaxis) or injury, appropriate arrangements with parents will be made to ensure the welfare of the child including:
 - a) Making reasonable provisions which will enable the child to receive special medical treatment as required at the school.

b) If reasonable provisions cannot be made, school administration will support the parents in locating an alternative educational setting that provides for the medical requirements for the student.

12. In making a determination as to the reasonableness of any special provisions, the board will consider a number of factors including:

- a) The resources available to the school.
- b) The needs and requirements of the student requiring special medical provisions.
- c) The needs and requirements of the school population as a whole.

Responsibilities and rights of staff

13. Staff members engaged in the administration of medication or medical treatment have the responsibility of endeavouring to provide the same care and concern for the student as could reasonably be expected of a parent under those circumstances.

14. Staff members will take every precaution to ensure the security of any medications that are placed under their control.

15. Staff members involved in the administration of medication and/or medical treatment will have the following rights:

- a) To receive a copy of the written instructions provided by the parent and physician.
- b) To clarify the staff members' role in providing medication or treatment with the principal, who may seek further clarification from the parent or physician or instruct the staff member to do so.
- c) To require that the insurance coverage provided by the board adequately reflects the medical situation in which the staff member is involved.
- d) To require that a form giving consent to administer medication or medical treatment be signed by the parent.
- e) To receive appropriate training to perform the expected medical responsibilities.
- f) To receive a written request from the principal in those situations requiring long-term medical care.
- g) To protest, in writing, should the staff member not feel competent to fulfill the medical responsibilities.
- h) To reject, in writing, a request from administration to administer medication and/or medical treatment to a student.

F-13 Student Drug and Alcohol Use Policy

The possession or consumption of alcoholic beverages or illegal drugs, the inappropriate use of prescription medications by students, and the distribution of prescription medications by students is prohibited. This prohibition applies to all students during any school or school sponsored activity whether on or off campus and includes transportation to or from any such activity.

Procedures

1. If the principal/designate has reasonable evidence to allege that a student has consumed or is under the influence of alcohol or drugs for non-medicinal use, they will:
 - a) Take the steps necessary to ensure the safety and well-being of students and staff.
 - b) Notify the parent(s)/guardian(s) of the student.
 - c) Immediately suspend the student from school and society-sponsored activities for a period of between 1 to 5 days or immediately suspend the student from school and society-sponsored activities for a period in excess of 5 days with a recommendation to the board for expulsion.
2. Repeat violations will result in an immediate suspension in excess of 5 days and a recommendation to the board for expulsion.
3. If a student is found to be in possession of alcohol, it will be confiscated and destroyed unless the principal/designate is of the opinion that criminal charges ought to be laid. In this case, the police will be contacted, and the alcohol will be turned over to the police.
4. If the principal/designate has reasonable evidence to allege that a student is in the possession of substances or equipment related to nicotine or vaping, non-medicinal drug or a prescription drug for the purposes of trafficking, the police will be contacted immediately.
5. In either of the above cases, the principal will take action consistent with procedure 1.
6. In the event that a student is found to be in contravention of this policy, the society will provide a list of community support agencies providing support in the areas of substance abuse.

F-14 Student Health Policy

The society will collaborate with the appropriate provincial health authority for the provision of preventive medical services for students. When health issues occur, society staff will take appropriate action in accord with policy F-11.

Procedures

Student data

1. On an annual basis, the administration team will request, and the parents/guardians of all students will provide, the following data:
 - a) Name, address and telephone number(s) of parent(s).
 - b) Name, address and telephone number of family physician.
 - c) Name, address and telephone number of an emergency contact person in the event the parent(s) cannot be reached.
 - d) Existing, if any, documented medical conditions of the student that are or may be relevant in the educational setting.
 - e) Conditions, if any, which may require emergency medical services.
 - f) Information regarding the medical condition or the treatment thereof as may be relevant in the educational setting.
2. Parents will be asked to review and update this information on an annual basis.
3. It is the responsibility of parents to advise the society of any changes in this information during the school year including any minor or short-term injury or illness of a student that may be relevant in the educational setting.
4. In accordance with public health guidelines, parents are required to advise the society if a student contracts or is exposed to a communicable disease.
5. This data may be distributed to appropriate society staff.

Illness/injury during school hours and activities

6. Should a student become ill or injured during the school day, the society will:
 - a) Attempt to establish contact with a parent/guardian to advise them of the situation and determine an appropriate course of action.

- b) If a parent/guardian cannot be reached or cannot come to the school, the student will be kept at the school until closing time.
7. If the principal/designate determines that the health needs of a student are best served by immediate transport to an emergency medical facility:
- a) The principal/designate will arrange transport by ambulance, taxi or private vehicle as deemed necessary and appropriate.
 - b) The cost of emergency transport will be paid by the society for those persons who do not carry insurance that covers such cost.

 - c) The principal/designate will assign at least one staff member to accompany the student.
 - d) The society will continue to attempt to contact a parent/guardian.
 - e) The staff member accompanying the student will advise medical staff that they are not the parent of the student and are unable to offer consent for medical treatment.

Extra and co-curricular activities

8. Employees charged with conducting, supervising and transporting students in conjunction with any society-sponsored event will:
- a) Be delegated with the responsibilities of the principal.
 - b) Be apprised by school office staff of any special medical needs of participating students, if not already known to the employee.

Reporting

9. Society staff, students and/or parents/guardians are responsible for reporting accidents, injuries and/or major illnesses occurring to students on society premises or at society-sponsored activities to the society. The society will then ensure that a record is made of all details of incidents, including actions taken. All serious incidents are to be immediately reported to the superintendent.
10. The superintendent, upon notification, will initiate such necessary actions as may:
- a) Enable the board to be fully apprised.
 - b) Assure compliance with board policy.
 - c) Serve to lessen the possibility of similar accidents recurring in the future.

- d) Assess the potential for liability accruing to the society and its employees.
- e) Advise the board's legal counsel and/or insurers of the circumstances.

First aid training

- 11. Basic first aid training, including the recognition of anaphylactic reactions, will be provided to all staff.
- 12. The society will have between 10 and 30 percent of its staff, excluding casual support staff, trained in CPR and advanced first aid. Within this proportion, a member of the office staff, one administrator and a physical education teacher must be trained. These staff must be re-certified as required to keep them current in CPR and first aid procedures.
- 13. The society will provide for the cost of training or re-certification out of the school professional development funds.

First aid kits and safety equipment

- 14. Basic first aid kits will be supplied and located in the infirmary or school office and in the gymnasium on each campus.
- 15. The principal/designate will ensure the first aid kits are maintained.
- 16. The society will assess its needs and equip its science lab, if any, according to guidelines recommended by Alberta Education.

Preventive health programs

- 17. The society will provide or facilitate the provision of preventive medical and/or dental programs in conjunction with the appropriate provincial health authority. This includes screening for vision or auditory problems, immunization programs, and age-appropriate general public health education.

Cross reference: F-11

F-15 Student Dress Code Policy

Standards of student dress should ensure an atmosphere conducive to learning.

Procedures

1. The superintendent delegates to the principal the responsibility for establishing and enforcing a student dress code.
2. The principal shall develop a student dress code in consultation with staff and school council.
3. The dress code shall be reasonable and respectful of the diverse cultural and socio-economic background of the student population.
4. Any violations of this policy will be addressed in accordance with policies F-2 and F-3.

Cross reference: F-2 and F-3

F-16 Independent Student Policy

Under the Education Act, students who are 18 years of age or older, or 16 years of age or older and living independently or who are a party to an agreement under the Child, Youth and Family Enhancement Act, are independent students.

The Education Act says that an independent student is entitled to exercise all the rights and powers and receive all the benefits and is subject to all the obligations under the Education Act that the student's parent is entitled to exercise or receive or is subject to those obligations, and the student's parent shall not exercise those rights, receive those benefits or be subject to those obligations.

Definition:

1. "Independent student" means a student who is
 1. 18 years of age or older; or
 2. 16 years of age or older and who in the opinion of the principal is living independently, or is party to an agreement under the Child, Youth and Family Enhancement Act.
2. In this administrative procedure "age of majority" means 18 years of age.
 - a. Under the Age of Majority Act every person attains the age of majority and ceases to be a minor on attaining the age of 18 years.

Procedures

1. A student who is between 16 and 18 years of age and wishes to establish independent student status must notify the principal in writing of the request to be considered an independent student.
2. In order to determine independent student status, the principal must consider the following criteria:
 - A. Have the student's parents or the student provided a statement in writing or a statutory declaration that the student is independent?

Does the student demonstrate to the satisfaction of the principal that they make decisions with respect to day-to-day living?

2. Does the student earn their own living or substantially contribute to their own maintenance or receive government financial support?
3. Does the student handle major decisions such as medical treatment?
4. Does the student make and maintain arrangements for living accommodations?
5. Is the student married or co-habiting?
6. Are there any other factors that the principal considers relevant?
3. None of these criteria alone is an indicator of independence, but the response to all of them will assist the principal in determining whether or not a student is appropriately considered an independent student.
4. If the principal determines that the criteria are not met, the principal must advise the parents and the student in writing of the principal's decision.

5. If the principal determines that the criteria are met, then the student is recognized as an independent student and the principal must ensure that this information is entered into the Student Information System used by the school.
 - A. If the student no longer meets the criteria for independent status, the student and parent must inform the principal in writing of the change in status.
 - B. When the principal receives the notice that the student no longer has independent status the principal must ensure that this information is entered into the Student Information System used by the school.

F - 17 Alberta's Fairness and Safety in Sport Policy

This policy is in accordance with Alberta's Fairness and Safety in Sport Act and Regulation. This legislation mandates that participation in female-only leagues, classes, or divisions be limited to athletes whose sex recorded at birth is female. The purpose of this policy is the promotion of fairness and safety in sport, by addressing eligibility for participation.

This policy is to provide guidance on athlete eligibility (ages 12 and older), within CAA-sponsored amateur competitive sport programs. This policy may be updated periodically, and in the event of a discrepancy, the Act and Regulation take precedence.

Procedures

Eligibility

1. Athletes must be of the female sex at birth to participate in female-only leagues, classes, or divisions of CAA sports.
2. Athletes (or their parent/guardian if under 18) must confirm in writing during registration in extra-curricular sports activities that they meet the eligibility criteria.
3. Failure to provide confirmation will result in ineligibility to participate.

Confidential Challenge Process

1. A confidential challenge may be submitted if reasonable grounds exist to believe an athlete does not meet eligibility requirements.
2. Challenges must be submitted in writing by the applicant to the principal.
3. Challenges must include the Applicant's name; Athlete's name, sport, and team, and Information that supports the grounds for the challenge.

Verification of Eligibility

1. Upon receipt, CAA will confirm acknowledgment within 3 business days and notify the Minister of Tourism and Sport (without personal identifiers).
2. If, in the opinion of CAA, the challenge is determined to lack reasonable grounds, it may be dismissed. The applicant of the challenge will be notified, and sanctions may apply if deemed it was made in bad faith.
3. If the challenge proceeds, the athlete (or parent/guardian if under 18) must provide a valid birth registration document. Failure to do so will result in ineligibility.

Resolution

1. If verified eligible, the athlete remains permanently eligible.
2. If found ineligible, the athlete is permanently barred from female-only divisions.
3. Both the athlete and the applicant will be notified in writing.
4. The Minister of Tourism and Sport will be informed of the decision (without identifiers) within 30 business days.

Invalid Challenges

1. CAA may dismiss a challenge if:
 - a) It has already been resolved for the same athlete

- b) Insufficient information is provided to proceed as a valid challenge
- c) The challenge is determined to have been made in bad faith
- 2. Factors relevant to determining whether a challenge was dismissed as made in bad faith and merits appropriate sanctions for the applicant include, without limitation:
 - a) The applicant's prior history;
 - b) A pattern of inappropriate behavior or numerous unfounded challenges under this policy; and
 - c) The ages of the student athletes involved.
- 3. Sanctions may include
 - a) Written warning
 - b) Determination of a violation under the CAA's Welcoming, Caring, Respectful and Safe Learning Environments Policy

Appeals

Applicants may appeal a dismissal of a challenge to the CAA Board of Directors, in accordance with CAA's Appeals Policy.

Protection of Personal Information

All information and data relating to the student athlete will be treated as sensitive personal information and will be processed as such in accordance with applicable data protection and privacy laws. Such information and data will not be used for any purpose other than to determine student athlete eligibility.

G. Community relations

G-1 Non-Financial Donations Policy

The donation of goods or services that support the goals of the society will be graciously accepted.

Procedures

1. The donation of a good or service must be compatible with the society's needs.
2. A donation of a good or service to the society will be accepted or refused by the principal/designate.
3. Once a donation of a good has been accepted, it immediately becomes the property of the society, and the item will be added to the society 's inventory.
4. Donations will be acknowledged in one or more of the following ways:
 - a) Letter from the board and/or the principal/designate.
 - b) Mention in a society newsletter or notices to parents.
 - c) Inscription on a donor plaque displayed in the main hallway of a building on one of the campuses.
 - d) Plaque for the donor.