

#5. Policies

The Calgary Jewish Academy

POLICIES

POLICY	ADOPTED
5.1 Use of The Calgary Jewish Academy	June 9, 1992 Amended April 3, 1995
5.2 Teacher Growth, Supervision and valuation Policy	April 24, 2000
5.4 Student Evaluation	April 13, 1992 Amended May 11, 1998
5.5 Tutoring	December 14, 1992
5.8 School Support for Staff Professional Development	September 12, 1994
5.9 School Evaluation	March 9, 1992
5.10 Special Needs	June 11, 1990 Amended February 11, 2002 Amended May 10, 2004
5.11 Purchasing Authority	October 13, 1992
5.12 Disposal of Surplus Items	September 21, 1987
5.15 Costs for Voluntary Activities	October 19, 1987
5.16 Health Curriculum	March 9, 1988
5.17 Collection of School Materials	September 7, 1988
5.18 French Language Instruction	October 10, 1988
5.19 School Closure/Weather	February 13, 1989
5.20 Building Damage	November 13, 1989
5.21 Extra Physical Education	November 13, 1989
5.22 Off Site Activity Policy	May 10, 2004 Amended June 14, 2004 Amended September 22, 2004
5.23 Extended Field Trip	December 11, 1989
5.24 Hebrew Awards (JH & SH)	February 12, 1990

5.25	Hebrew Awards and Graduation	February 12, 1990
5.26	Hebrew Language	February 12, 1990
5.27	Instructional Program Evaluation	May 14, 1990 Amended February 8/96 Amended May 11, 2006 Amended September 19, 2006 Amended October 16, 2008
5.28	Bingo Financial Obligation	June 4, 1990
5.30	First Aid	November 12, 1990
5.31	Student Kashruth Policy	December 10, 1990 Amended June 11, 2008
5.32	Student Record Policy	March 11, 1991
5.33	Student Discipline	April 15, 1991 Amended May 13.96 Amended February 10, 2003 Amended November 23, 2006
5.34	Student Suspension & Expulsion Policy	June 10, 1991 Amended March 10, 2003
5.35	Acquired Immune Deficiency Syndrome and HIV Infection	February 8, 1993
5.36	Minimum/Maximum Class Sizes	December 13, 1993 Amended February 10, 1997 Amended November 27, 2000 Amended February 26, 2001 Amended February 23, 2005
5.37	Registration	January 10, 1994 Amended January 8, 1996 Amended November 12, 1996 Amended January 12, 1998 Amended January 24, 2000 Amended November 27, 2000 Amended December 18, 2000 Amended January 26, 2004 Amended January 26, 2006 Amended April 26, 2007
5.38	Annual Science Fair	September 12, 1994 Amended September 28, 1998 Amended September 17, 1999 Amended September 25, 2000 Amended November 21, 2007
5.39	Library Materials Selection	December 13, 1994

5.40	Director Evaluation	February 13, 1995
5.41	Reference Policy	April 3, 1995 Amended January 13, 1997
5.42	Card Fund Activity	May 8, 1995 Amended October 25, 1999
5.43	Gemilut Chasadim (formerly Tzedakah Policy)	November 13, 1995 Amended January 23, 2008
5.44	Preschool Subcommittee Structure	November 12, 1996 Amended May 10, 1999 Amended May 12, 2003
5.45	Services to Outside Organizations	December 9, 1996
5.46	Student Text Policy	February 10, 1997
5.47	Students of Separated or Divorced Parents	May 13, 1997 Amended December 8, 1997
5.48	Harassment and Abuse Policy	December 8, 1997
5.49	Medication Administration Policy	December 8, 1997 Amended February 26, 2001 Amended April 28, 2002
5.50	Student Dress Policy	April 6, 1998 Amended June 17, 2002
5.51	Shabbat Activities Policy	May 11, 1998
5.52	Subsidy Policy	May 11, 1998 Amended November 19, 2001 Amended December 17, 2001 Amended April 23, 2006
5.53	Community Flyer Policy	November 23, 1998
5.54	Acceptable Use Policy for Networked Information Resources at The Calgary Jewish Academy	February 22, 1999 Amended May 13, 2002
5.55	Cash Reserve Level Policy	November 22, 1999 Amended December 13, 1999 Amended November 21, 2007
5.56	Israel Trip Legacy Fund (formerly the Israel Experience Fundraising Policy)	October 25, 1999 Amended January 20, 2005 Amended June 11, 2008
5.57	Student Involvement in Maintaining a Clean School Environment	February 28, 2000

5.58	Kiddush Cup	April 24, 2000 Amended November 19, 2001
5.59	Evaluation of Teacher Assistants	November 27, 2000
5.60	Lunch Prayers	December 18, 2000
5.61	High School Hebrew	February 26, 2001
5.62	Complaints Policy	October 29, 2001
5.63	Food Allergy Policy	April 28, 2002
5.64	Washington/Israel Trip Policy (formerly The Israel Trip Policy)	April 28, 2002 Amended December 12, 2002 Amended June 11, 2008
5.65	Non-Discrimination Policy	February 10, 2003 Amended June 16, 2003
5.66	Hiring and Dismissal Practices Policy	February 10, 2003
5.67	Food and Nutrition Policy	December 9, 2004
5.68	Environmental Policy	November 23, 2005
5.69	Protection of Personal Information Policy	May 11, 2006
5.70	Bullying Prevention Policy	Nov. 23, 2006
5.71	Donations and Bequest Policy	May 21, 2008

REGULATIONS FOR USE OF THE CALGARY JEWISH ACADEMY

ADOPTED: June 9, 1992
AMENDED: April 3, 1995

POLICY

The Calgary Jewish Academy facilities and equipment may be used by persons or groups not affiliated with the school, with the permission of the Director or his or her designee, provided that the activity is under proper supervision.

REGULATIONS

1. There will be a school agent on the premises during all rentals.
2. Kitchen rentals must be under conditions which satisfy the school Kashrut policy.
3. The executive shall establish a schedule of fees for use of the facility. At the discretion of the Executive, fees may be waived, or particular users or events may be charged different fees from those in the schedule
4. All activities must be adequately supervised by adults. This is the responsibility of the sponsors of the activity.

Supervising personnel and adequacy of supervision must be acceptable to the Director or designee.

5. CONDITIONS

- 5.1 The group using the school is responsible for allowing only those who are participating in the activity into the school, closing the door prior to the commencement of the activity, and making sure that at the end of the activity, all those participating have left the school, the lights are out, and the door is shut.
- 5.2 Every attempt shall be made by those using the school to leave it in a clean condition.
- 5.3 All broken and/or damaged equipment must be repaired or replaced at the expense of the user. Any damages and/or breakages must be reported to the Director or designee.
- 5.4 The persons or groups using facilities of the school shall only use those portions of the school which are allowed or contracted to be used by those persons or groups. All other parts of the school building and property, except those providing necessary access to the portions so allowed or contracted to be used, shall be off-limits.
- 5.5 Although every attempt will be made to avoid canceling bookings, it may be necessary to cancel a particular booking if the facility is required by the school. As much notice as possible will be given should this arise.

- 5.6 Except where otherwise provided by a written Agreement to which The Calgary Jewish Academy is a party, use of school facilities may be canceled or denied at any time by the Director, if in his/her opinion the activities:
 - 5.6.1 damage the school property;
 - 5.6.2 cause excessive inconvenience for the school personnel;
 - 5.6.3 disturb or strain community-school relations;
 - 5.6.4 create conduct injurious to the moral tone or well-being of the school.
6. All persons signing the application form for the activity, and the individual members of the group, are jointly responsible for seeing that the regulations outlined are adhered to.
7. **LIABILITY**

Neither the Calgary Jewish Academy, nor its officers accept any liability for injury or loss associated with any events approved under this application for the use of the school, grounds, or equipment, unless due to the negligence of The Calgary Jewish Academy. Users accept the facilities as is. The Director of The Calgary Jewish Academy may require any persons or groups utilizing any school facilities to obtain and carry insurance in such amounts as the Director may require.

THE CALGARY JEWISH ACADEMY

Teacher Growth, Supervision and Evaluation Policy

Adopted: April 2000

Replaces Policy #5.2 - Teacher Evaluation

POLICY

The Calgary Jewish Academy is proud of the quality of teaching it provides to its students. The C.J.A. Executive, administration and teachers will work together to continue to meet the Teaching Quality Standard (Ministerial Order 016/97). The role of the Executive is to provide the necessary policy framework and resources; the role of the administration is to provide professional leadership, supervision and evaluation; and the role of the teachers is to provide quality teaching, and to ensure their own ongoing professional growth.

All teachers are expected to maintain their practice consistent with the standard to ensure that students receive quality instruction, and that, as applicable, the school and its teachers comply with The Certification of Teachers Regulation, the Practice Review of Teachers Regulation, the Private Schools Regulation, and the Teaching Quality Standard.

DEFINITIONS

In this Policy,

- (a) "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 director in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard. The process by which the director makes this determination may involve observations by more than one individual.
- (b) "notice of remediation" means the written statement issued by the director to a teacher where the director has determined that a teacher's teaching does not meet the teaching quality standard, and such a statement describes:
 - (i) the behaviours or practices that do not meet the teaching quality standard and the changes required,
 - (ii) the remediation strategies the teacher is advised to pursue, and
 - (iii) 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;
- (c) "supervision" means the on-going process by which the director remains informed about the instruction offered to students, and exercises educational leadership;
- (d) "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 teaching quality standard;
- (e) "teaching quality standard" means the authorized standard and descriptors of knowledge, skills and attributes and any additional standards or descriptors consistent with the Teaching Quality Standard Ministerial Order and the mission of The Calgary Jewish Academy.
- (f) "school day" means a day that the school is open, either for instruction, or for organization, parent-teacher interviews, or professional development.

PROCEDURES

- (a) The Teacher Growth, Supervision and Evaluation Policy applies to all Calgary Jewish Academy teachers except
 - (I) the director, whose performance is evaluated in terms of the Calgary Jewish Academy Director Evaluation policy,
 - (ii) one employed by the Academy solely as a substitute teacher, or
 - (iii) one employed for less than .2 (20%) of full time.
- (b) The Teacher Growth, Supervision and Evaluation Policy is readily available to Calgary Jewish Academy students' parents.
- (c) Information summarizing implementation of the Teacher Growth, Supervision and Evaluation Policy will be reported to the Executive and interested parents in the Annual Education Report.

Teacher Growth

1. Any teacher employed by The Calgary Jewish Academy,
 - (a) is responsible for completing during each school year an annual teacher professional growth plan that
 - (i) reflects goals and objectives based on an assessment of learning needs by the individual teacher,
 - (ii) shows a demonstrable relationship to the teaching quality standard,
 - (iii) takes into consideration the education plans of the school and Alberta Education, and
 - (b) must submit for approval that annual teacher professional growth plan to the director by October 15, or in year when October 15 falls on a day which is not a school operational day, by the first school day thereafter.
2. An annual teacher professional growth plan:
 - (a) may be a component of a long-term, multi-year plan; and
 - (b) with the approval of the director, may consist of a planned program of supervising a student teacher or mentoring a teacher.
3. Within fifteen school days of receipt of the plan, the director will determine whether the teacher has completed an acceptable annual teacher professional growth plan that complies with Procedure 1 above. If the director determines that it does not comply, s/he will meet with the teacher to attempt to resolve the matter. If no resolution occurs, the teacher may be subject to disciplinary action up to and including the termination of his/her contract of employment. The teacher shall have the right to appeal any such disciplinary action to the Executive of the Calgary Jewish Academy, which may appoint a subcommittee or other tribunal to hear the appeal on its behalf.
4. Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher under Procedures 6(c) and 7.
5. Despite Procedure 4, the director may identify behaviours or practices that may require an evaluation under Procedure 6(c) provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

Supervision

6. The director must
 - (a) provide support and guidance to teachers;
 - (b) observe and receive information from any source about the quality of teaching a teacher provides to students; and
 - (c) identify the behaviours or practices of a teacher that for any reason may require an evaluation.

Evaluation

The director may designate another individual to conduct an evaluation, which designation will be made with due regard to the individual's specific education and experience background. The director will not designate another evaluator from the administrative staff of the Academy without the agreement of the evaluator and teacher to be evaluated.

7. The evaluation of a teacher by the director may be conducted:

- (a) upon the written request of the teacher;
- (b) for purposes of gathering information related to a specific employment decision;
- (c) for purposes of assessing the growth of the teacher in specific areas of practice;
- (d) when, on the basis of information received through supervision, the director has reason to believe that the teaching of the teacher may not meet the teaching quality standard; or
- (e) to meet the provincial requirement that a recommendation by an authorized be offered employment under a continuing contract must be supported by the individual that a teacher be issued a permanent professional teaching certificate or findings of two or more evaluations of the teacher.

8. On initiating an evaluation under (7), the director must communicate explicitly in writing to the teacher:

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

9. All teachers shall be evaluated by the director in the first, second, fifth, and ninth year in The Calgary purposes of such evaluations shall be:

- (a) recognition of excellence;
- (b) staff deployment; i.e. to ensure that each staff member is assigned so as to capitalize on his/her strengths;
- (c) to determine whether the staff member should be retained on staff;
- (d) to determine professional development needs such as inservice, consultation, or conference;
- (e) promotion;
- (f) improvement of instruction; and
- (g) to discover areas of expertise which could be shared with other staff members.

10. Should a teacher have been evaluated under procedure 8 in a different year than specified in procedure 9, the teacher and the director may agree to reschedule evaluations under 9 to maintain the frequency of evaluations specified in that procedure.

11. Upon completion of an evaluation, the director must provide the teacher with a copy of the completed evaluation report within twenty school days of the conclusion of the evaluation. Should the teacher disagree with the report, s/he should bring this disagreement in writing to the attention of the evaluator within ten school days of receipt of the evaluation report, and should attempt to resolve the disagreement by discussion with the evaluator. If the disagreement is not resolved by discussion, and it is not over an issue which requires a change of behaviour or practice, the teacher may express the disagreement in writing. This expression of disagreement is attached to the filed copy of the report, and remains part of the record. However, if the disagreement is over a required change of behaviour or practice, procedure 12(b) below should be followed.

12. Where, as the result of an evaluation, the director determines that a change in the behaviour or practice of a teacher is required, the director 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. Should the teacher wish to appeal a finding that a change in behaviour or practice is required, s/he should

- (a) discuss this with the individual who conducted the evaluation. If this does not resolve the matter,
- (b) request an evaluation by a different administrator. If the matter remains unresolved, request an external evaluation to be conducted by an evaluator satisfactory to both the teacher and the director. If no mutually acceptable external evaluator can be found, the Association of Independent Schools and Colleges of Alberta (AISCA) will be asked to recommend an evaluator, who shall be appointed. The finding of the external evaluator shall be final and binding on both teacher and director. The fee and expenses of an external evaluator appointed to adjudicate an appeal will be shared equally between the teacher and the Academy.

13. Records of evaluations shall be kept in a confidential file in the office of the director. The report shall be available only to the director, the evaluator and the teacher. Should the president of the school so request, the director shall report to him/her on the outcome of any teacher evaluation.

Other

14. This policy does not restrict the director from taking disciplinary or other action, as appropriate, where the director has 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 a refusal to obey a lawful order of The Calgary Jewish Academy Executive or administration.

THE CALGARY JEWISH ACADEMY

STUDENT EVALUATION POLICY

ADOPTED: APRIL 13, 1992

AMENDED: MAY 11, 1998

BACKGROUND

The Calgary Jewish Academy recognizes that sound evaluation policies and practices are essential to an effective education program.

POLICY STATEMENT

The Calgary Jewish Academy requires that the progress of all students be evaluated on a regular basis and in a fair manner.

GUIDELINES

1. The purposes of student evaluations
 - 1.1 To provide teachers with information regarding student progress, so that instructional programs may be modified where required.
 - 1.2 To provide students with information regarding their own progress, to recognize worthy achievement and to encourage greater effort where that is appropriate.
 - 1.3 To inform parents of their children's progress and to make recommendations, where appropriate.
 - 1.4 To inform administration of student progress, so that the appropriateness of the school program may be confirmed, or that adjustments may be made where these are needed.
 - 1.5 So that decisions may be made regarding student programming and student placement in the school.
2. Evaluation of student progress shall be carried out by the teacher and shall be reported as required, or approved, by administration.
3. The progress of all students in the school, from Nursery through to grade 12 shall be evaluated. Such evaluations shall be covered by the terms of this policy.

PROCEDURES

1. **DATA GATHERING**

Teachers shall gather and record data on student progress as frequently as is feasible. Such data may be collected and recorded in the form of anecdotal records, ratings such as very good, good, needs improvement, etc., or percentages as is appropriate to the age of the students and the subject matter being evaluated.
2. **REPORTING**
 - 2.1 Reporting to students.

Students should receive feedback on their progress as often as is practical and useful.
 - 2.2 Reporting to parents

Student progress shall be reported to parents both formally and informally. Formal reporting shall include the issuance of report cards and the conducting of parent/teacher interviews. Informal reporting will occur either at the request of the parent or at the discretion of the teacher when circumstances require. Report cards shall be issued to all students, nursery through nine, three times a year, and grades ten through twelve at least twice a year. Formal parent/teacher interviews shall be held at least twice a year.

2.3 Reporting to administration.
All report cards shall be forwarded to administration for perusal and signature prior to being sent home. Marks shall be submitted to administration as required prior to being entered on report cards.

2.4 Manner of reporting.
In the pre-school, reporting shall normally be done by means of anecdotal comments, in conjunction with a rating system; in the elementary school, reporting shall normally be done by means of rating symbols or percentages and may be accompanied by class averages; in junior high and high school, reporting shall normally be done by percentage points reported together with class averages. In the junior high school, students' overall standings shall be calculated by means of weighting the percentage received in each course relative to the amount of instructional time spent on the course.

2.5 Student placement.
In determining the appropriate student placement for any given school year, the best interests of the student shall be paramount. "Best interest" shall be determined in discussion between the professional staff of the school and the parents. Final placement decision shall rest with the Director and/or Associate Director of the school.

3. APPEALS

The mark awarded to a student may be appealed as follows:

3.1 If the student wishes to appeal the mark awarded for any test or assignment, the student shall bring this to the attention of the teacher as soon as possible. The teacher shall explain to the student the reason for the mark, and may make an adjustment should this be appropriate.

3.2 Should the student or his parent wish to further appeal the mark awarded, the mark may be appealed to the Director and/or Associate Director. The appeal should be submitted as soon as possible, but not later than one week following the return of the work to the student.

3.3 Should a student or parent feel that an appeal against a mark or symbol reported on a report card is warranted, such appeal shall be directed in the first instance to the teacher, and failing satisfactory resolution, to the Director or Associate Director of the school. Such appeals shall not be submitted later than one week after the issuance of the report card.

3.4 The decision of the Director or Associate Director, as the case may be, shall be final in all appeals. In all cases of appeal, the person appealed to, teacher or Director, or Associate Director, shall inform the party lodging the appeal of the outcome.

4. MAINTENANCE OF RECORDS

Teacher shall maintain records of all marks awarded. Copies of report cards shall be maintained in the administrative office for at least twenty years after the student's last year of attending the school.

5. POLICY REVIEW

A review of the present policy, guidelines and procedures may be initiated at the request of the Executive, the Education Committee, the Director, or the Associate Director.

THE CALGARY JEWISH ACADEMY

TUTORING POLICY

December 14, 1992

Teachers employed by The Calgary Jewish Academy, except substitute teachers, shall not provide tutoring for additional remuneration to students enrolled in The Calgary Jewish Academy.

THE CALGARY JEWISH ACADEMY

School Support for Staff Professional Development Policy

Adopted: September 12, 1994

Application of this Policy

This policy applies to non-administrative teaching staff and to support staff.

1. All staff members are encouraged to further develop their expertise by applying for and attending workshops and conferences and university in-service courses
2. Attendance at workshops and conferences occurring during school time must have the prior consent of the Director, regardless of whether the school will financially support such attendance. Attendance at workshops and conferences and in-service courses outside school time must receive the prior consent of the Director if the school is to consider financially supporting such attendance.
3. Subject to the availability of funds, and prior approval of the Director, conference attendance will be supported by the school as follows:

3.1. Workshops and Conferences

- a) Within the City of Calgary: up to 100% of registration costs.
- b) Outside the City of Calgary: up to 100% of registration costs and 80% of reasonable food, accommodation and transportation costs claimed. Where registration costs include cost of accommodation and meals, 65% will be assumed to apply to accommodation and meal expenses and 80% of this amount will be supported by the school. The balance of the registration cost will be assumed to be a registration fee, and will be fully underwritten by the school.

3.2. In-service courses

Where prior approval has been obtained for participation in an in-service course, the school may agree to reimburse the staff member the first \$100.00 of the cost of such course upon proof of successful completion of the course.

The limits, in 3.1 and 3.2 above, do not apply to cases where the school requires the staff member to attend conferences, workshops or in-services.

4. Except by prior agreement of the Director, staff members will be reimbursed only after the conference has been attended, and subject to the acceptance by the Director of a brief written report of the event. At the discretion of the Director, the report may be distributed to members of staff, and/or a staff meeting report or in-service training may be requested.

5. Reimbursement will be contingent upon presentation of receipts.
6. When the school receives more applications to attend a particular conference than can be approved, the administration will choose from among the applicants so as to maximize the benefit to school programs.

The following criteria will be considered insofar as they do not conflict with the principle of benefit to the school:

- a) The extent to which the school has supported the particular staff members' conference attendance in the past,
- b) The degree to which the staff members' employment approaches full time,
- c) Seniority

With the exception of In-service courses as provided above, no financial service is offered for University credit (graduate or undergraduate) courses.

THE CALGARY JEWISH ACADEMY

SCHOOL EVALUATION

ADOPTED: MARCH 9, 1992

BACKGROUND

The Executive and/or the Director may consider it advisable to have the operation of the school evaluated.

POLICY STATEMENT

The Executive of The Calgary Jewish Academy may, at its discretion, initiate an outside evaluation of the school operation..

School Evaluations may be used to assist the Executive and the Director in planning and development with respect to the:

- a. school's Statement of Mission;
- b. school's philosophy and goals;
- c. intended programs and course offerings and the degree to which they match student and community needs;
- d. school's organization, management and procedures;
- e. overall quality of education; and
- f. tests, examinations or other methods for the evaluation of the student ability, achievement, development or gain.

GUIDELINES

The purposes of such an evaluation will be to determine one or both of:

- a. the efficiency and effectiveness of the organization and management;
- b. the quality of instruction offered within the school;

and to make recommendations for improvement.

PROCEDURES

1. *INITIATION OF THE EVALUATION*

The evaluation of the school shall be initiated by resolution of the Executive.

2. *COMPOSITION OF THE EVALUATION TEAM*

Evaluations may be conducted by an evaluation team composed of Alberta Education personnel, school personnel, invited personnel from other school systems, university personnel, representatives from other educational groups, and the private sector, where appropriate. Composition of the Evaluation Team shall be determined by the Executive.

3. *EVALUATION PLAN*

The evaluation plan will be developed by the Evaluation Team in consultation with the Director of the school. The techniques for gathering data, the selection of appropriate designs, and the presentation shall be established by the Evaluation Team, in consultation with the Director of the school.

4. *APPROVAL OF THE PLAN*

The plan shall be presented to the Executive for approval prior to its implementation.

5. *REPORTING*

The evaluation report shall be made available to the President, the Education Committee, and the Executive. Dissemination of the report to the parent body within a reasonable time is strongly urged.

THE CALGARY JEWISH ACADEMY

SPECIAL NEEDS POLICY

Adopted: June 11, 1990

Amended: February 11, 2002

Amended: May 10, 2004

BACKGROUND STATEMENT

The Executive of The Calgary Jewish Academy wishes to make education available to children with special learning or physical needs.

POLICY STATEMENT

Where feasible, the Executive of The Calgary Jewish Academy will make available a variety of educational services, special equipment and building modifications to meet students needs. However, it usually cannot provide services, equipment or facilities equivalent to those offered in highly specialized settings. Extensive amounts of human and financial resources cannot be assigned to meet the needs of single students. Although the Executive recognizes special needs aides may be required by students with special physical, academic or behavioral needs, special needs aides will not be funded from the financial resources of the school.

DEFINITIONS

1. Special services are those services beyond regular classroom instruction required by students in order for them to make appropriate progress in education programs. Special education programs may include but are not limited to guidance counseling, psychological and other educational assessments, rapid track Hebrew, English as a second language (E.S.L.), speech and language pathology and remedial or enrichment programs.
2. Special equipment and building modifications refer to equipment or building modifications required for access to, and effective participation in, instructional programs and student activities for students with special physical needs.
3. Special needs aides refer to personnel who provide assistance to individual students requiring such services in accordance with the following regulations. Special needs aides are not special services as defined by this policy.

REGULATIONS

1. Students shall be considered possible candidates for special education services and/or special equipment and/or building modifications on the referral of their parents, teachers, and/or the school administration.
2. Where the school considers it in the best interest of the student it shall recommend to parents that the student receive an individual formal educational

assessment. Where school-recommended assessments are performed by school-appointed consultants, these may, at the discretion of the school, be done on a cost-shared basis with parents. If parents are unable to share in the cost of the assessment, a subsidy may be available through the tuition subsidy committee. Assessments which have been partially or fully (via subsidy) funded by the school are the property of the school.

3. When such an assessment has been completed, the school shall make the results available to the appropriate staff and parents. Where possible, arrangements shall be made for the consultant who conducted the assessment to meet with appropriate members of the school staff and parents to discuss the results and, where appropriate, to begin planning program modifications for the student.
4. When assessments are commissioned and paid for by parents, parents shall be encouraged to share the results with school personnel, and to give school personnel permission to discuss these with the consultant who conducted the assessment. School staff may not be able to modify programs or otherwise meet special needs of students where pertinent assessment information is not shared.
5. At the beginning of each school year, teachers will review any assessment reports and other relevant material concerning students whom they will be teaching that year.
6. At the discretion of the administration and with the consent of the parents, assessment results may be forwarded to outside professionals in the best interests of the child.
7. Parents' consent shall be obtained for students receiving regularly scheduled special education services.
8. Students may be admitted into the E.C.S. program who qualify for program unit grants from Alberta Learning. The program for such students shall be administered in accordance with the regulations prescribed by Alberta Learning.
9. Where it becomes clear to the Director and staff that this school cannot provide program, and/or equipment, and/or building modifications that are in the best interests of a student, the Director shall so advise the parents and shall recommend to the parents that they investigate the appropriateness of an alternative placement for the student. Communication with the parents regarding this matter shall include written advice from the school to the effect that another placement may be in the best interests of the student.

PARENT FUNDED AIDES

1. The Director, in consultation with appropriate staff, and having regard to all relevant material, may agree to the provision of special needs aide services to meet the special physical, academic, or behavioral needs of individual students. The necessity for special needs aide services may be identified by the school, or by outside agencies, and will usually be recommended in formal assessments.

2. While funding for special needs aides will not come from the school's own financial resources, funding may come from such sources such as other agencies, special government grants, or the parents of the students concerned. While working in the school, special needs aides shall be under the direct supervision of school personnel, and subject to the evaluation and review process of the Administration. The Director may require the termination of their services at the CJA of those special needs aides who are deemed unsatisfactory by the Director.

THE CALGARY JEWISH ACADEMY

PURCHASING AUTHORITY

ADOPTED: OCTOBER 13, 1992

One of the purposes for which the Academy sets its Annual Budget is to provide the administration with clear guidelines of what monies may be expended. Therefore the Academy's approved budget provides authority to the Administration to spend funds within the approved budget guidelines in the ordinary course of the school's day-to-day operations.

Notwithstanding, it is important the administration's purchasing authority be subjected to Executive approval for expenditures on capital and other unusual and non-recurring items.

Therefore, individual purchases of equipment and services in excess of \$7,500, other than in the ordinary course of day-to-day school operating requirements, shall receive prior approval of the Executive.

Alternatively, if it is necessary to make a decision prior to the next Executive meeting, the administration shall receive approval from the President and Treasurer. All decisions are to be reported at the next Executive meeting.

This policy shall NOT apply to donations received by the Academy which are subject to being expended in accordance with the donor's wishes.

THE CALGARY JEWISH ACADEMY

DISPOSAL OF SURPLUS ITEMS

APPROVED: SEPTEMBER 21, 1987

Should the school wish to dispose of surplus equipment, parents and teachers shall be advised of this in the monthly newsletter and invited to bid on any equipment items. Should the highest bid, in the opinion of the Director in consultation with the Treasurer, be deemed reasonable, the highest bid shall be accepted. Otherwise, the item shall be offered for sale on the open market. Should attempts to sell the equipment on the open market fail, it shall be sold to the parent with the highest bid. Unsold items shall be disposed of by the school.

THE CALGARY JEWISH ACADEMY

COSTS FOR VOLUNTARY ACTIVITIES

APPROVED: October 19, 1987

Unless the Executive specifically decides to fund a particular activity, parents will be responsible for the following costs in addition to tuition fees:

- a) materials costs associated with voluntary extra-curricular activities
- b) costs of overnight extended field trips.

#5.16 - Policies - October 1991

THE CALGARY JEWISH ACADEMY

HEALTH CURRICULUM POLICY

ADOPTED: MARCH 9, 1988

The Executive of The Calgary Jewish Academy authorizes the teaching of the Human Sexuality units in both the elementary and junior high health curricula.

THE CALGARY JEWISH ACADEMY

COLLECTION OF SCHOOL MATERIALS

Adopted: September 7, 1988

POLICY STATEMENT

The issuing of report cards may be delayed in cases where library and/or textbooks have not been returned to the school by due date.

PROBLEM:

In the past it has proven to be difficult in a number of cases to collect overdue books. Many schools find the withholding of report cards to be an extremely effective means to ensure that items belonging to the school are returned.

PROCEDURE:

A. Library Books:

A four stage procedure will be in place:

1. The librarian reminds the students that the book is overdue.
2. One of the student's teachers (usually English Language Arts) is informed of the problem and assists the librarian in attempting to retrieve the material.
3. The Assistant Director, Administrative Services, becomes involved and works with the student and parents in an attempt to resolve the matter.
4. Only in cases where all of the above has failed to produce the required results will report cards be withheld until the book is returned or paid for.

B. TEXTBOOKS

Students will be informed prior to the last day of school that their textbook has not been returned. Should the book(s) not be returned or paid for by the last day of school, report cards may be withheld.

#5.18 - Policies - October 1991

THE CALGARY JEWISH ACADEMY

FRENCH LANGUAGE INSTRUCTION

Adopted: October 10, 1988

It is the policy of The Calgary Jewish Academy to offer instruction in French to all students, Grades 3 - 9. Such instruction shall not be optional to students.

#5.19 - Policies - October 1991

THE CALGARY JEWISH ACADEMY

SCHOOL CLOSURE FOR SEVERE WEATHER

ADOPTED: February 13, 1989

It is the policy that The Calgary Jewish Academy will act in accordance with the Calgary Public School system should it be deemed necessary to close schools or cancel bus runs on account of inclement weather.

THE CALGARY JEWISH ACADEMY

BUILDING DAMAGE

ADOPTED: NOVEMBER 13, 1989

The Executive of The Calgary Jewish Academy requires the parents be held financially responsible for the cost of any damage to school property incurred by their children. The administration may make exceptions as it sees fit.

#5.21 - Policies - October 1991

THE CALGARY JEWISH ACADEMY

EXTRA PHYSICAL EDUCATION

ADOPTED: NOVEMBER 13, 1989

MOVED that The Calgary Jewish Academy offer Extra Physical Education 7, 8 and 9 as Complementary Courses.

The Calgary Jewish Academy

Off Site Activity (OSA) Policy (Replaces Field Trip Policy #5.22)

Adopted: May 10, 2004

Amended: June 14, 2004

Effective: September 2004

Amended: Sept. 22, 2004

I. PURPOSE

This policy is intended to support and facilitate off site activities (“OSA’s”), which are seen as being integral to the students’ experience at the Calgary Jewish Academy (“CJA”), and to ensure that all reasonable steps are taken to ensure that OSA’s are conducted in a safe and responsible manner.

II. DEFINITIONS

In this policy,

1. **“OSA”** means any school supported activity that occurs away from the school site. Off site activities include, but are not limited to: curriculum-linked field trips; athletic, charitable and cultural events; and rewards or celebrations;
2. **“Level 1 OSA”** is an OSA that involves walking as the sole means of transportation, and does not involve any Level 2 or Level 3 OSA;
3. **“Level 2 OSA”** is an OSA that involves **school provided** transportation by a motor vehicle;
4. **“Level 3 OSA”** is an OSA that involves an activity that has risks significantly greater than those of everyday school activities, or that involves an overnight stay;
5. **“Teacher-in-Charge”** means the CJA teacher responsible for the planning, coordination, implementation, and supervision of the OSA;
6. **“Supervisor”** means Teacher-in-Charge and/or a CJA staff member or volunteer who is responsible for assisting the Teacher-in-Charge during an OSA;
7. **“Service Provider”** means any party contracted to provide a service for an OSA. Examples of such services are transportation, facilities, programs, and instruction;
8. **“Director”** means Director or designee; and
9. **“Parent”** means parent or guardian.

III. ELIGIBILITY & PARTICIPATION

1. Only registered students of the CJA may participate in OSA's.
2. The Director may determine that an OSA is inappropriate for any student based on the best interests of the student and/or the school. The student concerned would then not participate in the OSA.
3. The parent of a student has the discretion to determine whether that student will participate in an OSA. However, electing to participate in an option, elective, or co-curricular activity that has a significant component of OSA's, implies a student's commitment to participate in the associated OSA's.
4. The school is not responsible for providing alternative activities or supervision for students that do not participate in an OSA. However, as many OSA's are integral to the curriculum, students who do not participate may be given alternative assignments for independent completion.

IV. COSTS

Parents seeking assistance with the cost of OSA's can refer to the Subsidy Policy (#5.52) which references this specifically.

V. TRIP PLANNING & APPROVAL

1. OSA's shall be carefully planned, taking into account issues such as their purpose, risk factors, best interests of the students and the school, as well as appropriate and efficient use of time and other resources.
2. Prior to approving an OSA, The Director shall use his or her reasonable best efforts to ensure that
 - (a) all reasonably foreseeable risks have been identified;
 - (b) the probability and severity of the risks have been assessed; and
 - (c) appropriate consideration has been given to mitigation of the risksin light of the expected value of the OSA.
3. The consideration of reasonably foreseeable risks shall include, but not be limited to:
 - (a) the physical nature of the activity;
 - (b) the mode of transport, for example walking, car, bus, train, watercraft, or airplane;
 - (c) the distance traveled;
 - (d) the duration of trip; and
 - (e) environmental issues such as weather, terrain, wildlife, and political stability.
4. Reasonable care shall be taken to ensure the competence of Service Providers. Competence may be demonstrated by virtue of the Service Provider's reputation, its common use by other school authorities, certification by a recognized governing body, or other reasonable means.

5. At any time before or during an OSA, should any risk factors change or other circumstances require it, the OSA shall be modified, rescheduled or cancelled at the sole discretion of the Director, the Supervisor and/or the Service Provider involved.
6. The Executive shall be informed of all Level 2 and Level 3 OSA's.
7. No OSA will proceed unless it has received approval from the Director, and no Level 3 OSA will proceed unless it has received approval from the Executive.8. In approving an OSA, the Director and/or the Executive (as required above), will consider many factors. Notwithstanding the many reasons that approval for an OSA may be denied, the Director and/or the Executive shall not approve those OSA's that, in their best judgment, have:
 - (a) an unacceptable risk of catastrophic consequences; or
 - (b) travel time which is too long for the age of the students, or the purpose of the OSA.
8. OSA's shall not be promoted to students or parents prior to approval by the Director.

VI. SUPERVISION

1. All OSA's shall be appropriately supervised. The Director shall ensure that each OSA has an appropriate number of Supervisors, taking into account the nature of the activity, the environment, the number and age of the students, and any other relevant factors.
2. Where an OSA involves an overnight stay, there shall be at least one male and female supervisor where both male and female students are involved.
3. The Teacher-in-Charge and Supervisors shall:
 - (a) take whatever reasonable precautions are necessary to ensure the proper conduct, appropriate behavior and safety of students;
 - (b) conduct themselves responsibly and professionally, consistent with the responsibilities inherent in being a competent supervisor; and
 - (c) fulfill their duties for the duration of the OSA, including evenings and weekends.

VII. TRANSPORTATION

1. General

When the school arranges transportation for an OSA, transportation shall be provided by one or more of the means described below. Parents may choose to make alternative arrangements to transport their students to OSA's. Transportation will not necessarily be provided by the school for all OSA's. In these cases, the parents will be advised and will be required to organize transportation for their children.

2. Commercial Motor Vehicle Transportation

For travel in Alberta, the carrier (bus, coach or taxi) must have an Operating Authority Certificate from the Motor Transport Board and a Certificate of Insurance showing insurance liability coverage of not less than \$2,000,000 (two million dollars). Only carriers that meet the appropriate local legal (and other) standards shall be used for travel in other jurisdictions.

3. Buses and Highway Coaches

- (a) School buses may be used within city limits only.
- (b) Highway coaches shall be used when traveling outside city limits. If these are not available or practical, alternative transportation may be approved by the Director or a Supervisor.
- (c) Where luggage is involved the bus/coach utilized shall have proper and safe storage for luggage.

4. Private Vehicles Driven by Volunteer Drivers

- (a) Volunteer drivers shall have at least a valid class 5 Operator's Licence.
- (b) Volunteer drivers shall not be used to transport pre-school students on OSA's.
- (c) Volunteer drivers shall complete a Volunteer Driver Application form for each school year, which shall include the following information:
 - (i) Operator's Licence, class # and expiry date;
 - (ii) insurance company, policy # and expiry date, and copy of insurance "pink slip"; and
 - (iii) a current driver's abstract, showing less than six demerit points. Upon request, the school will reimburse volunteer applicants for the fee paid to obtain the abstract.
- (d) By completing a Volunteer Driver Application Form, a volunteer driver will agree to:
 - (i) drive safely and comply with all applicable laws;
 - (ii) properly use seat belts for all vehicle occupants;
 - (iii) comply with guidelines for appropriate placement of passengers in relation to airbags;
 - (iv) report to the Director all traffic violations at the time the charge is issued, and not act as a volunteer driver if the volunteer has six demerit points or more at any time; and
 - (v) except in cases of emergency, to drive directly to the specified destination without detour.
- (e) On the Volunteer Driver Application Form, volunteer drivers will be strongly encouraged to contact their insurance agent/specialist to ensure they are comfortable that they have appropriate insurance for this type of volunteer driving.
- (f) Volunteer drivers shall be permitted to drive only once they have completed the Volunteer Driver Application form and they have been approved by the Director. The Director has discretion to deny or revoke approval at any time, for any reason whatsoever, including, but not limited to safety concerns.

5. Other

Air transportation shall be provided only by commercial airlines. Water transportation shall be provided only by properly qualified and legally authorized operators.

VIII. HEALTH & SAFETY

1. A first-aid kit shall be available on all Level 3 OSA's and on Level 1 and Level 2 OSA's when deemed appropriate by the Teacher-In-Charge.
2. A list of student allergies, medications and medical concerns, and parent and emergency contacts shall accompany all Level 3 OSA's.
3. Supervisors shall be aware of local emergency procedures.
4. If a serious accident occurs during an OSA, the Supervisors must
 - (a) take all necessary immediate action to ensure the safety of those involved; and
 - (b) inform the Director and Parent as soon as possible. Where appropriate, the Supervisor and Director will consult about how parents are to be informed.
5. Where applicable, the Supervisor will complete an **Injury Report/or Critical Incident Report** as soon as possible upon return to the school and forward it to the Director.

IX. PARENT PERMISSION

1. The school must:
 - (a) provide the Parent of each student on a Level 2 or Level 3 OSA with written information regarding the activity;
 - (b) provide the Parent of each student on a Level 3 OSA with written information regarding the special risks that are reasonably foreseeable for that OSA. This requirement may be satisfied by information provided by a Service Provider, if any; and
 - (c) obtain the consent and waiver of the Parent before the student may participate in any Level 2 or Level 3 OSA. For programs that have multiple OSA's such as certain junior high options or electives, a one-time consent and waiver at the beginning of the program could be provided.
2. A parent meeting must be held for all overnight off-site activities, and may be held for other OSA's to discuss the OSA, its reasonably foreseeable special risks, and the responsibilities, expectations and conduct expected of students;
3. When a parent meeting has been called for an OSA,
 - (a) the Teacher-in-Charge must keep a record of attendance at the parent meeting; and
 - (b) if the student's Parent does not attend the parent meeting and consents to the student participating in an OSA, then the Parent shall specifically acknowledge in the designated form his/her approval for their child's participation despite their not having attended the meeting.

X. STUDENT RESPONSIBILITY

1. Each student participating in an OSA must:
 - (a) account to the Supervisors (and all others involved) for their own conduct;
 - (b) fulfill any preparatory requirements;
 - (c) dress appropriately in accordance with the OSA and the school dress code;
 - (d) participate in a responsible and cooperative manner during the trip; and
 - (e) follow all instructions/directions.

XI. VOLUNTEERS

1. Volunteers on an OSA shall receive direction from and be accountable to the CJA staff Supervisors.
2. Volunteers must know the details of the OSA and their responsibilities prior to departure.
3. Volunteers are expected to attend the Parent Information Meeting, if any, and if the volunteer is unable to attend, the Teacher-in-Charge must personally speak to the volunteer about the trip and the volunteer's responsibilities.
4. Volunteer supervisors must conduct themselves in accordance with the guidelines under "VII. Supervision", above.

THE CALGARY JEWISH ACADEMY

EXTENDED FIELD TRIP POLICY

ADOPTED: December 11, 1989

DEFINITION

Extended field trips are defined as those which require students to spend as least one night away from home.

1. POLICY STATEMENT

The Executive of The Calgary Jewish Academy recognizes that student travel may be a valuable part of student's educational experience, and therefore such travel is encouraged when it may enhance student program.

2. REGULATIONS

2.1 APPROVALS

The following approvals in principle shall be received in the order indicated prior to the decision to proceed:

2.1.1 The Director

2.2.2 The Executive, or the President, if such approval is impractical in view of the time frame.

2.2.3 The majority of the parents of the students who would be involved.

3. FINANCE

3.1 The Executive will ensure that no student is denied the opportunity to participate in a trip owing to lack of funds.

3.2 The Executive may, in its discretion, allocate additional funds to support the cost of the trip.

3.3 Any student fund raising undertaken in support of the trip shall have prior approval of the Director.

3.4 Any parental fund raising undertaken in support of the trip shall have prior approval of the President of The Calgary Jewish Academy Executive.

4. EXCEPTION

The Executive in its discretion could declare any extended field trip beyond the ambit of this policy.

THE CALGARY JEWISH ACADEMY

JUNIOR AND SENIOR HIGH HEBREW AWARDS

Adopted: February 12, 1990

A students from Israel needs to to have been out of Israel for at least two school years (inclusive of the year of the award) before qualifying for a Hebrew Achievement Award.

THE CALGARY JEWISH ACADEMY
HIGH SCHOOL HEBREW AWARDS AND GRADUATION

Adopted: February 12, 1990

1. Prizes will be awarded on the basis of levels; i.e. 15, 25, and 35, not grades.
2. At any levels (15, 25 and 35), there may be awarded:
 - (a) no prize,
 - (b) a first prize,
 - (c) a first and a second prizeat the discretion of the teacher in collaboration with the Director.
3. All students in the High School Hebrew program, regardless of whether they attended The Calgary Jewish Academy prior to High School, will be considered graduates of the High School Hebrew program upon completion of Hebrew 35, and will therefore be eligible for participation in graduation exercises.

THE CALGARY JEWISH ACADEMY

HEBREW LANGUAGE POLICY

Adopted: February 12, 1990

MOVED that The Calgary Jewish Academy offer Hebrew Language, Jewish Customs and Traditions, and Jewish History in the Hebrew Language at the elementary and junior high levels.

The Calgary Jewish Academy

INSTRUCTIONAL PROGRAM EVALUATION POLICY

ADOPTED: MAY 14, 1990

Amended: December 18, 1995

Amended: February 8, 1996

Amended: May 11, 2006

Amended: September 19, 2006

Amended: October 16, 2008

Policy

The Calgary Jewish Academy is proud of the quality of its programs. In addition to ongoing improvement initiatives, the Executive of the Calgary Jewish Academy believes in the importance of regular formal external program evaluation.

Purpose of Program Evaluation

To provide assurance of the quality of the program the school offers its students, program evaluations may provide

- information useful for the revision and improvement of a program,
- justification for increased resource allocation to a program,
- justification for the development and implementation of new programs, and
- justification for the termination or retention of a program.

Evaluation Cycle

Program evaluations will be conducted every second year. The alternate years would be used to develop the response to the previous evaluations and prepare for those to take place during the following year.

Year 1	Social Studies; Hebrew Language and Yiddish
Year 2	Response and Planning
Year 3	Language Arts; Special Ed, Guidance, E.S.L.; Fine Arts
Year 4	Response and Planning
Year 5	Math; Jewish Studies except Hebrew Language and Yiddish
Year 6	Response and Planning
Year 7	Physical Education; Nursery and Junior Kindergarten
Year 8	Response and Planning
Year 9	Science; French
Year 10	Response and Planning

All evaluations with the exception of Nursery and Junior Kindergarten, Yiddish and French will include grades k-9. Because Yiddish is only taught in grades 1-6, and French in grades 3-9, Yiddish and French program evaluations will only include those grades.

Notes on the Evaluation Cycle

1. The Executive may modify the cycle to evaluate any program that is of immediate concern. However, such interruption should not be authorized lightly, and should reflect a deep and broad consensus that it is necessary
2. When implementation of a new curriculum coincides with the year an evaluation is scheduled, the Executive may switch the order of that evaluation with one of the evaluations that normally would be scheduled next.
3. The quality of our students' overall experience is recognized as extremely important. Although not specifically identified in the evaluation cycle, it should be monitored on an ongoing basis by a committee, including staff and parents.
4. As Technology is integrated in many programs, it is not evaluated as a discrete subject, but will be evaluated where appropriate in particular programs.

Procedures For Formal Evaluation

1. The Administration is responsible for the evaluation of all programs, and in carrying out this responsibility will consult with the Education Committee.
2. In carrying out program evaluations, the Administration, in consultation with the Education Committee, will appoint an external evaluator or evaluators. In addition, the administration will assemble an evaluation Steering Committee consisting of
 - members of the school's professional staff
 - members of the Education Committee
 - representatives of the parent body

In addition, the Steering Committee may include

 - representatives of the student body
 - professional consultants
3. The evaluator, in consultation with the Steering Committee, shall gather information about the program. Evaluations might appropriately address program
 - a) Philosophy
 - b) Fidelity to the prescribed curriculum
 - c) Goals and objectives
 - d) Content and subject matter
 - e) Activities, strategies, resources
 - f) Physical environment
 - g) Adaptation and differentiation to meet student needs
 - h) Effectiveness
 - i) Impact on student experience
 - j) Contribution to achievement of the Technology Outcomes specified by Alberta Education
4. The evaluation process shall be approved by the Steering Committee.
5. The final evaluation report shall be submitted to the Education Committee and to the Executive as soon as possible after the conclusion of the evaluation.
6. The Administration in collaboration with staff shall prepare a written response to the final evaluation report and present it to the Education Committee.
7. The Education Committee shall prepare recommendations on the evaluation report and transmit the administration's response and recommendations to the Executive for consideration and approval.

8. The Administration shall be responsible for the timely implementation of the approved recommendations. When in the opinion of the administration and staff it would be helpful, assistance of the evaluator with implementation of recommendations should be sought.
9. The data files shall be confidential to the Administration. Their contents shall be shared with others at the discretion of the Administration.
10. The evaluation report, together with the recommendations, shall be made available to the parents.

Program Evaluations completed prior to revised cycle amended May 11, 2006

- **Physical Education** April 1998
- **Fine Arts** June 1999
- **Preschool** May 2000
- **Technology** March 2001
- **Science & Health** March 2002
- **French Language** June 2003
- **Yiddish** May 2003
- **Hebrew Language** June 2004
- **Language Arts & Social Studies** May 2005

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THE CALGARY JEWISH ACADEMY

BINGO FINANCIAL OBLIGATION POLICY

ADOPTED: JUNE 4, 1990

Resolve that, unless the Executive decides otherwise, if any financial obligation of parents from any school year has not been paid by July 31 of any year, then the registration of any child or children of that family will not be accepted for the school year commencing September following until outstanding arrears have been cleared.

THE CALGARY JEWISH ACADEMY

FIRST AID POLICY

Adopted: November 12, 1990

The Executive of The Calgary Jewish Academy approves the offering of a complementary course in First Aid to students in grades 7, 8 and 9.

THE CALGARY JEWISH ACADEMY

KASHRUTH POLICY

ADOPTED: DECEMBER 10, 1990

REVISED: JUNE 11, 2008

PHILOSOPHY

The Statement of Mission declares, among other things, that the school wishes to offer an environment which is respectful of the wide range of personal beliefs and practices within the Jewish community. As a Jewish community school, we wish to foster an atmosphere in which each student feels comfortable.

OBJECTIVE

This policy is to ensure that kosher food will be available at all school events.

LUNCHES/SNACKS

Parents should establish with their children their family's policy with regard to content of their own lunch, and the sharing or trading lunches with other children. The following are not permitted in lunches/snacks:

- the mixing of milk and meat
- pork products
- shellfish

SCHOOL KITCHEN

The school kitchen is to be kosher and when not in use, is to be locked.

A staff person who is knowledgeable about kashruth is to be designated by the Principal as being responsible for the maintenance of the kashruth in the kitchen. The responsibility of that person will include answering any questions about kashruth which may arise.

FOOD FOR DISTRIBUTION

All food served to students by the school, including in-school snacks and parties provided by parents, must be **CERTIFIED** kosher. *N.B. Reliance upon the ingredients listed on the package label is insufficient to determine the kashruth of the product.* The package must have a recognized kashruth symbol such as:

(u) QD dk \$ HI

Fresh fruits and vegetables, fruit juice (except grape juice), soda-pop (not containing oils, shortening or grape juice), as well as milk, are the only food items which do not need to be certified kosher.

All preparation and/or processing of food must be done either in the school's kitchen or in one of the kitchens certified kosher by the Calgary Jewish Community Council's Board of Kashruth (and labelled as such).

FIELD TRIPS

The school will assure that kosher food is available for all students on field trips wherever reasonably possible. If it is not possible to provide kosher food, vegetarian food will be provided. For those who request kosher food, kosher food will be provided.

THE CALGARY JEWISH ACADEMY

STUDENT RECORD POLICY

APPROVED: MONDAY, MARCH 11, 1991

1. The Executive of The Calgary Jewish Academy shall ensure that a record is maintained for each student Nursery through grade 9 containing all information required by Student Record Regulation A. R. 213/89.
2. This record shall be kept in a form devised by The Calgary Jewish Academy.
3. The record shall be transferred to another Alberta school jurisdiction upon receipt of a written request from that jurisdiction.
4. Should the student transfer to a school outside Alberta, or should no request for the forwarding of a record be received, The Calgary Jewish Academy shall keep a copy of the student's record for seven years after that student could have been expected to complete grade 12.
5. In the summer letter, parents shall be informed of their right to view their child's records in the presence of an appropriate school official.
6. The school adapts and endorses the confidentiality provisions in Student Record Regulation A. R. 213/89.

THE CALGARY JEWISH ACADEMY

STUDENT DISCIPLINE

Approved: April 15, 1991

Amended: May 13, 1996

Amended: Feb. 10, 2003

Amended: Nov. 23, 2006

1. POLICY STATEMENT

The Calgary Jewish Academy encourages a school atmosphere that is safe, friendly, courteous, orderly and productive. Administrative, teaching and support staff, parents and students are expected to work towards the establishment and maintenance of that atmosphere.

This policy applies on school property, on school buses and cabs, and at all school sponsored activities.

2. PURPOSES OF DISCIPLINE

The purpose is to maintain conditions that make effective learning possible, and provide for a safe and comfortable environment for students, staff and volunteers.

3. BELIEFS

3.1 Good teaching, organization, and student-staff relationships will encourage good behavior.

3.2 Awareness and understanding of the Positive Behaviour Plan (Appendix A) will help students understand their rights and responsibilities

3.3 Problems may be complex and multi-layered, requiring careful consideration of the issues and circumstances in each case.

3.4 Measures to establish a firm boundary between acceptable and unacceptable behavior should reflect good professional practice and demonstrate respect for the dignity of students.

3.5 Interventions should be pragmatic and are intended to produce positive outcomes.

4. DISCIPLINE PROCEDURES

Staff must be permitted discretion. Options available may include but are not limited to the following:

4.1 Allowing students to describe the sequence of events and to consider alternative means of handling similar situations in the future.

- 4.2 Mediating student/student or adult/student conflict. This may involve negotiating and monitoring informal or formal contracts.
- 4.3 Including parents when appropriate. Parental involvement will usually be sought when the student has demonstrated seriously inappropriate conduct, or repetitive patterns of inappropriate behavior.

5. DISCIPLINARY INTERVENTIONS

Interventions should be at the lowest level that is likely to be effective. They must take into account the student's age, the seriousness of the behaviour, recurrence, previous interventions, the likely impact on the student, precedents, and the message to the student body. Interventions should also reflect the school community's expectations for appropriate discipline.

Interventions by staff may include, but are not restricted to:

- 5.1 Warning
- 5.2 Time-out or temporary removal from a class or activity
- 5.3 Private discussion with the student
- 5.4 Assigning alternative activity or task
- 5.5 Withdrawal of classroom privileges
- 5.6 Detention

Sending students to the office for discipline is only appropriate for serious incidents, or when students have not responded to other measures. Administrators may invoke the measures indicated above, and in addition may take such measures as:

- 5.7 Withdrawal of school and/or extra-curricular privileges
- 5.8 In-school suspension
- 5.9 Temporary suspension from school
- 5.10 Expulsion from school

Examples of situations where suspension would likely be imposed include, but are not limited to, serious cases of:

- threats of violence,
- the use of violence,
- bullying
- repetitive misbehaviour unresponsive to other interventions
- serious academic misconduct
- other serious misbehaviours

Suspension and expulsion may only be invoked by the Director, or if the Director is unable to act, by the Administrator in charge. Suspension and expulsion may only take place in accordance with the terms of the Student Suspension and Expulsion Policy #5.34.

6. UNACCEPTABLE DISCIPLINE

- 6.1. Any form of physical punishment.
- 6.2. Humiliation and sarcasm.
- 6.3. Shouting at students. Brief raising of the voice may be necessary to gain attention, but prolonged shouting at students is unacceptable.
- 6.4. Denial of lunch or snack.

Positive Behaviour Plan

At Calgary Jewish Academy we are committed to providing a safe and caring environment which will enhance the education of our students. We believe that students can and will make acceptable and appropriate behaviour choices when they know what is expected of them, have the positive support they need and are held accountable for the choices they make.

Our expectations are based on the following **RIGHTS AND RESPONSIBILITIES**:

1. I have the **RIGHT** to uninterrupted learning. I have the **RESPONSIBILITY** to arrive at school on time and to be in class on time.
2. I have the **RIGHT** to learn and grow. It is my **RESPONSIBILITY** to be prepared for class, listen to instructions, work quietly, raise my hand if I have a question or concern, and to complete my assignments. I will cooperate, participate and do the best I can.
3. I have the **RIGHT** to hear and be heard. It is my **RESPONSIBILITY** not to talk, shout or make loud noises when others are speaking.
4. I have the **RIGHT** to be respected as an individual. It is my **RESPONSIBILITY** not to tease, bother or hurt the feelings of other people. I will show respect and consideration for others and their ideas.
5. I have the **RIGHT** to be safe. It is my **RESPONSIBILITY** not to threaten, or physically harm anyone else. It is my **RESPONSIBILITY** to follow the rules of the school.
6. I have the **RIGHT** to privacy and to my own personal space. It is my **RESPONSIBILITY** to respect the personal space and property of others and to keep my own space well-organized and tidy.
7. I have the **RIGHT** to enjoy school. I have the **RESPONSIBILITY** to have a good attitude and to participate in a way that helps make our school a place where others can enjoy school too.

To support the positive behaviour plan, our school uses the Second Step Program, teaches the values of Jewish moral education, has a peer mediation program, and an anti-bullying program. These programs introduce core values of respect, responsibility and citizenship.

All students will be informed of our expectations and the consequences for inappropriate or unacceptable behaviour. In addition, each teacher will develop his/her set of classroom rules and expectations and communicate these to students and parents.

While the strategies and programs mentioned above are designed to help students make appropriate choices we understand that a part of growing and learning includes making mistakes and learning from those experiences. Students will always know when they have chosen

behaviour that is unacceptable. Our goal is to help students to see that they are responsible for their behaviour and in control of their actions. The choice will always be with the student.

The Calgary Jewish Academy

STUDENT SUSPENSION & EXPULSION POLICY

Approved: June 10, 1991
Amended: March 10, 2003

The Executive of the Calgary Jewish Academy recognizes that it may be necessary to expel or suspend a student from the school.

Expulsion - The permanent prohibition of a student from attending classes, participating in school events, or being on the school premises. Expulsion refers to exclusion of a student who has been admitted to the school and does not refer to a student whose application for enrollment for a subsequent year is refused in terms of the school's Registration or Class Size policies.

Suspension- The prohibition of a student from attending classes, participating in school events, or being on the school premises, for a period which (except in unusual circumstances) is not greater than ten (10) school days.

Appeal Committee - three (3) members of the Executive as chosen by the Executive on an ad hoc basis, or, in cases of urgency, three (3) members chosen by the President.

Director - The Director, or where the Director is unable to act, the Administrator in Charge.

1. The Director shall have the right to suspend or expel a student if in the Director's opinion the student's continued attendance at the school is considered to be detrimental to the well being of:
 - the student,
 - another student or students, or
 - the school (including teachers and staff).

Expulsion is an extreme measure, should be imposed only after careful consideration of the circumstances, and should only be considered when no less severe measure would be appropriate.

2. If the matter is urgent or dangerous, the Director shall have the right to suspend or expel the student immediately. In all other cases, the Director shall, prior to expulsion, discuss the matter and/or meet with such persons as the Director deems appropriate. The Director's decision to suspend or expel a student shall be communicated to the Parents or Guardians of the student in writing.
3. The School may, in accordance with applicable provincial policy, provide an expelled or suspended student with services such as tutoring, distance learning courses, or monitoring of school work.

4. The fees to the school of suspended student shall continue to be payable in the same manner as if the student had not been suspended. The fees of an expelled student shall no longer be payable to the school effective the end of the month after the date of expulsion; however, if services are being provided to the expelled student under the previous paragraph, any fees that would have been due to the school had the student not been expelled shall remain payable while these services are being provided. If the fees have been paid in full until the end of the school year, a pro rata refund shall be given.
5. The decision of the Director to expel a student is subject to appeal to the Appeal Committee. An application for appeal shall be made in writing and shall be delivered to the Director, with a copy to the President within five (5) school days after the student is expelled. The Director shall submit a written report to the Appeal Committee within three (3) days of an application being made to the Appeal Committee.
6. The parents or guardians of the student are entitled to appeal the expulsion, attend a meeting with the Appeal Committee (with representation if they wish) and bring such evidence to the Appeal Committee as the Parents or Guardians shall deem appropriate, subject to the reasonable discretion of the Appeal Committee. The Director shall also have the right to appear before the Appeal Committee and present evidence, subject to the reasonable discretion of the Appeal committee. The Appeal Committee shall, by unanimous vote, decide the Appeal and advise the parties in writing of its decision. The unanimous decision of the Appeal Committee is final and is not subject to further appeal. The Appeal Committee shall hear the matter within three (3) school days.
7. The Appeal Committee may, by letter to the President and the Director, refer the Appeal to the Executive for decision in the following cases:

If the Appeal Committee is not unanimous, or

If the Appeal Committee for any other reason, by majority vote wishes to refer the Appeal, or an issue arising from the Appeal to the Executive.

In this event, the issue or Appeal, as the case may be, shall be dealt with by the Executive, by majority vote, at an Executive meeting within three (3) school days after the letter referring the matter to the Executive was received by the President and Director. The parties shall be advised in writing of the Executive's decision, which shall be final and is not subject to further appeal.
8. The Appeal Committee, or the Executive, as the case may be, shall have the right to hear the matter anew and may allow or deny the appeal on such terms or conditions as it may deem appropriate. In the event the Appeal Committee or Executive decides to reinstate the student on conditions, the concurrence of the Director shall first be obtained with respect to the conditions.

#5.35 - Policies - February 1993

THE CALGARY JEWISH ACADEMY

ACQUIRED IMMUNE DEFICIENCY SYNDROME **and** **HIV INFECTION POLICY**

Adopted: February 8, 1993

No student or staff member will be prevented from attending or working at The Calgary Jewish Academy merely because they have been diagnosed HIV positive or have developed AIDS.

THE CALGARY JEWISH ACADEMY

MINIMUM/MAXIMUM CLASS SIZES

Adopted: December 13, 1993
Amended: February 10, 1997
Amended: November 27, 2000
Amended: February 26, 2001
Amended: February 23, 2005

It is the policy of The Calgary Jewish Academy that class sizes will not normally fall outside the ranges indicated below. "Minimum" size classes will normally only be created when necessary to avoid violating the maximum class size established for the grade. This policy does not apply to Physical Education class sizes.

Class	Maximum	Minimum
Nursery 3/Nursery 5	16	08
Junior Kindergarten	19	10
E.C.S.	20	10
Kinderarts	20 eff. Sept. 2001	12
Discovery Kids	20	12
Grade 1	21	10
Grade 2	22	11
Grade 3	22	11
Grade 4	23	12
Grade 5	23	12
Grade 6	24	12
Grade 7	26	13
Grade 8	26	13
Grade 9	26	13
High School	30	5

THE CALGARY JEWISH ACADEMY
Registration Policy

Adopted: January 10, 1994

Amended: Jan. 8, 1996, Nov. 12, 1996, Jan. 12, 1998, Jan. 24, 2000,
Nov. 27, 2000, Dec. 18, 2000, Jan. 26, 2004, Jan. 26, 2006,
April 26, 2007, January 21, 2009

Policy Statement

To fulfill the mission of the Calgary Jewish Academy to offer "superior quality instruction," it is necessary to follow a timely process of student registration so that the school can properly plan the use of space, budget and personnel, and abide by the terms of the school's *Minimum/Maximum Class Sizes Policy #5.36*. To encourage timely registration, a tuition reduction of approximately 10% will be extended to families whose completed *Application for Registrations* for the following year are received by the first school day in April. Tuitions are set out in the applicable *Application for Registration* form.

A. Key Dates

1. First school day of February, or as soon thereafter as possible. *Application for Registration* forms are mailed to parents of current students.
2. Until the first school day of March, 4:00 p.m. Completed applications are accepted subject to the availability of places in the following order:
 - i. Current students
 - ii. Siblings of current students
 - iii. Other Jewish students
 - iv. Other students.

However, because not all parents receive their forms at the same time, in the interest of fairness, applications received before 9:00 a.m. on the 10th school day in February after the date of mailing will be held for processing until that time. The order in which such early applications will be processed will be determined by draw.

3. After the first school day of March, 4:00 p.m. Applications will be accepted subject to availability of places in order of receipt without regard to (2) above.
4. **After the first school day of April, 4:00 p.m. Early registration tuition rates no longer apply.**
5. After the first school day of May, 4:00 p.m. Number of classes, teachers and teacher assignments are determined based on completed applications for enrolment received. Additional classes can likely not be created after that date to accommodate late registrations to classes that have reached the maximums provided in *Minimum/Maximum Class Sizes Policy #5.36*.

B. Applications for registration can only be accepted when:

1. All outstanding financial commitments, fundraising obligations have been met.
2. The application is accompanied by:
 - a) non-refundable* payment of 10% of the annual tuition for nursery-grade 9 students, and 50% of the annual tuition for senior high school students, and payment of the balance in full or by up to ten monthly post-dated cheques. The final payment is to be dated no later than June 1 of the school year.

AND

- b) payment of the CJA-PA dues (Post-dated cheque is acceptable, as long as it is dated no later than January 1st of the registered school year).

OR

- c) an approved subsidy application plus non-refundable* payment of 10% of any amount of the annual tuition not subsidized, and payment of the balance of the tuition not subsidized by up to ten monthly post-dated cheques. The final payment is to be dated no later than June 1 of the school year.

AND

- d) payment of the CJA-PA dues (Post-dated cheque is acceptable, as long as it is dated no later than January 1st of the registered school year).

*(i) Unless application is not accepted, in which case deposit will be returned.

(ii) Where registration is cancelled for a Nursery student who is not ready for school by school opening, the non-refunded deposit will be applied to tuition should the student be enrolled at the CJA **by grade 1**.

C. Application for registration may be refused if, in the discretion of the Principal:

1. the school is unable to offer an appropriate program, or
2. despite oral and written requests and warnings, the continued presence of the student or his or her parent and/or caregiver is unduly disruptive to the proper or safe operation of the school; or
3. despite oral and written requests and warnings, the parents and/or caregivers of the applicant have failed to comply with and abide by the school's safety procedures concerning parking and/or the conveyance of students to and from the school.

Refusal of an application for registration is subject to review as set out in Policy #5.62 - *Complaints Policy*.

THE CALGARY JEWISH ACADEMY

Registration Policy

Adopted: January 10, 1994

Amended: Jan. 8, 1996, Nov. 12, 1996, Jan. 12, 1998, Jan. 24, 2000, Nov. 27, 2000, Dec. 18, 2000, Jan. 26, 2004, Jan. 26, 2006, April 26, 2007, January 21, 2009

Policy Statement

To fulfill the mission of the Calgary Jewish Academy to offer "superior quality instruction," it is necessary to follow a timely process of student registration so that the school can properly plan the use of space, budget and personnel, and abide by the terms of the school's *Minimum/Maximum Class Sizes Policy* #5.36. To encourage timely registration, a tuition reduction of approximately 10% will be extended to families whose completed *Application for Registrations* for the following year are received by the first school day in April.

Tuitions are set out in the applicable *Application for Registration* form.

A. Key Dates

2. First school day of February, or as soon thereafter as possible. *Application for Registration* forms are mailed to parents of current students.
2. Until the first school day of March, 4:00 p.m. Completed applications are accepted subject to the availability of places in the following order:
 - i. Current students
 - ii. Siblings of current students
 - iii. Other Jewish students
 - iv. Other students.

However, because not all parents receive their forms at the same time, in the interest of fairness, applications received before 9:00 a.m. on the 10th school day in February after the date of mailing will be held for processing until that time. The order in which such early applications will be processed will be determined by draw.

3. After the first school day of March, 4:00 p.m. Applications will be accepted subject to availability of places in order of receipt without regard to (2) above.
4. **After the first school day of April, 4:00 p.m. Early registration tuition rates no longer apply.**
5. After the first school day of May, 4:00 p.m. Number of classes, teachers and teacher assignments are determined based on completed applications for enrolment received. Additional classes can likely not be created after that date to accommodate late registrations to classes that have reached the maximums provided in *Minimum/Maximum Class Sizes Policy* #5.36.

B. Applications for registration can only be accepted when:

1. All outstanding financial commitments, fundraising obligations have been met.
2. The application is accompanied by:
 - a) non-refundable* payment of 10% of the annual tuition for nursery-grade 9 students, and 50% of the annual tuition for senior high school students, and payment of the balance in full or by up to ten monthly post-dated cheques. The final payment is to be dated no later than June 1 of the school year.
AND
 - b) payment of the CJA-PA dues (Post-dated cheque is acceptable, as long as it is dated no later than November 1st of the registered school year).

OR

- c) an approved subsidy application plus non-refundable* payment of 10% of any amount of the annual tuition not subsidized, and payment of the balance of the tuition not subsidized by up to ten monthly post-dated cheques. The final payment is to be dated no later than June 1 of the school year.
AND
- d) payment of the CJA-PA dues (Post-dated cheque is acceptable, as long as it is dated no later than November 1st of the registered school year).

*(i) Unless application is not accepted, in which case deposit will be returned.

(ii) Where registration is cancelled for a Nursery student who is not ready for school by school opening, the non-refunded deposit will be applied to tuition should the student be enrolled at the CJA
by grade 1.

C. Application for registration may be refused if, in the discretion of the Principal:

4. the school is unable to offer an appropriate program, or
5. despite oral and written requests and warnings, the continued presence of the student or his or her parent and/or caregiver is unduly disruptive to the proper or safe operation of the school;
or
6. despite oral and written requests and warnings, the parents and/or caregivers of the applicant have failed to comply with and abide by the school's safety procedures concerning parking and/or the conveyance of students to and from the school.

Refusal of an application for registration is subject to review as set out in Policy #5.62 - *Complaints Policy*.

#5.38 - Policies - September, 1994

Annual Science Fair Policy

Adopted September 12, 1994
Amended September 28, 1998
Amended September 27, 1999
Amended September 25, 2000
Amended November 21, 2007

The Executive of The Calgary Jewish Academy supports the holding of an Annual Science Fair. Students who qualify will be encouraged to represent the school at the Annual City Science Fair competition.

Goals of Science Fair :

Participation in Science Fair is intended to be a significant learning experience for students. Specific goals are to:

1. teach experimental model design
2. teach scientific method process
3. teach research skills
4. teach divergent thinking skills
5. integrate Language Arts, Science, Mathematics and Art skills
6. teach oral presentation skills, and
7. provide students with the experience of completing a substantial project.

Participants from grades one up will be encouraged to participate as appropriate given grade and individual readiness. While Science Fair in grades 5-9 is optional, at the school's discretion, it may be mandatory for a specific grade as determined by Administration. **A bonus mark of up to 5% for one reporting period may be awarded.**

Appropriate assistance to students is to serve as a resource: to support, encourage, and mentor. The project must remain essentially the student's own work.

Efforts will be made to advise the parents of the Science Fair objectives, conduct and appropriate mentor role.

THE CALGARY JEWISH ACADEMY

LIBRARY MATERIALS SELECTION POLICY

ADOPTED: DECEMBER 13, 1994

PHILOSOPHY:

The philosophy of the library will reflect the mission of the school: "Education is the foundation of a child's life, and Jewish education should be the cornerstone for Jewish children." The Calgary Jewish Academy's Library seeks to create an excellent learning environment where students are encouraged to develop to their fullest potential.

OBJECTIVES:

The Calgary Jewish Academy shall have a centralized catalogue of all the instructional media in the school, exclusive of text books. This collection shall include all the print and non-print materials as well as supporting audiovisual equipment and shall be accessible to students and teachers. This collection shall be organized according to accepted library practices.

The library collection shall include instructional items in number to sufficiently meet staff and student needs. (Instructional items refer to all print and non-print media materials, periodicals, newspapers, fiction and non-fiction items). The items shall be selected to represent as nearly as possible all areas of the curriculum at the appropriate reading level and interests of the students at The Calgary Jewish Academy. All materials shall be housed in the library except for those materials that are in circulation which is not to exceed beyond two weeks.

RESPONSIBILITY FOR SELECTION:

Responsibilities for selection shall rest with appropriate professionally trained personnel who shall discharge this obligation consistent with the selection criteria and procedures outlined below. The librarian will work cooperatively with administrators, supervisors, teachers, library aide, and students to interpret and guide the application of the policy in making day-to-day selections; however, final responsibility for selection of materials for the library lies with the librarian, subject to the approval of the Director or designate.

CRITERIA FOR SELECTION

- 1) Contribution the subject matter makes to the curriculum and to the interest of the students
- 2) Favourable reviews found in standard selection sources
- 3) Favourable recommendations based on preview and examination of materials
- 4) Reputation and significance of the author and publisher
- 5) Validity, currency, relevancy and appropriateness
- 6) Contribution the material makes to the breadth and depth of the curriculum
- 7) Provision of materials with a diversity of appeal and presentation of different points of view
- 8) High degree of user appeal
- 9) High artistic quality and/or literary style

#5.39 - Policies - December 1994

The following recommended lists shall be consulted in the selection of materials, but selection is not limited to these listings.

BOOK LIST

SCHOOL LIBRARY JOURNAL

KIRKUS REVIEWS

EMERGENCY LIBRARIAN

HORN BOOK

PERIODICALS FOR SCHOOL LIBRARIES

JUNIOR HIGH SCHOOL LIBRARY COLLECTION

ELEMENTARY SCHOOL LIBRARY COLLECTION

THE BEST IN CHILDREN'S BOOKS

CORE RESOURCES FOR COLLECTION DEVELOPMENT IN ELEMENTARY SCHOOL LIBRARIES (Calgary Board of Education)

CORE RESOURCES FOR COLLECTION DEVELOPMENT IN JUNIOR HIGH SCHOOL LIBRARIES (Calgary Board of Education).

GIFTS

Gift materials may be accepted that meet the criteria for book selection.

BIRTHDAY BOOKS

Birthday books is a special way to connect students with books. This program will be actively encouraged.

WEEDING

An evaluation of the materials and the existing collection must occur before materials are removed. Weeding ensures that the collection contains only those resource materials which are accurate, current and relevant to the curricular and recreational programs of the school. Weeding results in more effective utilization of available space and assures an aesthetically appealing collection of materials.

CRITERIA FOR WEEDING

Physical condition: Antiquated appearance which will discourage use; badly bound and printed editions with small print, cramped margins, poor illustrations, soft pulpy paper; worn out books with brittle, yellow, dirty pages, or mutilated or missing pages, frayed binding, broken backs, dingy or dirty covers.

Language: Dated language as a reflection of a particular point in time.

Duplicates: Older editions, duplicate copies of once popular items, inexpensive reprints.

Revised Edition: When a revised edition of a title is added to the collection, the previous outdated edition should be discarded.

Copyright: Materials which do not conform with copyright legislation.

Age: Material that contains outdated, inaccurate factual content, outdated interpretations, values and/or attitudes.

Subject: Materials for which format or reading level is inappropriate to the reading and/or interest level of the students.

Objectionable: Materials that are condescending, stereotyped, patronizing or biased.

All resources that have been in the collection ten years or more must be evaluated for accuracy, validity and usefulness.

PROCEDURES FOR DISCARDING BOOKS

The librarian will weed the collection using the Criteria for Weeding. The weeded books will be shelved on a book cart that will remain in the staff room for a one-week period.

The librarian and teachers will discuss any books in question. If a teachers still wishes the book in question to remain in the collection; it will be reshelved. Alternatively, books may be added to the teacher's classroom collection.

Weeded books will be stamped "discarded." The shelf list and all catalogue cards pertaining to that book will be removed. If automated, the book will be deleted from data base. The care taking staff will store books on premise until the annual spring book sale. If the books are not sold, they will be disposed of as any other non usable item.

OBJECTION TO BOOKS

Occasional objections to library materials will be made, despite the quality of selection process. If a complaint is made, the following procedures will be followed:

Advise director or designate of complaint whether received by telephone, letter or in personal conversation.

The director or designate shall informally advise the complainant of the selection process, the goals, aims and philosophy of the school.

If the complaint is not resolved informally, request the complainant to submit a formal request for *Reconsideration of Materials*.

If the formal request for reconsideration has not been received by the school within two weeks, it shall be considered closed.

On receipt of the Reconsideration of Materials, the director or designate will request a review of the challenged materials by an ad hoc review committee.

The review committee will be appointed by the Director, and will include representatives from administration, teaching staff and the education committee.

The committee will make its recommendation to the Director, whose decision will be final.

GUIDELINES FOR SELECTION REVIEWS

Keep in mind that freedom of inquiry is vital to education in a democracy.

- a) Read, view or listen to the material in question in its entirety
- b) Check general acceptance of the material by reading reviews and consulting recommended lists
- c) Consider Criteria for Selection (attached)
- d) Consider Library Bill of Rights (below)

SCHOOL LIBRARY "BILL OF RIGHTS"

To provide a comprehensive collection of instructional materials selected in compliance with basic, written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the Canadian and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the Executive, of the procedures for meeting the challenge of censorship of materials in the school library.

To provide qualified professional personnel to serve teachers and students.

RECONSIDERATION OF MATERIALS

Should you wish the school to reconsider the appropriateness of a library resource, please complete this form in its entirety, and return it to The Calgary Jewish Academy, 6700 Kootenay Street S.W., T2V 1P7. If not received within two weeks, we will consider the matter closed.

Name _____ Date _____

Address _____

City _____ Province _____

Postal Code _____ Phone _____

1. Resource on which you are commenting:

_____ Book	_____ Audiovisual
_____ Magazine	_____ Content of Library Program
_____ Newspaper	_____ Other

Title _____

Author/Producer

2. What brought this title to your attention?

3. Please comment on the material as a whole as well as being specific on those matters which concern you.

Optional:

4. What resource(s) would you suggest to replace this material, should the decision be made to remove it?

THE CALGARY JEWISH ACADEMY

DIRECTOR EVALUATION

ADOPTED: February 13, 1995

BACKGROUND

The Executive of the Calgary Jewish Academy strives to have the Academy administered in a highly effective manner and in accordance with the Academy's Statement of Mission and the requirements of Alberta Education.

POLICY STATEMENT

To assist the Executive in determining the adequacy and effectiveness of the Director's performance at the Academy, the services provided by the Director shall be evaluated regularly.

1. The evaluation shall be conducted for the following purposes:
 - a) Recognition for effective performance,
 - b) Individual professional growth,
 - c) To determine the quality of the Director's performance,
 - d) To determine the appropriateness of the Director's current roles,
 - e) To determine stakeholders' perceptions of the role of the Director, and
 - f) To determine what should be changed.

2. Operational Guidelines
 - a) Satisfactory student performance is an important consideration
 - b) The evaluation is to be conducted in a collaborative fashion, with an atmosphere of respect, trust, confidence and support
 - c) The Director is to be involved in the following:
 - preparation for the evaluation
 - naming an additional evaluator (if desired)
 - discussions during the evaluation
 - reacting to the report
 - requesting professional assistance in implementing recommendations (if desired)
 - d) The evaluator(s) shall have a professional background in Educational Administration
 - e) Schedule/Frequency: The Director shall be evaluated in his/her second year of service, then every five years, or sooner in the discretion of the executive.
 - f) The size and composition of population samples to be surveyed shall be determined for each evaluation.

EVALUATION PROCESS AND PROCEDURES

1. Administrator's Personal Review (This includes a review of the various administrative duties)
2. Examination of school policies and reports on teachers, students, programs, facilities, and on other aspects of the operation of the Academy
3. Student Survey
4. Staff Survey
5. Community Involvement Survey
6. Time Management Survey
7. Budget Review
8. School Climate Assessment
9. Report shared and discussed with Director
10. Report to Executive

REFERENCES

Alberta Education Policy Manual: Section on Private Schools

Guide(s) to Education

The Calgary Jewish Academy Statement of Mission

THE CALGARY JEWISH ACADEMY

REFERENCE POLICY

ADOPTED: April 3, 1995.

Amended January 13, 1997

1. Employment references

Personnel of The Calgary Jewish Academy will only provide employment references where the present or former employee or student, or student's Custodial Parent or Guardian where the student is not yet eighteen years old, has authorized that a reference be given by signing an *Employment Reference Release* in the prescribed form.

2. Student admission assessment references

Written information requested by schools, camps or other programs to which a present or former student of The Calgary Jewish Academy has applied for admission will be provided only

2.1 through a consultative process involving as many staff members as practical who have recent knowledge of the student.

2.2 when the present or former student, or student's Custodial Parent or Guardian where the student is not yet eighteen years old, has authorized that a reference be given by signing a *Student Reference Release* in the prescribed form.

Staff members are required to channel all such requests to the attention of the director or designee.

The Calgary Jewish Academy

Card Fund Activity

Adopted: May 8, 1995

Amended: October 25, 1999

While the school wishes to acknowledge occasions of joy and sorrow in the lives of those associated with The Calgary Jewish Academy, it is important that we be consistent to avoid causing hurt and offense.

Cards from "Executive and Staff" will be sent to:

Staff: Death of parent or spouse;
 Death or birth of child or grandchild;
 Any major life cycle event.

Students: Death of sibling or parent;
 Any major life cycle events or accomplishments.

Other cards may be sent at the discretion of the Executive and/or the Administration.

ADOPTED: May 8, 1995.
THE CALGARY JEWISH ACADEMY

GEMILUT CHASADIM* POLICY

ADOPTED: November 13, 1995
Revised: January 23, 2008

PURPOSE

The Calgary Jewish Academy wishes to encourage the practice of Gemilut Chasadim which includes Tzedakah, and the teaching of values inherent in helping and/or raising funds for the needs of those less fortunate. Gemilut Chasadim activities shall be aligned with the values and mission of The Calgary Jewish Academy, and should reflect the guiding principles of partnership, cooperation, consultation and accountability.

GUIDELINES

1. This policy shall apply to all Gemilut Chasadim projects involving teachers or students. It is understood that small acts of kindness such as sending a get well card do not require prior approval.
2. All Gemilut Chasadim projects are subject to the approval of Administration. The Calgary Jewish Academy will periodically initiate Gemilut Chasadim activities, and, where in the opinion of the Administration these are appropriate, entertain requests for Gemilut Chasadim projects with consideration to the following:
 - a. Alignment between Gemilut Chasadim activities and/or sponsors and the mission and values of the C.J.A.;
 - b. Safety of the participants and others;
 - c. Impact of the proposed activity on the school's program and calendar;
 - d. Availability of appropriate staff supervision;
 - e. Age appropriateness of the proposed activity;
 - f. Potential for broad participation rather than merely one or a few students' involvement;
 - g. Adequacy of time for planning and communication;
 - h. Extent of general support for the cause, i.e. to focus our efforts on causes that are likely to interest most people;
 - i. Extent to which the activity reinforces the development of desirable values and dispositions, curriculum content, and/or skills such as organization, leadership or accounting.
3. Special consideration will be given to requests that support the U.J.A. and other programs that promote good citizenship in the Jewish and general communities.
4. Participation in Gemilut Chasadim when fundraising is involved shall be voluntary, without undue pressure on any person to contribute or participate.
5. Application for Gemilut Chasadim activities should be submitted no later than three weeks prior to the event to insure there is enough time to evaluate the request and to adequately organize the activity. It is understood that with administration approval, spontaneous unanticipated projects may occur at given times during the school year (e.g. disaster relief).
6. No student door-to-door canvassing shall be permitted. Students should solicit contributions only from friends, family or neighbours.

7. The Principal or designate shall maintain a record of all monies raised, collected and dispersed in connection with Tzedakah projects. Money raised is to be deposited in a school account by the school accountant.

* Acts of Kindness

The Calgary Jewish Academy

Preschool Subcommittee Structure

Adopted: November 12, 1996

Amended: May 10, 1999

Amended: May 12, 2003

The Education Committee shall have a Preschool Subcommittee. The Preschool Subcommittee shall be structured and operate as follows:

1. The subcommittee shall consist of the administrator responsible for preschool, and no more than nine preschool parents as follows:
 - 1.1 A Chair (or co-chairs) chosen by the previous year's chair(s), in consultation with the Education Committee Chairperson and the administrator responsible for Preschool.
 - 1.2 One representative from each preschool class appointed by the Preschool_Chair(s) in consultation with the administrator responsible for preschool;
 - 1.3 At the discretion of the Preschool Chair(s), parent(s) at large.
2. Vice-chair(s) and a secretary shall be chosen by the Preschool Chair(s) from the above members.
3. The term for all offices shall be from July 1 - June 30.
4. In the event that the Preschool Chair(s) is/are unable to provide a chairperson(s), it shall be the responsibility of the Education Committee chairperson to appoint the chair(s).
5. A chairperson of the Preschool Subcommittee shall be an active member of the Education Committee and regularly attend Education Committee meetings.
6. The Preschool Subcommittee shall normally meet once a month during the school year.

Preschool Subcommittee Role

Amended: September 22, 1995

Amended March 22, 1996

Amended: May 12, 2003

The role of the Preschool Subcommittee will be:

1. to organize preschool parent education classes and information displays;
2. to provide administration with suggestions for new materials and equipment;
3. to gather information from other preschools, be it locally, nationally, or internationally, and make suggestions as to which programs, projects or events could be integrated into our curriculum;
4. recruitment of prospective students, in conjunction with administration and publicity committee;
5. to direct parental concerns, ideas and opinions to the Education Committee or administration, as appropriate;
6. to fundraise, if desired: Fundraising could be targeted to a specific project or for general school use. Any fundraising must be in consultation with and approved by the Chair of the Fundraising Committee.
7. on-going volunteer programs;
8. any other projects which the committee may undertake with the approval of the administration.

The Calgary Jewish Academy

Services to Outside Organizations

ADOPTED: DECEMBER 9, 1996

Policy

The Calgary Jewish Academy recognizes that when its staff presents workshops, lectures, consulting and similar services ("the service") to other organizations, both the employee and the school benefits. The employee's expertise and the school's prestige are enhanced. Therefore employees are encouraged to take such opportunities when they do not excessively interfere with their regular duties.

Regulations

1. Where there is a monetary payment for such services, the school shall be reimbursed when:
 - 1.1 the employee, to provide the service, or traveling to provide the service, was away from school during time s/he would normally have been present. Reimbursement shall be up to the value of salary and benefits for the time the staff member was absent

and/or
 - 1.2 the school pays registration, travel and/or subsistence expenses for the employee, reimbursement shall be (subject to paragraph 2) the expenses paid by the school plus, if applicable, (a) above.
2. The total reimbursement under 1.1 and 1.2 shall not exceed the amount of payment received by the employee for the service.
3. The employee shall not be expected to turn over to the school any reasonable non-monetary "token of appreciation" received for providing the service.
4. Activities which necessitate leaves of absence, or involve the name of the school or in any way reflect upon the school, require the prior consent of the Director.

#5.46- Policies - February, 1997

The Calgary Jewish Academy

Student Text Policy

Adopted: February 10, 1997

Policy

It is the policy of The Calgary Jewish Academy to provide students with the text-books required for their courses. Although standard references, such as bibles, dictionaries, atlases and thesauruses, may be available for in-school use, these are not issued to students to take home. It is expected that such references will be available in each home for homework and study purposes.

The Calgary Jewish Academy
STUDENTS OF SEPARATED OR DIVORCED PARENTS

Adopted May 13, 1997
Amended December 8, 1997

Marital breakdown not only affects the students but may also complicate the relationship between the school and the parents. The CJA cannot be expected to take sides in a domestic dispute (or to judge the truth of allegations or positions put by one parent or his or her representative) and will, except in the most unusual situations, act only on the basis of signed agreements or court orders.

REGULATIONS:

1. In the event there is in effect an agreement or court order affects the student and his or her relationship with the CJA, it is the responsibility of the parents to bring **notarially or court certified** copies of same to the attention of the director.
2. The CJA will not act on the basis of letters from one parent, or his or her representative, to the school.
3. The CJA will use reasonable efforts to abide by any court order or agreement which impacts the CJA and affects the student; however, it is recognized that the CJA cannot possibly monitor the interaction between student and parents and cannot be held responsible for the enforcement of agreements or court orders.

ACCESS TO INFORMATION

4. The CJA will provide what it considers normal or usual information with respect to a student to either parent, or both, unless a parent is not entitled to information pursuant to a court order or agreement brought to the school's attention under paragraph 1. In this event, the CJA shall use its best efforts to provide information only as prescribed in the order or agreement, but shall not be held responsible for any innocent oversights. The CJA will not provide information that it does not consider usual or normal to any parent unless it is directed to do so by Court Order.

FINANCIAL OBLIGATION

5. An application for the registration of a student at the CJA shall not be accepted until each parent responsible to pay has completed the prescribed school application forms and until each has made appropriate payment arrangements.

EXCEPTIONAL CIRCUMSTANCES:

6. The CJA shall have the right, in exceptional circumstances where in its opinion it is in the best interest of a student and there is urgency, to take action that is not in accordance with the above policies.

LEGAL ADVICE

7. The CJA recognizes that an Employee may be called upon to give evidence either by way of affidavit or as a witness in matrimonial proceedings where the positions of the parties are polarized. Under these circumstances, the CJA recognizes that the Employee would be well advised to obtain independent (i.e. independent of the parties) legal advice to be sure his or her evidence is appropriate. With this in mind, the Employee shall have access to the CJA's legal counsel for consultation at no charge to the Employee.

The Calgary Jewish Academy **HARASSMENT AND ABUSE POLICY**

ADOPTED: DECEMBER 8, 1997

The Calgary Jewish Academy's students, employees and volunteers are entitled to be treated with dignity, free from abuse and harassment of any kind.

This policy is in addition to and not in substitution for rights an individual may have under the *Alberta Individual Rights Protection Act*, or any other law.

1. Definitions

1.1. Harassment

A common form of abuse is harassment. Harassment may be based on such things as race, sex, national or ethnic origin, colour, religion, age, marital or family status, sexual orientation, or disability. Harassment is any conduct — verbal, physical, or by innuendo — that is likely to cause offense or humiliation to any person, either on a first time basis or as a continuous series of incidents. It creates an intimidating, offensive or embarrassing environment

1.2. Sexual Harassment

Sexual harassment is a form of harassment. Sexual harassment is unsolicited and can be offensive sexual comments, displaying of pornographic pictures or materials, gestures or physical contact such as touching, patting, or pinching, with an underlying sexual connotation; that is unwanted or offensive, including sexual assault.

It may also involve favours, promises of favours, advantages in return for giving in to sexual advances or, the threat of revenge for refusing them.

Sexual harassment, by definition, is coercive and one-sided, and both males and females can be victims of it. The behavior need not be intentional in order to be considered sexual harassment.

1.3. What is not harassment

The common social banter that may occur in the school is usually not considered harassment. Flirtation or a romance between two consenting persons is not sexual harassment. Harassment is not a hug between friends.

2. Employment procedures

Background checks will be a standard procedure when considering employment applications.. Similarly, background checks may be made of volunteers.

3. What to do if harassment occurs

Anyone who feels harassed should immediately make the alleged harasser know of his/her disapproval and/or uneasiness. To avoid any misunderstanding, s/he should clearly state that s/he perceives the action/behaviour as harassment.

Harassment will vary in severity, from mild or severe, and may be a single incident or a series. A victim or observer or parent/guardian may feel that the situation warrants third

party intervention, which may be formal or informal. Informal assistance may be sought from a friend, teacher, mediator or counselor. For more serious or persistent cases, any member of the administration should immediately be informed for formal investigation.

If possible the harasser should be told that administration is being informed. When a formal complaint is contemplated, if possible, a written record should be made of all incidents. In this statement, the nature of the behaviour, dates, times, witnesses (if any), and any action taken to tell the alleged harasser of the victim's disapproval should be recorded. A copy of the statement should be given to the administrator to whom the complaint is being made.

Investigation

The administration will investigate all formal allegations of abuse. If the accused is the director, the complaint shall be investigated by the president or designee. This will require interviewing the complainant, the alleged abuser, and witnesses. The investigation must be conducted in a manner which ensures that both the accuser and the accused person's rights are protected. The school may consult or involve such professionals or authorities as it sees appropriate. Both parties, as well as those who were involved in the investigation, will be advised of the decision.

Regardless of the outcome of an abuse complaint made in good faith, the person lodging the complaint, as well as anyone providing information, will be protected from any form of retaliation.

Confidentiality

Information provided to administration or others involved with the complaint will be handled with appropriate care and discretion and will be kept confidential, except where disclosure is necessary for the purposes of investigating the complaint or taking disciplinary measures.

Documentation

If the complaint is found to be wholly without merit, all documentation will be sealed, and after six months, destroyed. If the allegations are found to be true, the incident will be documented in the abuser's file. No documentation whatsoever will be placed in the complainant's file where the complaint is filed in good faith, whether or not the complaint is upheld.

Disciplinary action

Abuse is a serious offense. If allegations are found to be true, the offender will be subject to immediate disciplinary action, which, in the case of school employees, may range from a reprimand to termination of employment. Where the offender is a student, the provisions of the Student Discipline policy (5.33) will be invoked. Where the offender is a volunteer, disciplinary action shall be taken by the executive. The same disciplinary measures will be available should the alleged offender refuse to co-operate with the administration or executive investigating the allegations. When circumstances warrant, the complainant may be advised to lay criminal charges in addition to any action the school may take. Alternatively, where circumstances warrant, the school may involve such authorities as may seem appropriate, or may be required of it.

Intentionally accusing someone of abuse, known to be false, is also a serious matter and is subject to similar disciplinary action.

The Calgary Jewish Academy

MEDICATION ADMINISTRATION POLICY

ADOPTED: DECEMBER 8, 1997

AMENDED: FEBRUARY 26, 2001

AMENDED: APRIL 28, 2002

Policy

Although the primary responsibility for the administration of medication rests with a student or the student's parents/guardians, The Calgary Jewish Academy recognizes that there are circumstances in which it is appropriate that a student receive the assistance of school personnel. In these circumstances, The Calgary Jewish Academy wishes to provide a safe and supportive environment to assist those students who require the administration of medication at school.

Regulations

1. Medication required by N - 3 students during the school day shall be administered only by school personnel, or the student's parent/guardian.
2. Except as noted below, medication shall not be administered by classroom teachers, but only by office personnel.
 - 2.1. Students may receive assistance with use of inhalers from their teachers and teacher assistants, subject to the prescribed *Medication Application and Release Form* being filled out.
 - 2.2. Students requiring emergency treatment, such as the administration of an "Epipen" injection, shall be treated as soon as possible by whichever staff member is available. Teachers shall be provided training in the use of an "Epipen" by a designated staff member.
3. Action taken by staff will be limited to what is possible in a school setting and to what can be done by persons untrained in medical procedures.
4. The prescribed *Medication Application and Release Form* shall be filled out whenever a parent/guardian requests the school to administer medication for more than three consecutive days.
5. The school may administer medication for a period of no more than three consecutive days without receipt of the prescribed *Medication Application and Release Form* unless the situation is deemed to be an emergency.
6. Any change in the student's medical condition or medication is to be brought to the attention of the Director or designee promptly.
7. Parent and/or student education programs may be provided to contribute to the creation of an understanding and supportive atmosphere for students with special needs.

8. If a student is liable to suffer anaphylactic reaction to allergies, the following shall apply:
 - 8.1. Three (or four where s/he carries an “Epipen” in a fanny pack) copies of the prescribed *Emergency Medical Data Sheet* shall be filled out by a parent/guardian and signed by a physician for any student prone to anaphylactic allergic reactions.
 - 8.2. The *Emergency Medical Data Sheets* remain valid from year to year, unless parents, in consultation with their physicians, determine that their child’s situation has changed, and a new form signed by their physician should be submitted. However, each year new pictures should be provided, as children’s appearance change as they grow older. The new pictures could be provided after school pictures are taken each year.
 - 8.3. Upon receipt of the *Emergency Medical Data Sheets*, the school shall place one copy in each of the following places:
 - 8.3.1. The classroom in which the student spends most time
 - 8.3.2. The staff room
 - 8.3.3. On file in the school office
 - 8.3.4. With the child in the fanny-pack (if worn)
 - 8.4. Each student identified as prone to anaphylactic allergic reactions, every day when attending school and school sponsored activities shall wear:
 - 8.4.1. a “Medic alert” bracelet, necklace or badge clearly identifying the allergy.
and, if so advised by his/her physician,
 - 8.4.2. a “fanny-pack” containing a current “Epipen”
 - 8.5. A parent or guardian of each student identified as prone to anaphylactic allergic reactions shall provide the school with an additional current Epipen to be kept in the school office, and replaced if used.
 - 8.6. Any staff member encountering a student suffering an anaphylactic reaction shall immediately administer or cause to be administered adrenaline via “Epipen” or similar injection. 911 shall immediately thereafter be called to arrange transportation to the nearest hospital emergency room. Parents/guardians shall be notified as soon as possible.
 - 8.7. Following the administration of the “Epipen” injection, the staff member shall deliver the unit to the office for safe disposal.

The Calgary Jewish Academy

Student Dress Policy

ADOPTED: April 6, 1998

AMENDED: June 17, 2002

Students are expected to dress appropriately when attending school or school-sponsored activities. Parents have the primary responsibility for determining appropriate dress for their children. While it is not the intent of this policy to undermine parent or student choices in the selection of clothing which frequently reflect current styles and personal tastes, it is necessary to set guidelines and limits of what will be allowed within the CJA. Of paramount significance in this dress policy is promoting respect, the avoidance of distractions in the learning environment and the health and safety of the students. Students who are deemed by staff to be improperly dressed may be required to change, “cover up”, or be sent home. At the preschool level, encouragement rather than enforcement will be used. Administration shall be the final arbiter of the school dress policy.

Situations may arise in which health and/or safety concerns result in temporary modifications of the dress policy. These changes will be made by the appropriate staff and/or administrator before the activity takes place (e.g. field trips, lab classes, physical education classes, special events, etc.) As clothing styles and societal norms change over time, the Student Dress Policy may need to be revisited and revised accordingly.

1. The bottom of the shirt must reach the top of the pants at all times; the midriff is to be covered.

For example, ‘belly shirts’ and ‘low slung pants’ that reveal underwear or skin are not appropriate.

2. Shirts should have modest necklines and the back below the shoulder blades should be covered. Sleeveless tops and tank tops are acceptable as long as they are not ‘cutaway’.

For example, halter tops, tube tops, strapless tops, spaghetti straps (except in preschool) and low cut necklines are not appropriate.

3. The bottom of skirts, dresses and shorts should not reveal anything except leg, whether sitting or standing.

For example, extremely short shorts, skirts and dresses are inappropriate.

4. Hats should not be worn inside the building, with the exception of *kippot*.

5. Clothing and accessories shall be free of references to tobacco, alcohol, profanity, violence, and anything illegal as well as sexually suggestive slogans or pictures

The Calgary Jewish Academy

SHABBAT ACTIVITIES POLICY

ADOPTED: May 11, 1998

The Calgary Jewish Academy mission requires the school to provide “an environment that is respectful of the wide range of personal beliefs and practices within the Jewish community.”

Therefore, it is the policy of The Calgary Jewish Academy not to participate in activities where students would have to violate Shabbat.

The Calgary Jewish Academy

SUBSIDY POLICY

Adopted: May 11, 1998

Amended: November 19, 2001

Amended: December 17, 2001

Amended: April 23, 2006

GENERAL

It is the policy of The Calgary Jewish Academy (CJA) that a Jewish education should not be denied to a Jewish student on the basis of financial need. With this as its guiding principle, the CJA also recognizes that it has an obligation to its members to ensure that the process of granting financial subsidy is fairly and consistently administered for the benefit of the students in need, the entire school community, and the members of the CJA.

SUBSIDY COMMITTEE

There shall be established, by the Executive, a Subsidy Committee of at least two members. All members of the Subsidy Committee shall be primary members of the CJA and the Chairperson shall be a member of the Executive.

APPLICATIONS FOR SUBSIDY

Applications for subsidy shall be made in writing on a prescribed form and such applications will not be considered until the form is received, fully completed and signed, together with all supporting information required in relation to the application. Applications will not be considered unless all other aspects of the school registration policy have been met, including the satisfaction of prior commitments to the CJA.

SUBSIDIES FOR STUDENTS WHO ARE NOT JEWISH

It is the policy of the CJA to subsidize only those students who have at least one parent who is Jewish. Notwithstanding, it is recognized that in unusual circumstances a student who is not Jewish should be subsidized. The Subsidy Committee shall, with the approval of the Executive, have the right in these circumstances to subsidize such a student.

SUBSIDY MEETINGS

Once a fully completed and signed application has been received, with all required supporting information, a meeting may be scheduled at which time a Subsidy Member will meet with the Applicant(s) to review the application.

FURTHER INFORMATION

The Subsidy Committee may, from time to time, seek such further information from an applicant as it deems necessary having regard to the circumstances of the case and may require the provision of ongoing information as a condition of the grant of subsidy.

DECISION ON SUBSIDY

A Subsidy Member shall review the subsidy application and may meet with the Applicant(s). This Subsidy Member shall then review the application with the Subsidy Committee. The Subsidy Committee shall then decide on whether subsidy shall be granted, and if so, the quantum. The balance of the tuition, net of the amount of subsidy, shall be due from the Applicant(s). The Subsidy Committee may set such terms for payment of the balance of tuition due as it deems appropriate.

RECONSIDERATION OF SUBSIDY

In the event

- a) the financial circumstances of an Applicant change, or
- b) facts come to the attention of the Subsidy Committee which are materially different from those upon which the granting of subsidy was based,

the Subsidy may, in the discretion of the Subsidy Committee be increased, decreased, or terminated. Such decision is subject to Appeal as provided for in this policy.

APPEAL OF THE DECISION OF THE SUBSIDY COMMITTEE

An Applicant shall have the right to appeal a decision of the Subsidy Committee. Such appeal shall lie to the President of the Executive (or a vice-president if the president is not available) and one other Executive member not being a member of the Subsidy Committee) who shall constitute the Appeal Panel for the application in question. A letter seeking the appeal, outlining the reasons for appeal, and accompanied by all relevant materials regarding the appeal, shall be given by the Applicant to the Subsidy Chairperson, who shall bring the matter to the Appeal Panel. The Appeal Panel shall review the letter of appeal and the file and consult with the Subsidy Committee chairperson, and shall either:

1. Decide the appeal;
2. Direct that the appealing party meet with the Appeal Panel to discuss the appeal and thereafter decide the appeal; or
3. Refer the matter to the full Executive for decision. (It is contemplated that the appeal will be referred to the Executive only in those cases where the Appeal Panel cannot reach a decision or in cases where the Appeal Panel for other reasons believes the matter ought to be dealt with by the Executive.) In this event, only the material particulars, without names, shall be brought to the Executive's attention so as to preserve confidentiality.

The decision of the Appeal Panel, or the Executive, is final and is not subject to further appeal.

CONFIDENTIALITY

The nature of subsidy applications is such that the information should be kept confidential. As a result, such information shall not be disclosed except as necessary to process the application, deal with any appeals, and maintain proper books of account and financial controls of the CJA. Except in unusual circumstances, the particulars of an application, the outcome of same, and the names of the applicant(s) and students involved are not disclosed beyond the Subsidy Committee, the Appeal Panel, the CJA accounting staff, and the CJA auditors. Such matters are not disclosed to the CJA executive, administration or the teaching staff.

Notwithstanding the above, should the Subsidy Committee wish to investigate facts or information contained in the application or otherwise given to it by the Applicant(s), or which have come to its attention from other sources, it shall have the right to do so and to discuss the facts of information with third parties, but only to the extent necessary to reasonably conduct its enquiries.

STUDENT PLACEMENT

Student placement shall not be affected by the fact a student is subsidized. That is, once subsidy has been approved, and the conditions of approval have been met, the student is eligible for enrollment on the same basis as non-subsidized students.

SUBSIDIES IN SUBSEQUENT YEARS

Subsidy decisions are made afresh each year. The fact an applicant is approved for subsidy in one year shall not be a factor in any subsequent years.

AMOUNT OF SUBSIDY

It is understood that subsidy decisions must balance the following interests:

- a) The needs of a particular applicant and the student(s) involved;
- b) Fairness and consistency having regard to the Subsidy Committee's treatment of other applicants;
- c) The availability of subsidy funds; and
- d) The best interests of the members of the CJA.

Accordingly, though efforts will be made to accommodate a subsidy if possible, all applicants may not receive full subsidy or any subsidy, despite the fact there may be proven need.

RECENT IMMIGRANTS

New immigrants may be granted subsidies by means of a less formal process, if in the view of the Subsidy Committee they require time to become financially established. In these cases, an application for subsidy must be completed but a subsidy meeting is not required unless deemed appropriate by the Subsidy Committee. This special process will apply only to the school year in which new immigrants have arrived in Canada.

SUBSIDIZING OF FIELD TRIPS AND OTHER SCHOOL ACTIVITIES OR SERVICES

A student requiring subsidy for a field trip or other such activity or other service available by or through the school, (including extended and overseas field trips) shall apply informally to a Subcommittee Chairperson (or in his or her absence, a member of the Subcommittee) who shall rule on the application. Full subsidies for such extra-curricular matters shall be granted only in cases of extreme hardship. The decision of the Subcommittee Member shall be final and there is no appeal.

GUIDELINES AND FORMS

The Subsidy Committee may, in consultation with the Executive of the CJA, establish guidelines and forms for use in its ongoing activities.

APPLICATIONS BY DIVORCED OR SEPARATED FAMILIES

Though the Subsidy Committee in unusual circumstances may, in its discretion, waive this requirement, an application for subsidy shall be signed by both parents of the student(s) for whom subsidized admittance is requested. In the case where the spouses are separated or divorced, the Subsidy Committee shall have the right to request, before granting subsidy, such financial information as it deems necessary regarding the application, including financial information relating to the non-applying spouse or any other individual with a role in the student's life, and may require copies of any separation agreements or court orders that may impact on the subsidy decision.

GENERAL PROVISION

A copy of this policy shall be given to everyone requesting a subsidy application.

#5.53 - Policies - November, 1998

The Calgary Jewish Academy

Community Flyer Policy

ADOPTED: November 23, 1998

The Calgary Jewish Academy wishes to assist community agencies to publicize their events.

Guidelines

1. Information must be provided by the agency in the form of notices to be sent as attachments to school newsletters.
2. Each notice requires the approval of the Director, or designate, prior to distribution. Therefore, agencies are well advised to have their copy approved prior to duplication. Approval should be requested no later than three school days prior to publication.
3. Only one notice per event will be distributed by the school.
4. Notices can only be distributed if sufficient copies are received for distribution by the school office in good time. Unless they are received the day prior to publication, no guarantee can be given that they will be distributed.
5. Upon request, the school will provide community agencies with a schedule of the year's newsletter publication dates.
6. The school will not distribute notices from private individuals or for profit organizations.

The Calgary Jewish Academy

Acceptable Use Policy for Networked Information Resources at The Calgary Jewish Academy

ADOPTED: February 22, 1999

AMENDED: May 13, 2002

The Calgary Jewish Academy seeks to create an excellent learning environment in which students are encouraged to develop to their fullest potential. (Mission Statement)

In pursuit of this mission, The Calgary Jewish Academy provides Internet access to students and staff from our school network. This access offers a rich and growing set of resources. The purpose of this policy is to inform parents/guardians, students and staff of the availability of Internet resources, as well as the rules governing its use.

Parental/guardian acknowledgement of the rules in the prescribed form is required for individual students younger than eighteen years of age to access and use resources available on the Internet.

About the Internet

The Internet is a worldwide network of computers. Educational institutions, government agencies, non-government organizations, private and public companies, and private citizens may 'post' information on the Internet and communicate by email. The content available on the Internet may take the following forms: text, graphics, photographs, video, sound, and other media. Many of these resources were traditionally difficult to obtain in the school environment.

The educational potential of the resources available on the Internet is enormous. However, material available on the Internet must be used carefully. There is information which may be judged as inaccurate, abusive, adult-oriented, and even illegal. There are no regulatory bodies solely established to preview or monitor the content of material posted on the Internet. There exists a potential for any Internet user to be exposed to inappropriate material. Certain Internet sites preselected as inappropriate can be blocked at The Calgary Jewish Academy by software commercially developed for this purpose. However, there is unfortunately no foolproof way to prevent children and other users from accessing or being exposed to inappropriate materials.

Privacy

Data, information stored, sent or received via the Internet, as well as files and email boxes, are accessible by the network administrator and other staff, and are not private.

Proper and Acceptable Use

All users are expected to use the resources in a manner consistent with school policies and regulations generally, and this policy specifically. It is the joint responsibility of the school, parents/guardians of each student to educate the student about the responsibilities involved when accessing information available on the Internet. Parents and guardians must be aware that while at school direct supervision by school personnel of each student using the computers is not always possible.

If a student has any questions about whether a specific activity is permitted, he or she must ask the teacher or network administrator. If a student accidentally accesses inappropriate material he or she must back out of that material immediately and inform the teacher or network administrator of the occurrence.

Misuse

Appropriate disciplinary action will be taken in the case of willful violation of the terms of the Acceptable Use Policy for Networked Information Resources.

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The Calgary Jewish Academy

Cash Reserve Level Policy

Adopted: November 22, 1999

Amended: December 13, 1999

Amended: November 21, 2007

It is the policy of The Calgary Jewish Academy to operate in a fiscally responsible manner. In order to do so, it is necessary to establish and maintain a reasonable and prudent minimum cash reserve level which will be used to manage fluctuations in annual cash flows. These fluctuations are the result of variances in actual versus projected enrolment levels, unanticipated changes in external funding sources, and/or unanticipated, required expenditures.

The cash reserve to be established and maintained is defined as all the funds held in bank accounts and term deposits (other than those specifically designated for non-operational purposes), less the excess, if any, of accounts payable over accounts receivable.

The minimum fiscally prudent cash reserve will be \$300,000, or 10% of the current fiscal year's projected expenditures, whichever is greater.

When, in any given year, the cash reserve is projected to drop below the minimum due to the indicated fluctuations, the Executive will take action to correct this situation. Such action may include, but is not inclusive of:

- Additional fundraising activities
- Increased parental contributions in subsequent years, and/or
- expense reductions

The actions taken will be designed to restore the reserves back to the minimum level on a timely basis, but in any event, within two years.

#5.56 - Policies

**The Calgary Jewish Academy Israel Trip Legacy Fund Policy
(previously called the “Israel Experience Fundraising Policy”)**

Adopted: October 25, 1999
Amended: January 20, 2005
Amended: June 11, 2008

General

The previous “Israel Trip Legacy Fund” was established to create an endowment for future student travel relating to the Israel Experience Trip. In the past, the fund has accumulated monies as a result of donations and as a result of fundraising done specifically by previous grade nine parents for the Israel trip. In an effort to be consistent with the Donation and Bequest Policy #5.71 and in order to make use of the funds in the manner intended, this policy will protect the financial viability of the fund while financially supporting the operation of the trip.

- iii. The Israel Trip Legacy Fund exists to create an endowment for future student travel.
- iv. If the fund amount is at or below \$20 000, the capital and any interest earned on capital within the Israel Trip Legacy Fund shall remain within the fund.
- v. If the fund amount is above \$20 000, the fund shall be placed in a deferred revenue account and 10% of the money in the deferred revenue account will be brought into the revenue of the school each year to be used only for the costs incurred to the school for the Israel Experience Trip.
- vi. An accounting of the income and disbursements of the deferred revenue account will be presented to the Executive each year at the time of presentation of the fee-setting budget.
- v. In the event that a trip is permanently cancelled, the current Executive will determine an appropriate use of the accumulated capital of the Israel Trip Legacy Fund.

The Calgary Jewish Academy

Student Involvement in Maintaining a Clean School Environment

Adopted: February 28, 2000

Policy Statement

The Executive of The Calgary Jewish Academy supports educating children about their responsibilities in contributing to a clean school environment, while maintaining health and safety standards.

Regulations

1. Environmental awareness and a strong responsibility to clean up after themselves, and encourage others to do the same, should be emphasized.
2. Students may be asked to pick up garbage within their classrooms and the hallways, with due regard to the identification of safe garbage and sensitivity to allergies.
3. Students will not be asked to pick up garbage on the playground, other than their own, due to health and safety concerns. However, as part of a community service or “green” program/club, students can volunteer with written parental consent to participate in playground clean-up. Participants must be provided with gloves, and such programs will include instruction on the identification and safe disposal of garbage.

The Calgary Jewish Academy

Kiddush Cup Policy

Adopted: April 24, 2000

Amended: November 19, 2001

Kiddush Cup Policy

The Calgary Jewish Academy (CJA) wishes to recognize the Bar and Bat Mitzvahs of its students by giving a suitable gift. The Calgary Jewish Academy Auxiliary (CJAA) has agreed to fund and administer the gift policy.

Regulations

1. Eligibility

The CJAA shall arrange for a kiddush cup to be presented to all Bar and Bat Mitzvahs who are registered students of the CJA at the time of their Bar or Bat Mitzvahs, or if the Bar or Bat Mitzvah is in July or August, a registered CJA student to the end of the preceding June. However, any child who was a CJA student at any time may receive a cup if the parent requests it in writing at least one month prior to the Bar or Bat Mitzvah, or by June 1 if the Bar or Bat Mitzvah is to take place in July, August or September.

2. Presentation

2.1 Calgary Bar or Bat Mitzvahs

When the Bar or Bat Mitzvah ceremony takes place in a Calgary synagogue, the CJAA will arrange for the presentation to be made in that synagogue.

2.2 Out of Town Bar or Bat Mitzvahs

When the Bar or Bat Mitzvah is to take place out of town, the CJAA will arrange for the cup to be available at the school for pick-up by the family prior to the event. The family will be responsible to arrange for the presentation of the cup.

3. Engraving

All kiddush cups are engraved with "CJA". Parents who wish to have their child's name and the date of the Bar or Bat Mitzvah also engraved on the cup, will receive a certificate entitling them to have the engraving done by an engraver of the CJAA's choice at the expense of the CJAA.

4. Availability of Cups for Sale

The CJAA will offer kiddush cups for sale to anyone who wishes to purchase them, at a price to be set by the CJAA. Cups sold by the CJAA will be engraved with "CJA". Any additional engraving desired by the purchaser will be arranged and paid for by the purchaser.

The Calgary Jewish Academy

Evaluation of Teacher Assistants

Adopted November 27, 2000

The Calgary Jewish Academy values the contribution of teacher assistants as an integral part of the instructional team. The Academy believes that the services of its teacher assistants shall be regularly evaluated for the following purposes:

- To recognize and encourage excellent performance;
- To provide feedback on performance;
- To ensure that each teacher assistant is assigned so as to capitalize on his/her strengths;
- To identify unsatisfactory performance so that it may be corrected;
- To determine staff development needs such as in-service, consultation, or conference;
- To determine whether the teacher assistant should be retained on staff.

Procedures

1. Teacher assistants shall be evaluated by a member of the school administrative team, usually by the administrator assigned responsibility for coordinating the grade to which the teacher assistant is assigned.

2. In conducting the evaluation, the evaluator shall

Directly observe the work of the teacher assistant in the classroom;
Consult closely with the teacher(s) to whom the teacher assistant is assigned;
Discuss the teacher assistant's work directly with the teacher assistant being evaluated;
Consider any other information available that the evaluator considers relevant.

3. The evaluator shall consider such factors as

Quality of assistance provided the teacher(s);
Appropriateness of interactions with students;
Appropriateness of interactions with parents;
Appropriateness of relationships with other members of the staff;
Interpersonal skills;
Initiative;
Involvement in professional development;
Punctuality;
Reliability;
Meeting expectations of the role;
Willingness to help beyond minimum requirements.

4. Teacher assistants shall be evaluated in the first and second year of employment in The Calgary Jewish Academy. Thereafter, every teacher assistant shall be evaluated every two years.

5. Teacher assistants may be evaluated more frequently than the schedule in (4), should this be deemed necessary by administration or requested by the teacher(s) concerned, or by the teacher assistant. Should such an additional evaluation be conducted, unless the evaluation is at the request of the teacher assistant, the teacher assistant shall be informed in writing of the reason for the evaluation, and the consequences of an unsatisfactory evaluation.
6. Teacher assistants on staff at the time of adoption of this policy, shall be first evaluated as soon as practical, and thereafter according to (4) and (5).
7. Should a teacher assistant be evaluated under (5), the teacher assistant and the administration may agree to reschedule evaluations under (4) to maintain the frequency of evaluations specified in that procedure.
8. Upon completion of an evaluation, the evaluator must provide the teacher assistant with a copy of the completed evaluation report within twenty school days of the conclusion of the evaluation. Should the teacher assistant disagree with the report, s/he should bring this disagreement in writing to the attention of the evaluator within ten school days of receipt of the evaluation report, and should attempt to resolve the disagreement by discussion with the evaluator. If the disagreement is not resolved by discussion, the teacher assistant may
 - (a) express the disagreement in writing. This expression of disagreement is attached to the filed copy of the report, and remains part of the record.or
 - (b) request an evaluation by a different evaluator. At the discretion of the director, the initial disputed evaluation may be removed from the record.
9. Records of evaluations shall be kept in a confidential file in the office of the director. The report shall be available only to the administration, the teacher(s) to whom the teacher assistant is assigned, and the teacher assistant. At the president of the school's request, the director shall report to him/her on the outcome of any teacher assistant evaluation.

Other

10. This policy does not restrict the director or designate from taking disciplinary or other action as appropriate.

THE CALGARY JEWISH ACADEMY

LUNCH PRAYERS

ADOPTED: December 18, 2000

MOVED that The Calgary Jewish Academy reinstate the *Birkat Hamazon* and the *Hamotsie* for Grades 1 to 9 students.

THE CALGARY JEWISH ACADEMY

HIGH SCHOOL HEBREW

Adopted: February 26, 2001

In accordance with Alberta Learning policy, The Calgary Jewish Academy wishes to allow students the opportunity to challenge Hebrew 25 by examination.

This opportunity will be offered to students who have successfully completed Hebrew 15, and who are registered and paid in full for the Hebrew 25 course. Students who successfully challenge Hebrew 25, will be awarded credits for that course, and may immediately register for Hebrew 35.

One-half of the tuition fee paid for Hebrew 25 will be credited towards the student's Hebrew 35 registration fee, provided that Hebrew 35 is offered. Under no circumstances will the Hebrew 25 tuition be refunded in the case of students who request the opportunity to write and successfully challenge the examination.

THE CALGARY JEWISH ACADEMY

COMPLAINTS POLICY

ADOPTED: October 29, 2001

The purpose of this policy is to set out a complaints procedure that will allow complaints to be dealt with in a timely manner, fairly, and definitively.

Definitions:

- Appeal Committee - Three (3) members of the Executive as chosen by the Executive on an *ad hoc* basis. In cases of urgency, the Appeal Committee may be chosen by the President.
- Complaint - An unresolved problem between a parent and a teacher or staff person, between a teacher or staff person and a parent, or a teacher or staff person and another teacher or staff person.
- Complainant - The person making the Complaint.
- Respondent - The person against whom a Complaint has been made.

1. Complainants are expected to make an appointment with the Respondent to discuss the subject matter of the complaint. If, after discussing the matter with the Respondent the matter remains unresolved, the Complainant shall (if the Director deems it appropriate to do so) make an appointment with the appropriate Coordinator or Assistant Director to discuss the matter. If thereafter, the matter remains unresolved, a written complaint (the "Complaint") shall be made to the Director. The Complaint must outline in detail the problem which is unresolved and shall be signed by the Complainant. The Complaint may suggest a manner of resolution which the Complainant feels is appropriate.

The Director, in exceptional circumstances, may receive a Complaint without the Complainant having first attempted to resolve the matter with the Respondent and Coordinator or Assistant Director.

2. The Director shall review the Complaint, provide a copy of same to the Respondent, discuss the matter with such persons as the Director deems appropriate and schedule a meeting or meetings with such persons as the Director deems appropriate. The director shall:
 - a) rule on the complaint, or
 - b) refer the Complaint directly to the Appeal Committee in which case it shall be heard as an Appeal,

and advise the parties of the Ruling or that it has been referred to the Appeal Committee, as the case may be.

The Complainant or Respondent may, within ten (10) school days of the date of the Director's Ruling, by letter in writing to the Appeal Committee, appeal the Ruling. The letter shall set out the reasons for the appeal.

The Appeal Committee shall discuss the matter with the Complainant, the Respondent, the Director, and with anyone else who the Appeal Committee deems appropriate and schedule a meeting or meetings with such persons as the Appeal Committee may deem appropriate. The Appeal Committee shall, by majority vote, rule on the Appeal and advise the parties in writing of its decision. The majority decision of the Appeal Committee is final and is not subject to further appeal.

4. The Appeal Committee may, for any reason, by majority vote refer the Appeal, or an issue arising from the Appeal, in writing to the Executive for decision. In this event the issue or Appeal, as the case may be, shall be dealt with by the Executive by majority vote at an Executive meeting. The parties shall be advised in writing of the Executive's decision, which shall be final and is not subject to further appeal.
5. In the event one of the parties to a complaint is the Director, the Complaint shall be first heard by such party as the Executive determines. The provisions of this policy shall then apply, the necessary changes having been made.

THE CALGARY JEWISH ACADEMY

FOOD ALLERGY POLICY

Adopted: April 28, 2002

GENERAL:

The Calgary Jewish Academy recognizes that:

- Students may be allergic to certain foods,
- The responsibility to monitor what foods a student consumes is that of the student and the student's parents or guardians,
- It is impossible for the Calgary Jewish Academy to effectively monitor what foods a student consumes, and
- The Calgary Jewish Academy does not wish to give students, parents or guardians, unrealistic comfort that it can control what foods a student consumes or with which a student may come into contact.

POLICY:

1. The Calgary Jewish Academy is not able to protect students from the supply of foods brought to the school by other students.
2. The responsibility to monitor what foods a student consumes is that of the student's parents or guardians.
3. The Calgary Jewish Academy may, when supplying foods to students at a Calgary Jewish Academy function, endeavour to see that no nut products are used in the foods that are supplied
4. In cases where a student is allergic to a food product, the Calgary Jewish Academy may, if requested to do so by a student's parent or guardian, send a letter to the parents of the student's classmates requesting that they do not include the product in any food that their children bring to school. The Calgary Jewish Academy will not further monitor the situation.

THE CALGARY JEWISH ACADEMY

WASHINGTON & ISRAEL TRIP POLICY (previously called the “ISRAEL TRIP POLICY”)

Adopted: April 28, 2002

Amended: December 12, 2002

Amended: June 11, 2008

General:

Human Rights and Holocaust Studies forms an integral part of the grade eight education curriculum, culminating in the CJA grade eight school trip to Washington D.C. In recognition of the integral part this trip plays in the grade eight curriculum, the CJA shall cover the costs of this trip to the school such as chaperone costs, substitute teaching costs, and subsidy costs. However, each student is responsible for individual costs to attend the program such as travel costs, room and board costs, and expenses. The trip will only be offered in each school year after approval by the Executive as outlined in the policy below and dependent upon class support for the trip.

Israel studies forms an integral part of the education curriculum for all grades at the CJA, culminating in the CJA grade nine Israel Experience Trip. In recognition of the integral part this trip plays in the school's curriculum, the CJA shall cover the costs of this trip to the school such as chaperone costs, substitute teaching costs, and subsidy costs. However, each student is responsible for individual costs to attend the program such as travel costs, room and board costs, and expenses. The trip will only be offered in each school year after approval by the Executive as outlined in the policy below and dependent upon class support for the trip.

1. Normally prior to the January Executive meeting in each year, the parents or guardians of each grade eight student shall be asked to commit to the student's attendance at the Washington trip, and the parents or guardians of each grade nine student shall be asked to commit to the student's attendance at the Israel trip.
2. In order to commit to the Washington and Israel Trips a parent must either:
 - a) pay to the school the deposit which the Executive shall earlier determine or,
 - b) have obtained a subsidy for the deposit.
3. Normally no later than the January Executive meeting, the Executive of the Calgary Jewish Academy shall decide whether a Washington Trip shall proceed for the grade eight class for the year in question and whether an Israel Trip shall proceed for the grade nine class for the year in question.

4. The Executive, in making its decisions, will have primary regard to the political climate in the United States and Israel, as applicable, and the safety of the students.
5. There shall be no Washington or Israel Trip for the class in question unless, prior to the Executive making its decision, at least 75% of the grade eight students have committed to the Washington Trip and at least 75% of the grade nine students have committed to the Israel Trip in the manner set out in paragraph 2.
6. If 75% of the students have committed to the Washington or Israel Trips as required in paragraph 5, this alone shall not determine that either the Washington or Israel Trip will proceed, but shall be one factor only that the Executive shall weigh in deciding whether the Washington or Israel Trips shall proceed.

THE CALGARY JEWISH ACADEMY

NON-DISCRIMINATION POLICY

Approved: February 10, 2003

Revised: June 16, 2003

The Calgary Jewish Academy is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, physical and mental disability, marital status, family status, sexual orientation, ancestry, and source of income. This policy of nondiscrimination will prevail in all matters concerning conduct and treatment of staff, students, parents and educational programs and services. This policy is written with the intention of compliance with the legislation of the Human Rights, Citizenship and Multicultural Act, RSA 2000, Chap. H-14, not in replacement of it.

There will be times when the school finds there are bona fide occupational requirements that dictate the appropriate skills, knowledge and abilities of an employee for a specific role, and these requirements must be met notwithstanding the non-discrimination policy. For example, a teacher of Judaic curriculum will be required to have knowledge and experience in Jewish culture, language and religion.

Also, given that a key element of the mission of the school is to provide a Jewish education to Jewish students, this will be reflected in the programs and decisions that affect the operation of the school. For example, policies and practices affecting areas such as food, dress, educational programming and admissions will reflect that the school is intended to provide a Jewish education.

Finally, the Calgary Jewish Academy recognizes its responsibility to reasonably accommodate employees/students where possible in relation to the protected grounds within our limited human and financial resources. For more detail regarding the CJA's Special Needs policy which applies to students, please refer to policy number 5.10.

THE CALGARY JEWISH ACADEMY

Hiring and Dismissal Practices Policy

Approved: February 10, 2003

Hiring

1. Due diligence shall be exercised in the hiring of any individual. This includes
 - Interviewing candidates prior to offering a position.
 - Verification of citizenship or immigration status
 - Checking of references
 - Review of professional and academic qualifications
 - Receipt of police security clearance
2. Candidates for employment shall be treated with due respect and consideration.
3. Hiring decisions shall be made with due consideration to the requirements of the specific position and well as the needs of the school as a whole.
4. Reasonable efforts will be made to ensure that candidates understand the requirements of the position and the terms of employment prior to accepting a position. It is especially important that teachers and teacher assistants understand that positions do not necessarily continue from year to year, and that, should employees remain on staff from one year to the next, that the nature of the assignment, including the percentage of full-time employment, may change, depending on the overall staffing needs of the school and on the suitability of each employee for the positions available. The main, but not only, variable affecting the availability of employment is the overall and grade by grade enrolment.

Dismissal

1. The dismissal of an employee is a serious matter, with likely significant consequences for the employee and possibly also for the school.
2. Any employee may be dismissed for cause without notice.
3. The non-renewal of a term contract shall not be deemed to be a dismissal
4. In dismissing an employee, special care shall be taken to treat the employee with respect and consideration.
5. Final pay arrangements, benefits implications, provision of termination documents, and any other financial obligations, shall be attended to promptly and efficiently.

The Calgary Jewish Academy

Food and Nutrition Policy

Adopted: December 9, 2004

I. Purpose

This policy is intended to ensure that, as an educational institution, we:

- foster knowledge, attitudes, and practices that promote good nutrition
- assist children in obtaining the energy and essential nutrients they need in order to learn, grow, develop and be active
- help students attain full educational potential and good health by providing them with knowledge, social support and environmental reinforcement they need to adopt healthy long-term eating behaviours
- encourage knowledge and respect for Kashrut

II. Application

This policy applies to all food distributed by or on behalf of the school, or provided by parents for distribution to students other than their own children.

III. Pre-School Snack

The following criteria will apply to the pre-school snack program:

- Parents will be required, on a rotating, scheduled basis, to provide snack for their child's entire pre-school class.
- The snack must be in accordance with "CJA's Pre-School Snack Guidelines" pamphlet as well as the "Student Kashruth Policy" and "Food Allergy Policy".
- Snacks that do not meet the above criteria will not be distributed to the class and will be returned to the parent(s).
- The CJA's snack guidelines are intended to ensure that snacks will be nutritious, balanced, and in sufficient quantities to meet the needs of the children.
- The CJA's snack guidelines will encourage that a variety of foods be served to the children in order to provide children with choices, as well as to develop their sense of taste, acceptance and enjoyment of different foods.

IV. Vending Machines

- Vending machines within the CJA are available for the use of teachers and junior high students.
- Reasonable efforts will be made to stock vending machines with the most nutritious *kosher* choices available.
- Soft drinks and candy will not be available through vending machines.

V. Celebrations/Holidays/Special Events

It is recognized that celebrations often result in the serving of foods that are not seen as “nutritious”. This policy permits exceptions in celebratory circumstances or special events. Examples of these include birthdays (e.g. cupcakes or cookies), holidays (e.g. *Chanukah* and *Purim* loot bags, *sufganiyot*, *latkes*), school special events (e.g. sports day popsicles) and class parties (many party foods).

VI. Kashrut

This policy acts in conjunction with the CJA’s “Student *Kashruth* Policy”.

VII. Allergies

This policy acts in conjunction with the CJA’s “Food Allergy Policy”.

The Calgary Jewish Academy

Environmental Policy

Adopted: November 23, 2005

The Calgary Jewish Academy recognizes the need to manage resources in an efficient and cost effective manner. This can be achieved, in part, by adopting the waste management principles of reduce, reuse and recycle wherever and whenever possible. This is consistent with principles of good management and environmental stewardship. Source reduction and recycling are necessary to reduce the impact on the environment.

The Calgary Jewish Academy; when practical, given resources and operational considerations:

- promotes and encourages the recycling of paper, yard waste and food service disposables
- secures cooperation from local and provincial agencies, public and private, to implement cost effective recycling practices
- purchases recycled materials
- encourages student participation in reducing, reusing, and recycling practices, through appropriate activities and instructional programs
- promotes awareness of hazardous chemicals in cleaners, construction, and landscaping products
- evaluates energy usage within the school on a periodic basis

The Calgary Jewish Academy

Protection of Personal Information Policy #5.69

Adopted: May 11, 2006

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1. Scope

This policy applies to:

1.1. The Calgary Jewish Academy (“school”) employees, contractors and their agents or employees, students, parents and guardians, and volunteers providing services to and on behalf of the school.

1.2. Any personal Information that identifies an individual, in whatever form or medium (paper, digital, audio-visual, graphic) created or received in the course of carrying out school functions and activities, and;

1.3. All facilities and equipment required to collect, manipulate, transport, transmit, or keep school information.

2. Legislative Requirements

The Personal Information Protection Act (PIPA) (“the Act”) protects the personal information of the public and employees of private sector organizations operating in Alberta. It governs the collection, use and disclosure of personal information by organizations in a manner that recognizes and balances the right of an individual to have his or her personal information protected, and the need of an organization to collect, use or disclose personal information for purposes that are reasonable. The school is bound by the requirements of this Act and collects, uses and discloses personal information in accordance with its provisions.

3. Terms and Definitions

3.1. *Authorized representative* includes, but is not limited to

- a) A guardian of a minor under 18 years of age
- b) An executor or administrator of the estate of an individual who is deceased, for purposes of administering the estate
- c) A guardian or trustee of a dependent adult, according to appointment under law
- d) An individual who is acting under specific provisions of a power of attorney
- e) An agent under a personal directive, in accordance with the directive
- f) An individual acting with the written authorization of an individual.

3.2. *Collection* means to gather, acquire or obtain, either permanently or temporarily, personal information from any source, including third parties.

3.3. *Consent* means a voluntary agreement that permits the collection, use and disclosure of personal information for a defined purpose. Consent may be explicit or implied, and may be revoked at any time. (See section 6 Consent Standards).

3.4. *Consumer activity information* means information about an individual's purchases of goods and services.

3.5. *Employee* means giving or giving access to information in the school's custody to a third party such as another person, organization or a contractor.

3.6. *Employee* means an individual employed by the school. Under the Act, an individual who is an apprentice, volunteer, participant, student or who is under a contract or agency relationship is also considered an "employee."

3.7. *Health Information* means personal information about the physical or mental health of someone, including the administration of drugs or the use of health care aids.

3.8. *Personal Employee Information* means personal information collected, used, or disclosed solely for the purposes of establishing, managing or terminating an employment or volunteer relationship.

3.9. Personal Information

3.9.1. *Personal information* means information about an identifiable individual, including factual information and opinions expressed about and by the individual, including, but not limited to:

- a) Name, address, age, gender, weight and height
- b) Educational or financial history
- c) ID numbers, place of birth,
- d) Medical information
- e) Opinions and evaluations of or about an individual
- f) Religious, political or civil affiliations, where applicable
- g) Consumer activity

3.9.2. *Personal information* does not include

- a) Business title, business address, business telephone number and business email of an individual
- b) Information collected for artistic or literary purposes
- c) Personal employee information
- d) Information about an individual if the individual has been dead for at least 20 years
- e) Information about an individual that is contained in a record that has been in existence for at least 100 years

3.10. *Privacy Officer* means the person responsible to ensure compliance with the provisions

of this Policy, as outlined in (9) *Privacy Officer Responsibilities* below.

3.11. School means The Calgary Jewish Academy

3.12 Third party means organization or person other than the students, parents, employees and officials who provided or collected the information concerned.

4. Collection, Use and Disclosure of Personal Information

4.1. The least amount of information is collected, with the highest degree of anonymity, to meet the school's business or educational purpose.

4.2. Personal information that is not health information is deemed to have been collected with appropriate consent and notification if it was collected before January 1, 2004.

4.3. The school collects personal information about individuals directly from the student, parents or other authorized representative.

4.4. Health and other personal information can be collected, given or disclosed without the consent of the individual for the following purposes:

4.4.1. to conduct an investigation of a breach of law or agreement or for a legal proceeding

4.4.2. to deal with an emergency that threatens the life, health or security of an individual

4.4.3. to comply with a subpoena or warrant

4.4.4. to collect a debt owed by the individual to the school

4.4.5. for archival or research purposes that cannot be achieved without using identifiable information

4.4.6. in the opinion of the Privacy Officer, it is clearly in the best interests of the individual, and consent cannot be obtained in a time period required for the purpose.

4.5. Personal information other than health information can be collected without the consent of the individual for the following additional purposes:

4.5.1. if the collection is authorized by statute or regulation

4.5.2. to contact next of kin or friend of an individual who is deceased, ill, or injured

4.5.3. to determine the individual's suitability to receive an honour, award or similar benefit, including an honorary degree, scholarship or bursary.

4.6. The school uses and discloses personal information only for the purposes consistent with those identified at the time of collection. All uses and disclosures for other purposes require the consent of the individual.

4.7. However, no consent is required for disclosure of both health and personal information regardless of the purposes for which it was collected, in the following circumstances:

4.7.1. to government agencies, or investigative bodies with the authority to administer or enforce a law of Canada, or to investigate a threat to national defense, security, or international affairs

4.7.2. to comply with a statute or regulation.

4.8. In addition, personal information other than health information can be disclosed without the consent of the individual to a surviving spouse, partner or relative of a deceased individual if, in the opinion of the Privacy Officer, the disclosure is reasonable.

4.9. The school will ensure that the student or authorized representative is notified of any new purpose for which personal information will be used or disclosed.

4.10 The school will notify those from whom it has received personal information of any new purpose for which personal information will be used or disclosed.

5. Collection, Use and Disclosure of Personal Employee Information

5.1. The least amount of information is collected, with the highest degree of anonymity, to meet the need.

5.2. Personal employee information collected must be limited to that required to support the work or relationship the employee has with the school.

5.3. Consent is not required when personal information is collected for the purposes of recruiting potential employees, managing an existing employee, or terminating an employee.

5.4. Personal information that is not health information is deemed to have been collected with appropriate consent and notification if it was collected before January 1, 2004.

5.5. The school will obtain the consent of the employee before disclosing personal employee information.

6. Consent Standards for Personal Information

6.1. If required by this policy, the school will obtain the consent of the individual concerned before collecting personal information. If additional consent is required for use and disclosure the school will obtain consent before the use or disclosure occurs.

6.2. Consent for collecting personal information may be given in two different ways

6.2.1. Explicit consent: The individual is informed and gives permission before action taken.

6.2.2. Implied or deemed consent:

6.2.2.1. Permission is reasonably implied based on actions and circumstances under which the information was provided. For example when a person provides a personal cheque that includes an account number to pay tuition, the consent is implied to use it for that purpose only.

6.2.2.2. If an individual is given reasonable opportunity to express their wishes; if no response is given, consent is assumed.

7. Information Handling and Security

The information security provisions of the Personal Information Protection Act (“the Act”) require the school to protect personal information in its custody or control by making reasonable security arrangements to protect against unauthorized access, collection, use, disclosure or destruction.

7.1. Administrative Safeguards

7.1.1. All staff must be aware of the policies and procedures for safeguarding information.

7.1.2. School employees, volunteers, and contracted personnel that collect, use, disclose or have access to confidential information as part of the performance of their duties for the school sign a Confidentiality Agreement (Appendix 2).

7.1.3. School employees and persons acting on behalf of the school report all violations and breaches of information security as soon as possible to the Privacy Officer. This enables the Privacy Officer to take corrective action to resolve the immediate problem and minimize the risk of future occurrence.

7.2. Physical Safeguards

- 7.2.1. All school records, both on-site and off-site, are held and stored in an organized, safe and secure manner.
- 7.2.2. Appropriate fire detection and extinguishing devices are located in areas where personal information is stored.
- 7.2.3. School records are not accessible by unauthorized persons. In areas where unauthorized persons are present, measures will be taken to ensure that files are not left unattended or accessible.
- 7.2.4. Computers or monitors that are left unattended in areas where personal information is processed are secured and logged off, either manually or by default timer.
- 7.2.5. All servers and equipment storing electronic personal information are secured by locked cabinets or rooms within the school when not under direct supervision by staff.
- 7.2.6. School records or equipment holding records (e.g. lap-top computers) will be safeguarded.
- 7.2.7. Appropriate measures are taken to control the distribution of keys or pass codes, and to ensure they are returned or changed after employment or association with the school has ended.
- 7.2.8. Confidential information will be treated with sensitivity. Staff will take care when sharing information if conversations can be overheard or intercepted by unauthorized individuals.
- 7.2.9. Confidential, restricted, or sensitive information that is transmitted by mail or courier will be sealed, marked as confidential, and directed to the attention of the authorized recipient.
- 7.2.10. Fax machines and printers that may be used to send or receive confidential information are located in a secure area. All fax transmissions will be sent with a cover sheet that indicates the information being sent is confidential. Reasonable steps are taken to confirm that confidential information transmitted via fax is sent to a recipient with a secure fax machine.
- 7.2.11. Confidential or sensitive information is destroyed by shredding. Information that is not confidential or sensitive in nature may be recycled.
- 7.2.12. All information will be deleted using secure data wiping techniques prior to disposal of electronic data storage devices (e.g. surplus computers, internal and external hard drives, diskettes, tapes, CD-ROMS, etc.), or the device(s) will be destroyed.
- 7.2.13. Student records, in any format (hard copy or electronic), will be retained in compliance with the School Act. The retention period for all other personal information is set according to the business requirements of the school. Personal information that was used to make decision about an individual will be kept for at least one year after the decision has been made.

7.3. Technical Safeguards

- 7.3.1. Firewalls, intrusion detection software, and/or other technical means to protect internal school networks carrying identifiable personal information are in place to prevent unauthorized use and malicious interference.
- 7.3.2. Access to data and application systems to personal information is limited by each employee's functional role and need to know.
- 7.3.3. Employees access and use information systems under their assigned User ID. The use of another person's assigned User ID is prohibited.
- 7.3.4. Access to school information systems is controlled and password protected. Passwords are kept confidential. Should employees disclose their user I.D's, the school cannot be held liable for the consequences.
- 7.3.5. Personal information is not permitted to be sent by e-mail or transmitted over the internet or external networks without the use of appropriate security safeguards, such as encryption and authentication. Business e-mail messages must also contain a confidentiality notification.
- 7.3.6. To detect unauthorized access and prevent modification or misuse of user data in applications, systems may be monitored to ensure conformity to access policies and

standards. Appropriate security controls, such as event logs, will be implemented and reviewed as required.

- 7.3.7. Computer systems that hold critical or sensitive information will be backed up on a daily basis. Backed up information is stored in a secure environment off-site. Information that is intended for long-term storage on electronic media (e.g. tape, DVD, disk) will be reviewed on an annual basis to ensure the data is retrievable, and to migrate the data to another storage medium if necessary.

7.4. Contractors

- 7.4.1. The school ensures that contracted service providers (e.g. contractors, consultants, support service providers or business partners) comply with the school's privacy and security policies.
- 7.4.2. Except in emergencies, an agreement of contract is completed and signed between the school and all contracted service providers that require access to the school's information systems and assets.
- 7.4.3. Any related contracted service provider information security and privacy policies should be made available to the school upon request, including any updates or revisions that occur after execution of the contract.
- 7.4.4. All employees of contracted service providers who have exposure to and use school assets and systems sign a confidentiality agreement (Appendix 2). Contracted service provider service providers should remind their employees on termination of their continued responsibility to maintain the confidentiality of school information.
- 7.4.5. Contracted service providers immediately report breaches of confidentiality and privacy to the school Privacy Officer.
- 7.4.6. Contracts with service providers include provisions for destroying or returning all school information assets, including hardware, system documentation and information assets upon termination of agreements and in accordance with contract provisions reflecting records retention and data management policy.
- 7.4.7. To ensure compliance with contracted provisions for information security, the school requires contractors sign an acknowledgement that they have received, read and will comply with any school information security policies they are bound to follow under contract.

8. Right of Access and Correction

Subject to limited and specific exceptions, individuals have a right of access to information about themselves that is in the custody or control of the school. Further, individuals have a right to request correction or amendment of information about themselves.

8.1. Individual Requests for Access to Their Own Information

- 8.1.1. Requests from individuals to access basic personal information about themselves (e.g., contact information) are handled as a routine release of information.
- 8.1.2. Formal requests for access to information that may involve review and severing must be in writing to the school Privacy Officer, or designate. Individuals may request access to another person's information only if they have signed consent of the person or if they are the person's legal representatives.
- 8.1.3. Individuals making routine or formal requests may be required to provide sufficient information to verify their identity and authorize access to the information. Any such information provided shall be used for these purposes only.
- 8.1.4. The school responds to formal requests for access to personal information within forty-five days of receipt of the request. The Privacy Officer informs the individual in writing of the refusal or acceptance of the request. If the request is refused, the Privacy Officer provides the reason(s) for the refusal, and the right of the individual to appeal to the Executive.
- 8.1.5. The school does not charge the individuals for access to their own personal information. However, reasonable fees may be charged for reproduction, transcription, or transmission of information, so long as the individual is notified

before these costs are incurred. A fee for reasonable costs incurred may be charged when responding to more complex requests. The individual will be informed of the fee estimate in advance.

- 8.1.6. In providing an account of third parties to whom it has disclosed personal information about an individual, the school will be as specific as possible. When it is not possible to provide a list of the organizations to which it has actually disclosed information about an individual, the school will provide a list of organizations to which it is likely to have disclosed information.
- 8.1.7. Individuals are permitted to view either the original record, or to request a copy of the record, subject to exceptions under the Act. To preserve the integrity of the record and ensure that documents are not removed from the school, an individual wishing to view an original record will do so under the supervision of designated school personnel.

8.2. Exceptions to Right of Access

- 8.2.1. In certain situations, the school may not be able to provide individuals with access to all the personal information it holds about them. The school must refuse to provide access to information:
 - 8.2.1.1. when it is about a third party or reveals the identity of a third party providing an opinion about an individual, unless the third party consents to the access;
 - 8.2.1.2. if access could reasonably be expected to threaten the life or security of another individual.
- 8.2.2. Additionally, the school may refuse to provide access to information:
 - 8.2.2.1. that is protected by solicitor-client privilege;
 - 8.2.2.2. that would reveal confidential commercial information;
 - 8.2.2.3. that was collected without the individual's knowledge or consent as part of an investigation of a breach of agreement or contravention of law;
 - 8.2.2.4. that was generated in the course of a formal arbitration or mediation process;
 - 8.2.2.5. that is about disclosures of information to comply with a warrant or subpoena.
- 8.2.3. In the event the school refuses to provide access to information, the excepted information is appropriately severed from the record before providing it to the individual.

8.3. Individual Requests to Correct or Amend Personal Information

- 8.3.1. Requests from individuals to correct or amend information about themselves (e.g. change of name or address) are handled as a routine correction of information.
- 8.3.2. Formal requests to correct or amend information subject to review must be in writing to the Privacy Officer, or designate. An individual may request the correction of another person's information only if they have that person's signed consent or they can prove they are the person's legal representative.
- 8.3.3. All formal requests must be accompanied by appropriate documentation to support their request before the school will amend the information as required and as appropriate. Generally, the school will not amend professional opinions that are made by staff that have the competency to make them. If amendments are made, at the discretion of the privacy officer, the original information may be retained and marked as incorrect by crossing out. The amended information will be transmitted to third parties, as appropriate.

- 8.3.4. The school responds to formal requests for correction of personal information within forty-five calendar days of receipt of the request.
- 8.3.5. The school informs the individual in writing of the refusal or acceptance of the request. If the request is refused, the Privacy officer provides the reason(s) for the refusal, and the right of the individual to appeal to the Executive.

8.4. Individual Challenges to Request Responses

Individuals may bring concerns about responses to requests and compliance with this policy to the Privacy Officer for discussion and mediation. Individuals may appeal decisions in writing in the first instance to the Executive. Should the matter remain unresolved, it may be appealed to the Information and Privacy Commissioner of Alberta or, in the case of health information, the Privacy Commissioner of Canada.

9. Roles and Responsibilities

Under the Personal Information Protection Act (PIPA) and the Personal Information Protection and Electronic Documents Act (PIPEDA), the school is required to identify a contact person who is responsible for ensuring compliance with applicable privacy legislation.

9.1. Privacy Officer Responsibilities

- 9.1.1. The Director is designated to act as Privacy Officer.
- 9.1.2. The responsibilities of the Privacy Officer include:
 - 9.1.2.1. identifying privacy compliance issues for the school;
 - 9.1.2.2. ensuring that privacy and security policies and procedures are developed and maintained as necessary;
 - 9.1.2.3. ensuring that school employees, volunteers and contracted personnel are aware of their duties, roles, and responsibilities under applicable privacy legislation;
 - 9.1.2.4. in consultation with school employees as necessary, providing advice on, and interpretation of, applicable privacy legislation, including release/non-release of information;
 - 9.1.2.5. responding to requests for access to information, or to correct or amend personal information, and facilitating the request process as necessary
 - 9.1.2.6. ensuring the overall security and protection of personal information in the custody or control of the school.
 - 9.1.2.7. representing the school in dealings with third parties, the provincial government, and the Commissioner, as necessary.

9.2. All Staff

9.2.1. All staff are responsible for implementing privacy for all information they may collect, use, disclose, handle, or view. Staff members:

- 9.2.1.1. make themselves aware of and adhere to access to information and privacy policies and standards;
- 9.2.1.2. access, release and protect information in their custody or control according to policy;
- 9.2.1.3. refer to the Privacy Officer all decisions about collection, use, disclosure, and access that are not clearly directed by policy.

10. Security of Facsimile and Electronic Mail Transmissions

10.1. All Transmissions

All business transmissions must be accompanied by the following statement:

This information is intended for the identified recipient only and may contain information that is privileged or confidential under law. If you are not the intended recipient, you are hereby notified that any dissemination or communication of this information is strictly prohibited. If you have received this communication in error, please notify the sender immediately at the contact address or number indicated.

10.2. Electronic mail

10.2.1. School email users should not open e-mail message attachments from suspicious or doubtful sources. If in doubt, contact the sender and verify the content of the message.

10.2.2. School email users should adhere to standards of good email practice such as

10.2.2.1. Sending messages only to appropriate recipients

10.2.2.2. Verifying that addresses have been properly entered

10.2.2.3. To minimize the probability of error, developing, updating and using email addresses from the address book

10.3. Facsimile transmissions

10.3.1. Recipients of sensitive material should be advised in advance to secure it.

10.3.2. An approved school Fax Transmission Cover Sheet must be completed and accompany all confidential facsimiles.

10.3.3. If it is determined that the transmission was received by a wrong number:

10.3.3.1. contact the recipient and ask them to return or destroy the documents,

10.3.3.2. retain copies of all information sent, and

10.3.3.3. report the incident as an information security breach to the Privacy Officer.

10.4. Inspections of E-mail Messages

10.4.1. The school does not regularly monitor email. However, the school may view, monitor or inspect any messages sent or received using the school system in order to:

10.4.1.1. investigate information security incidents

10.4.1.2. support an urgent, time-sensitive action

10.4.1.3. maintain school information systems comply with a court order or statutory requirement

Where access to e-mail is deemed necessary, the school will attempt to inform the affected users prior to any inspection disclosure of e-mail records, except when such notification would be detrimental to an investigation of possible violation of the law or school policy.

10.5 Filing and Retention of E-mail messages

E-mail messages are considered records and therefore subject to the standards for classification and retention in the School Act. Messages that must be retained as records should be either:

10.5.1. printed out and filed in the appropriate paper file

10.5.2. transferred from the e-mail directory to a secure and centrally maintained electronic file directory.

Appendix 1 Sample Notification

Personal information at The Calgary Jewish Academy is protected under the Personal Information Protection Act of Alberta (PIPA)

We will collect and use personal information only for the purposes of delivering and supporting educational services we provide to you or your child, including:

Educational services, activities and programs

Enrolment development

Assessing enrolment eligibility

Student and counseling

Student and health and safety, including emergencies

Fundraising and special events

Communication with student families

With the exception of certain specific emergency or statutory circumstances, you will be asked for your consent before we release your information to anyone.

For more information, please contact the school's Privacy Officer.

Appendix 2: Personnel Confidentiality Agreement

I, _____ agree that, as an employee, volunteer, or contracted service provider of The Calgary Jewish Academy, I will observe and comply with all policies and procedures of the school with respect to privacy, confidentiality, and security of personal information.

Unless legally authorized to do so, I will not access or disclose personal information that comes to my knowledge or possession by reason of my affiliation with the school.

I understand that a breach of this agreement may be just cause for termination of my employment or affiliation with the school.

I am aware that the school has policies and procedures regarding the privacy, confidentiality, and security of personal information and I understand that it is my responsibility to be familiar with the requirements outlined in these policies and procedures.

I understand that I can refer to the school Privacy Officer for the details of these policies.

Signature

Printed Name

Date

The Calgary Jewish Academy
Bullying Prevention Policy
Approved: November 23, 2006

The Calgary Jewish Academy is responsible for providing a safe environment. Therefore, bullying of any kind will not be tolerated.

All members of the school community (staff, parents and students) have an obligation to work together to ensure a safe and orderly learning environment.

This policy will apply to the following circumstances:

1. While in the school building or the school premises before, during or after school,
2. While on a bus or other forms of transportation as part of a school activity,
3. During any school function, extra-curricular activity or event, both on or off the school premises, including all off-site activities
4. When subject to the authority of the school.

Definition of Bullying:

Bullying is a deliberate action. Bullying is a hurtful action where there is an abuse of power. Bullying is often repetitive. These actions are usually enjoyed by the aggressor and can create a sense of being oppressed on the part of the target. Bullying takes on a number of forms including relational, verbal, physical and cyber bullying. Bullying can have a lasting psychological impact. Students, parents and staff should be aware that certain acts of bullying may be punishable by law.

Examples of Bullying Behaviours will include, but are not limited to:

Relational Bullying:

- excluding
- shunning
- rejecting
- isolating

Verbal Bullying:

- taunting
- mocking
- name-calling
- intimidation

Physical Bullying:

- hitting
- pushing
- kicking
- gesturing

Cyber Bullying

Inappropriate or affecting the student's experience at the CJA

- e-mailing
- text messaging
- photo sharing
- 3-way calling

The attached Bullying Behaviours Chart is part of this policy on the prevention of bullying. The Discipline Policy 5.33 applies to all acts of bullying as described above and outlined on the Bullying Behaviours Chart.

BULLYING BEHAVIOURS CHART

MILD		MODERATE		SEVERE	
PHYSICAL AGGRESSION					
<ul style="list-style-type: none"> • pushing • shoving • spitting 	<ul style="list-style-type: none"> • kicking • hitting 	<ul style="list-style-type: none"> • defacing property • stealing 	<ul style="list-style-type: none"> • physical acts that are demeaning and humiliating, but not bodily harmful (eg. de-panting) • locking in a closed or confined space 	<ul style="list-style-type: none"> • physical violence against family or friends 	<ul style="list-style-type: none"> • threatening with a weapon • inflicting bodily harm
SOCIAL ALIENATION					
<ul style="list-style-type: none"> • gossiping • embarrassing 	<ul style="list-style-type: none"> • setting up to look foolish • spreading rumours about 	<ul style="list-style-type: none"> • ethnic slurs • setting up to take the blame 	<ul style="list-style-type: none"> • publicly humiliating (eg. revealing personal information) • excluding from group • social rejection 	<ul style="list-style-type: none"> • maliciously excluding • manipulating social order to achieve rejection • malicious rumour mongering 	<ul style="list-style-type: none"> • threatening with a weapon • inflicting bodily harm
VERBAL AGGRESSION					
<ul style="list-style-type: none"> • mocking • name calling • dirty looks • taunting 	<ul style="list-style-type: none"> • teasing about clothing or possessions 	<ul style="list-style-type: none"> • teasing about appearance 	<ul style="list-style-type: none"> • intimidating phone calls 	<ul style="list-style-type: none"> • verbal threats of aggression against property or possessions 	<ul style="list-style-type: none"> • verbal threats of violence or inflicting bodily harm
INTIMIDATION					
<ul style="list-style-type: none"> • threatening to reveal personal information • graffiti • publicly challenging to do something 	<ul style="list-style-type: none"> • defacing property or clothing • playing a dirty trick 	<ul style="list-style-type: none"> • taking possessions (eg. lunch, clothing, toys) 	<ul style="list-style-type: none"> • extortion 	<ul style="list-style-type: none"> • threats of using coercion against family or friends 	<ul style="list-style-type: none"> • coercion - threatening with a weapon

The Calgary Jewish Academy
Donation and Bequest Management Policy #5.71
Approved May 21, 2008

The Calgary Jewish Academy very much appreciates the generosity of those who donate or bequeath money to the school. The Executive wishes to ensure that the use of such gifts is prudent, transparent, and in accordance with any stated wishes of the donors.

Donations or bequests of \$20 000 (twenty thousand dollars) or less

Donations or bequests of \$20 000 or less will be brought into the revenue of the school at the time of receipt, where this would not contravene conditions of the donation or bequest.

Donations or bequests in excess of \$20 000

1. Donations or bequests in excess of \$20 000 shall be placed in a deferred revenue account, where this would not contravene conditions of the donation or bequest.
2. 10% of the money in the deferred revenue account will be brought into the revenue of the school each year.
3. An accounting of the income and disbursements of the deferred revenue account will be presented to the Executive each year at the time of presentation of the fee-setting budget.

Exceptions

1. The Executive may choose to use particular donations or bequests differently.
2. Donations or bequests with conditions that require different treatment will be managed accordingly.